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**RN to BSN End-of-Program Evaluation Revision**

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NURS 8263 DNP Project

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### **Abstract**

The data in an end-of-a-program student survey are crucial for maintaining a high-quality program and meeting accreditation standards. This quality improvement project aims to formulate a revised end-of-program evaluation survey for graduates to use to provide feedback to make necessary improvements to the program and employ better communication and access to educators for students to feel connected and important. After the item analysis method was used to review the questions and revise the survey, the revision of the survey was sent to the current summer RN to BSN students to complete and provide data about the overall program. Another method is staging the release of the survey to provide multiple opportunities for the students to complete the survey and increase the response rate. Because the survey is currently being disseminated the results are preliminary. The preliminary results show an increase in the response rate due to the added availability of the survey post-graduation and the revision of the survey captures effective feedback as opposed to the previous survey to gather opportunities for improvement to maintain a high-quality RN to BSN program for students to advance their nursing education.

**Keywords:** RN to BSN, evaluation, accreditation, program quality

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## **RN to BSN End-of-Program Evaluation Revision**

Tuition costs are high and paying for a program that is not effective and is of low quality is unfair to students. If the student is satisfied with the educational program, the more engaged the student will be and this will increase the chance of success (Chan et al., 2021). To gauge student satisfaction, an evaluation must be conducted to gather the student's feedback.

Communication is the key to establishing and maintaining a solid relationship and foundation in student/faculty interaction. Online programs have the unique challenge of not meeting face-to-face so there is a benefit in implementing increased opportunities for communication during the program such as video question and answer sessions, virtual office hours, and new student orientation to the expectations of the program. The purpose of this Doctor of Nursing Practice (DNP) project is to revise the current evaluation program and implement a robust process to continuously evaluate the Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) program for improvement opportunities.

### **Background of the Problem**

The background of the evaluation process for the RN to BSN program has been spotty at best due to many changes and challenges in the program. The accreditation body requires evaluations for all nursing programs to remain accredited. There is a system used for end-of-program student surveys and a database of those past surveys. The survey used has not been reviewed or revised in several years and some of the questions are not effective in capturing feedback on the program. The evaluation process must be continuously reviewed and revised to maintain a quality educational program. By finishing this project, the hope is that the evaluation process will be systematic and able to sustain many years and changes in the future to ensure the program is monitored and evaluated continuously.

To provide a quality program, the evaluation process must be ongoing and robust as well as meet the needs of working nurses (Hensley et al., 2020). Finding the best way to evaluate students to gather the most pertinent information is crucial to the success of the program. There are limited studies on RN to BSN programs specific to the perceptions and satisfaction of students involved in these programs (Parolisi, 2020).

A needs assessment is an essential step in curriculum development before creating a new program or revising an existing one. Identifying the gaps/needs in a nursing program shows the areas that need improvement or revision. The faculty can take the outcome of the needs assessment and revise the curriculum to include the missing curriculum. Gathering the data for the needs assessment should include input from stakeholders involved in the program such as students, faculty, and university administration (Rhee et al., 2022). Feedback from all stakeholders gives different perspectives on how the curriculum should look in the future state. This also ensures that all involved are included in the revision or creation of the curriculum development.

External and internal factors need to be addressed in the needs assessment to get the larger picture of the current curriculum. External factors are associated with the outer environment and internal factors are associated with the environment inside the university. There are many individual factors within each of the external and internal factors to examine during the needs assessment. External factors could be the community, healthcare system, or demographics. Internal factors could be the organizational structure, faculty, and students. According to Chen et al. (2019), some internal factors can be controlled with careful planning and focus on student success.

The definition of the scholarly project in the book does support the project because gathering pertinent feedback on the satisfaction and effectiveness of the online RN to BSN program has a huge impact on the program. To deliver a high-quality, sought-out RN to BSN program, the student perspective needs to be gathered, evaluated, and ideas and suggestions from the students should be implemented for the betterment of the program. Gaps in programs should be evaluated continuously and through multiple channels to provide a program that meets the needs of the university (Linton et al., 2019).

The resources required for the project are administration support, the database used to store and deliver the evaluations at the end of the program, and student participation. Faculty time will also be needed to disseminate the survey and decide on periodic evaluation times throughout the program. The database was already in use, but the current evaluation was not sufficient to gather the needed data, so it was revised to include questions to probe the students' feedback more effectively. Project tools and maps are being followed to stay on track with the needed and required resources as the project progresses (Milner et al., 2019).

### **Review and Summary of Relevant Literature**

This project is three-pronged to include the revision of the program survey, the added communication between the faculty and students, and the component of student satisfaction so there are three separate literature review summaries.

The articles chosen are gathered from a variety of sources such as CINAHL, Google Scholar, PubMed, Science Direct, and the Cochrane Library. Searching multiple databases allows the writer to explore multiple areas for the best literature to perform the review and gather evidence-based practice. Proper research takes time and effort on the researcher's part to ensure each article reviewed is an essential part of the project and will contribute to the overall goal.

There are many databases to choose from but to prevent stumbling into the black hole of research, the researcher should select a certain number of databases and use those to adequately find articles.

### **Survey Component Review**

The literature review for the survey components is limited so the student was able to piece together literature to determine what should be included as questions on the survey. The literature below includes different types of surveys used to gauge students' responses and feedback for different components of nursing programs.

Cunha et al., (2023) discuss how the use of a variety of teaching methods in online learning increases student participation and in turn, increases student satisfaction. The authors used 73 students in this cross-sectional cohort study to determine if active learning strategies were effective in enhanced learning and satisfaction. A questionnaire was used to gather feedback from the students after participating in the online escape activity assignment. The authors deduced that using a variety of learning techniques helps the student stay engaged and learner satisfaction is increased because of the perception of faculty interaction and breaking up the monotony of online learning (Cunha et al., 2023).

Hensley et al., (2020) discuss the attributes of an RN to BSN program by surveying students on their overall satisfaction with the nursing program on various topics. The article covers the feedback from 43 students from around the United States using a cross-sectional design format. The survey touched on perceptions of satisfaction of the students rating the value of the program. The satisfaction levels were high for the most part but some assignments such as discussion boards and projects that require group participation were lower on the satisfaction

scale (Hensley et al., 2020). The sample size seems small compared to the number of RN to BSN students in the United States, but the outcomes seem reasonable.

Mokel (2021) relates teaching online RN to BSN students how to perform research in nursing. Because the BSN program is geared more toward the managerial side of nursing and advancing nurses in preparation for managerial roles or to advance in nursing education, classes are more geared toward management and research. Finding the right balance of courses and materials as well as assignments to not overwhelm the working student is priceless in creating and maintaining a program that attracts students in this population. The author realized that the RN to BSN student is unique in that the content of the program must show value in the student's established practice (Mokel, 2021). The average student admitted into the RN to BSN program is a working nurse with a family so vigorous assignments with no value added will not attract the nurse to this type of program. The assignments and educational materials should add value to the nurse's workplace to increase satisfaction.

Rapoza et al., (2022) explore the creation of an online RN to BSN program to enhance the workforce in the state of Washington. The article discusses the planning and implementation of the program and how the creators decided what was important in the targeted population to drive interest in the program. Working nurses need flexibility and low costs and those were the focus when creating this program (Rapoza et al., 2022). Deciding to return to school for a higher degree is oftentimes a hard decision to make unless there is another external force demanding advanced learning such as a facility wanting to show nursing excellence or interest in management positions on the nurse's part. Another characteristic of a successful online RN to BSN program is the flexible plan of study that allows the student to take a semester or part of the

term off when life gets in the way and then the option to come back and pick up where the plan was left without having to repeat classes or wait to return.

Riley and Carmack (2020) discuss the use of open educational resources (OER) in courses to increase satisfaction in online courses. This was a comparative study that compared 70 students using only OER and 73 students using textbooks only and the satisfaction of the method of education delivery for each set of students. This was based on a nursing informatics course in an online RN to BSN program. The authors compared satisfaction scores and overall course grades in each group to determine which method is the best from a student's perspective. Riley and Carmack (2020), determined that the highest satisfaction and overall grading performance were better in the OER group than in the textbook-only group. The assumption here is that reading textbook chapter is not favored among students over reading and participating in the OER activities throughout the course. Students like to have variety and engagement in the coursework, so the courses feel as close to in-person without having to go to a classroom. The human interaction piece is something that needs work in online learning but as time passes this will be an area that will be the focus of improvement.

Smith et al., (2020) examine the possibility of using a survey as a method to gauge student satisfaction could have unintended outcomes. Since the feedback from the student can be heavily influenced by the student's feelings, emotions, and opinions, the use of surveys to drive curriculum change and program alterations needs to be thought out before action is taken. The survey is just one tool in the arsenal to measure students' satisfaction with the program and not the only method used to drive change and improvement. The DNP student revised the survey tool to capture real feedback from the student's point of view and analyzed it with the bias of the student in mind. However, the student's participation and input are important to consider when

looking at improvements for the program so the survey is a good instrument to utilize to capture the feedback from students.

Kanwar and Sanjeeva (2022) consider the use of the Likert scale in student satisfaction surveys to give a range of feedback easily analyzed by faculty. The previous survey used a number scale rating that did not present the best data to analyze. The questions were revised to include a scale of satisfaction that included: very satisfied, somewhat satisfied, neutral, somewhat dissatisfied, and not satisfied at all. This allows the data results to form into actionable analysis because it has words associated with the scale instead of too many numbers to appropriately select the response.

### **Student/Faculty Communication**

Faculty/student communication is key to a successful online program due to the limited interaction as compared to face-to-face programs. The DNP student performed a literature review to identify best practices for increasing communication and expectations setting for students in an online program.

Haggard-Duff et al., (2020) explored the initiation of one-to-one orientation phone calls before starting the program to address concerns and questions at the beginning of the program. The authors split 108 students into six groups with one faculty in each group making the phone calls. This idea would be a great one if the program faculty is large enough to complete the calls of all newly enrolled students. The results were favorable in fostering the faculty/student relationship and setting expectations for the program ahead of time (Haggard-Duff et al., 2020). For the RN to BSN program in this project, the faculty is too small (2 full-time faculty) to make one-on-one calls to each newly enrolled student. As a compromise to this practice, the faculty

will conduct orientation group sessions each semester to welcome the newly enrolled students and answer questions before the student starts the program.

Linton et al., (2019) discussed the student expectations versus the faculty expectations for online nursing programs. The authors delved into the differences between what students expect the online program to be and the reality of the program. Unmet student expectations are a large reason for student dissatisfaction in online programs so level-setting expectations ahead of time through new student orientation can decrease the level of fear and dissatisfaction for students (Linton et al., 2019). Incorporating online orientation sessions for students will increase the communication between faculty and students and ensure the expectations of the program are discussed and resolved.

Dowling et al., (2021) centered around orientation sessions for online programs, but the sessions were split by cohorts. The new students had a new student orientation, and the existing students were invited to join a different session to discuss how the program was going at that stage of the program. The authors stated that the increase in communication and interaction increased student satisfaction and accountability in the program (Dowling et al., 2021). The DNP project includes a new student orientation session/video and video sessions for question and answer during the program and at the end of the program. This has been added to the project in hopes of increasing student satisfaction and fostering the faculty/student relationship during the program.

### **Student Satisfaction**

Student satisfaction is a crucial aspect of the student's success in the program and the success of the program. Setting expectations and relieving fear and concerns from students helps increase student satisfaction. A literature review was performed to determine the actions that

faculty should incorporate into an online program to increase student satisfaction. Most of the literature available was a byproduct of the COVID-19 pandemic as most nursing programs were forced to provide online instruction during those times.

Natarajan (2022) focuses on the student's perspective of interaction with faculty during the pandemic due to the emergency online delivery of courses. The authors sent out questionnaires to 177 students that were focused on the satisfaction of online teaching compared to the traditional classroom setting. The authors concluded that students believed that increasing social presence and engagement in the online setting would increase student satisfaction (Natarajan, 2022). Even though the program is online, there are ways with advancing technology to supply the face-to-face interaction experience as close to the traditional setting as possible. Video sessions will be used to increase interaction and communication between students and faculty to increase student satisfaction.

Marquez et al., (2023) introduce a technique where webinars were used to check in on students throughout the program. These webinars were used to engage the learner and increase communication from the faculty in the online environment. There was no specific sample size mentioned in the article, but positive outcomes were reported by the students. The check-in was used to increase the feeling of belonging for the student and increase satisfaction among the students (Marquez et al., 2023). This is a great idea because online courses can promote feelings of segregation because there are no face-to-face interactions as in traditional settings.

Biles et al., (2022) give a glimpse into one University's plight to increase student satisfaction using the survey method and the results of the feedback from the 82 students in the sample. The authors discovered that the expectations of the students had a direct impact on the satisfaction scores from the survey. Level setting the expectations from the start is an effective

way to ensure the student's expectations for the program are addressed or redirected to the actual format of the program before the start of the courses.

### **Statement of the Problem**

The evaluation process for nursing education should be a systematic and effective process that is under continuous improvement to capture the best data to analyze and use to implement change. The RN to BSN program end-of-program survey should ask effective questions to determine the overall satisfaction and value of the program from the student's perspective. The DNP project is geared toward evaluating the current survey and timing of the disbursement of the survey to students to decide if the survey needs to be revised as well as periodic evaluations throughout the program as well as after the program.

The PICO question that is used for the program is: In the AState RN to BSN program, how does the feedback from students using the original version of the end-of-program survey compare to the feedback from students using the revised version to properly evaluate the RN to BSN program?

### **Purpose of the Project**

To formulate a quality improvement plan, the problem question must be devised to brainstorm the next step actions to take to reach the projected outcomes. Team members need to be involved in the planning and implementation of each step to avoid confusion and missteps in the project timeline and completion. The purpose should be supported by the project question to formulate a plan to reach the intended outcomes.

P: AState RN to BSN Population

I: Creating a revised end-of-program survey with increased communication activities.

C: Using the current survey with questions that do not collect pertinent feedback

O: Increased satisfaction and communication with an overall high-quality program

T: After 6 months

To show opportunities for improvement a gap assessment should be performed to determine the current state and future state. The end-of-program survey had not been revised in several years and the feedback and data were not analyzed to find actionable items that needed to be resolved to better the program. There is limited literature that targets this specific focus of the DNP project, especially for online RN to BSN programs so the gap analysis was mostly internal ideas and actions. In reviewing post-course evaluations, the main theme of dissatisfaction was the lack of communication and unmet expectations from the student's viewpoint. Implementing a communication plan to include sessions for questions and answers, virtual office hours, and a new student orientation were chosen as the interventions in addition to the revised end-of-program survey to capture effective feedback.

### **Change, Change Framework, Scope, and Limitations**

#### **Scope**

The project aims to improve a process so that improvement should be continued for future years and considering the budget points for that is also important for the student and the facility (Ketron, 2019). Recruitment is essential in online programs but to entice students to choose AState includes producing a high-quality program that has a good reputation for student satisfaction and overall feasibility with the working nurse. Deciding to go to college, more specifically nursing school is based on a multitude of factors. Those factors are time, finances, motivation, transportation, internet access, etc. When students decide to go to nursing school some decide to go in at different levels depending on the goal. Associates-prepared nurses that decide to go back for their bachelor's degree are usually persuaded to go back because of their

place of employment or because their goal includes being in leadership or higher nursing degrees. Incorporating evidence-based research into nursing programs ensures that nursing students are prepared to provide safe, quality care to patients and continuously search for the best possible nursing practice through research (Schnall, 2020).

The intervention population will be the graduate students from the summer cohort. These students will take the new and revised end-of-program survey. Another intervention will be the creation of informational zooms to answer any questions that students may have to open the lines of communication up in the program. After reviewing the feedback from the prior year's survey feedback, it was decided that the survey did not capture much information on the student's overall perspective of the program so more questions were included to capture that data. The sample size for this summer will be around 40 students but the Zoom sessions will be open for the 138 students enrolled in the program.

Another consideration for the student when developing the timeline is to be realistic with the components of the timeline (Milner et al., 2019). When working within a team to accomplish a common goal, the timeline should be approved by the team members and the due dates and actions agreed upon by all members. Frequent project status check-ins by all members will allow the timeline to remain a fluid document that is open to revision and collaboration.

Reviewing and revising the end-of-program evaluation survey tool and initiating the approval process for the new survey. Qualtrics will be used to disseminate the survey to students so the revised survey must be uploaded into that system before the summer graduate's capstone course in June. Once those surveys are completed, the analysis can begin on the new survey form. The additional pieces of the project such as video Q&A sessions and virtual office hours will also be implemented. Faculty will meet to coordinate these activities together and determine

the best times that are available to many of the working students. There will also be frequently asked questions answered in a video and displayed in the courses for future viewing.

The plan is to advertise the end-of-program survey earlier than in the past to get the student ready to give feedback once the capstone course opens. Hopefully, this will allow the student time to finish the survey and provide feedback. The inclusion and exclusion criteria are based on graduates of the program in the summer. A cohort of graduates decides the target population for the new revised survey and excludes those students that are not in the Capstone course. Because the survey is electronic, the amount of time from data collection to data analysis is shortened as those completed surveys are available immediately for review and analysis.

### **Limitations**

Each system level will be affected to some degree during the DNP project and beyond as the program enters the maintenance phase. The macro system is the university as well as the community being served by the graduates. The university is responsible for providing resources to offer a quality rich educational experience to students that decide to further their education. The accreditation process is also front and center because being accredited shows the public that the program is being held to certain standards.

The microsystem that will be affected is the RN to BSN program which involves the faculty and staff involved in the program and the students that choose to participate in the program to increase their nursing knowledge. Establishing relationships in an online environment is more difficult than in the traditional face-to-face classroom setting. Soliciting feedback from faculty and students on the dynamics of the program and instituting different avenues of communication are steps taken to foster the relationship between faculty and students (Farmer et al., 2022).

The mesosystem will also be affected because if the student is stressed out because of a program that is not suited for the working nurse, the family relationship and possibly the student-to-student relationship could suffer. There is a fine balance between work, school, and family and the program should be suited to enhance those other facets of the student's life. Deciding to go back to school is a huge decision because any program will demand time and effort, but the knowledge gained should transition smoothly to nursing practice and give the student a clear picture of the benefit of finishing the program. This allows the student to determine whether the workload is feasible to go full or part-time depending on other obligations the student may have in their professional and personal lives.

The largest barrier to the project is timing. The revision of the survey was completed in the spring which set up the first distribution of the new survey this summer. The course does not end before the DNP program is completed so the results will be preliminary. Although this will not affect the validity or credibility, the completed results will not be reflected until after the DNP program is complete.

Another barrier is the fact that the feedback is reliant upon the student completing the survey. Reminders are sent periodically but to receive the needed feedback the students must complete the survey.

The last barrier to the project is the reporting capabilities of the database. A data report is available, but the old survey's reporting format is not conducive to analyzing and making an action plan for improvement. The new survey is designed to give quantifiable feedback by adjusting the satisfaction scale in the questions. Previously, the scale was 0-10 and did not offer free text for the student to give a reason for a low rating. The new survey incorporates text boxes

for the students to add more detail if needed so the faculty will have an idea of the reason for the rating provided.

### **Delimitations**

The Clinical Scholar Model (Figure 3) addresses the inquiry process of change. Observation to dissemination is the driver of this framework. The purpose of this quality improvement project is to revise the survey to capture the feedback from students that have almost completed the RN to BSN program and have a good understanding of the opportunities identified from their point of view. The project was designed to build on the evaluation process already identified and ensure the program institutes and maintains a robust evaluation process to improve each semester.

This project will not address the curriculum at its core but will take into consideration the feedback from students around the topic of the curriculum in the program. The scope of the project has widened slightly since the inception of the project but due to the time constraint the future ideas of some of the brainstorming actions, such as the orientation video and graduate congratulations videos, will be scheduled for a future date.

### **Change and Change Framework**

The change theory that coincides best with the DNP project is Lippitt's Model of Change (see Figure 1). This change model uses a leader to identify a need for change, initiate a plan of action, implement the change, and analyze the outcomes to ensure the change was favorable. This is what is being done with the end-of-program survey as well as requested alternations in the faculty/student communication avenues. Lippitt's model allows the leader to collaborate with stakeholders to analyze the process, address the action, and determine who is responsible for the action item based on roles and responsibilities (Adelman-Mullally, 2023).

The type of change needed after the conclusion of this project is the improvement of the evaluation process for the program. The previous survey was a good foundation for soliciting feedback from students, but the format did not lend a chance for the student to provide text-type feedback. The questions were also not focused on program satisfaction or the need for change or improvement. The students involved are the students that are graduating within the next seven weeks, so these students know the overall program. The characteristic of the site is an online program providing RN to BSN education to nurses. This is situated within a larger university but is completely online. The management of the change will be the responsibility of the program coordinator who happens to be the DNP student.

### **Theoretical Framework**

The theoretical framework used in this project is the Clinical Scholar model. This can be implemented by using external evidence from accreditation bodies as well as internal evidence from the feedback of students on the survey to determine if the evaluation process needs revision. Incorporating the proper EBP into my project will ensure guidance for the project down the right path to reach the outcomes that have been set to accomplish. This model also includes incomplete and adequate evidence to mirror each other to compare what is best for the project. Engaging the students in the improvement will also prepare them for managerial positions which they will be educated to apply for once done with the program (Speroni et al., 2020).

To provide a high-quality nursing education program, feedback from those immersed in the day-to-day functions of the program is a must when evaluating the program. The end-of-program evaluation is disseminated to students in the last course of the program but once the student graduates it is a rare occurrence for the survey to be completed. The Systems Evaluation

Plan stated that the surveys would be sent out at 2 and 6-week intervals but that was not completed on many occasions.

The actions regarding the relationship between the Clinical Scholar Model and this DNP project have been further detailed (Table 6). Many models would have directed this project properly, but this model was simple enough to delineate the steps with the actions of this project.

### **Summary**

The importance of evaluating online nursing education programs to provide ongoing process improvement is essential for the success of the program. Having a good survey tool that includes the best possible questions to capture the most effective feedback is the first step in gathering data for change. The dissemination schedule is also important in the evaluation process when using the survey tool instrument because the student providing the feedback should not be preoccupied with other tasks and not have the desire to complete the feedback survey.

## **SECTION II: METHODS**

### **Introduction**

The purpose of this quality improvement project is to revise the RN to BSN End-of-Program survey to capture the most effective data to collect opportunities for improvement to better the program. The data collection methods are electronically obtained using a survey software called Qualtrics. This allows the completion of the survey to remain anonymous, so the student feels comfortable sharing honest information and feedback. Historically, the response rates have been low due to the limited availability of the survey in the week seven section of the Capstone course. This is the last week of the last course of the program so the students may not place the survey on the priority list while wrapping up the program.

### **Project Design**

Implementation frameworks assist with organizing the project into stages for clarity and direction of the many facets of DNP projects. For the DNP project, the Plan (P), Do (D), Study (S), and Act (A) framework is used to plan out the steps required to accomplish the goal of the project. The methodical approach to change allows room for everyone on the team and the stakeholders to see the progress and future of change projects. As with many projects, this framework will allow for many cycles to institute changes that need to be developed to ensure the best process is identified and maintained (Connelly, 2021). The gaps identified in the DNP project are an inconsistent RN to BSN program evaluation process and decreased communication avenues between the faculty and the students.

The steps in the PDSA framework are easy to delineate and are used as a guide to assist in organizing the plan and thoughts surrounding the project. The outcome of the project is to create and maintain an effective end-of-program survey as a component of a robust evaluation process.

Plan: evaluate the gaps in the process and determine which of those will generate action steps which include increasing participation with the end of the program survey, increasing communication between faculty and student, and faculty being more available and interactive in online courses. The planning step also consists of the literature reviews for the survey, the communication between faculty and student, and the student satisfaction review. Planning the schedule for the dissemination of the survey is also included in this step.

Do: revise the end-of-program survey, disseminate the survey 2 and 6 weeks after graduation for those not completed, organize Zoom sessions at various times during the semester for Q&A, and offer virtual office hours. The do step also consists of the preparation of the orientation sessions,

the question-and-answer sessions, and initiating the virtual office hours for each course taught by faculty.

Study: analyze feedback from periodic check-ins and data from end-of-survey forms, and meetings with faculty to gain perspective on changes that may need to be made. The data from the survey feedback from the Fall 2022, Spring 2023, and the new revision data from the Summer 2023 graduates will be reviewed and analyzed in this step.

Act: implement the necessary changes and design an ongoing process for the evaluation of the program. The act step consists of the action plan creation and approval as well as the implementation of the steps of the action plan. The opportunities for improvement that are identified from each cycle of the survey will be added to the action plan and addressed.

### **Sample and Setting**

The intervention population is the summer graduates of the RN to BSN program. Inclusion criteria involve the capstone students for each semester and exclude those students in the program that are not in the capstone course at that time.

As previously stated, the faculty and students, or the microsystem, experience the greater impact of the project. There will be additions to the responsibilities of the faculty to include dissemination of the survey twice after graduation, video chat sessions each semester to answer questions, and virtual office hours to allow the student to interact with the faculty on course-specific topics. Teamwork between the faculty and the students is essential in maintaining a healthy relationship to reach the best outcomes in the program. Determining what students look for and expect from these types of programs is the starting point to ensuring the program is seen as beneficial to the prospective student (Hensley et al., 2020). The students should feel encouraged to seek information and guidance from the nurse educators.

The university, or the mesosystem, will be impacted positively by producing a competitive and quality-rich program that can be marketed as favorable among students. The DNP project outcomes will affect the key stakeholders the most but will also indirectly affect the community's health, or macro system. The students and faculty will be affected the greatest, but the revision of the evaluation process will in turn place the program in a more desirable state for competing with like programs. The university will benefit from the project as evaluation and reaccreditation are key in maintaining an educational program. The nursing students that participate in the program should be able to take the knowledge gained and put effort into caring for the community with the increased knowledge and skills gained.

The evaluation process will undergo a dramatic revision with several cycles of change due to lessons learned as each cycle is tested. Contributing to the growing number of BSN-prepared nurses that are educated to take on leadership roles in facilities is a serious undertaking and should be evaluated constantly to ensure the most up-to-date, evidence-based information is provided in a format that is conducive to the full-time working nurse who also has personal obligations to incorporate into the time needed to complete the program in a feasible time frame. There are many factors to consider when determining how best to align the program for the working nurse.

The setting is an online RN to BSN nursing education program within a larger School of Nursing in a larger university. The students are separated into graduate cohorts depending on when the capstone course is taken. Most of the communication is written or through the Learning Management System (LMS), but face-to-face video chat sessions are also included.

### **Instrumentation**

The survey is the main instrument used to collect data. The revision of the survey was performed to include the questions that would generate the most effective feedback from the students to make improvements to the program. The revision of the questions from the current version to the revised version is outlined in detail (see Table 1). The survey database reviews the survey for appropriateness and strengths and recommends how to improve the survey to get the data intended.

The response rate data points were delineated in an Excel spreadsheet to create the graph and maintain the same formula for future data collection. Since this is a simple calculation but one that provides much insight into the availability challenges of the survey, the spreadsheet and used to create a simple response rate draft was divided by semester and then grouped into the table format for a visual display of the lacking responses from the survey. The old survey (Appendix A) did not provide a section for the student to express the strengths and weaknesses of the program. The questions were revised (Appendix B) to include an improved rating scale with free text options for the student to give more detail of the answers.

The outcomes of the project will guide practice on several levels. The nursing students will gain increased knowledge and skills if the program is successful and high-quality. The program will guide practice in having the ability to cycle through change and hopefully publish the findings for similar programs to benefit from this journey. Sharing the findings and outcomes with the network of sister institutions would also be beneficial to nursing education practice. The RN to BSN program can be used as a stepping-stone for the student to continue to advanced levels of nursing education. The foundation needs to be solid to ensure that means the program is solid and effective to provide a smooth passage to higher-level degrees (Minnick & Marlow, 2022).

### **Data Collection**

The first data collection activity was to analyze the response rate from the previous two semesters to establish a baseline rate (see Table 2). The response rates were directly related to the availability of the survey only in the capstone course. With the revision of the systematic evaluation plan, the survey will be available in the capstone course with frequent reminders but will also be sent to graduates at the two-week post-graduation mark and the six-week post-graduation mark to increase the response rate. The student has a limited amount of time to complete the project within the seven-week course so the survey may not be the priority at that time so expanding the availability of the survey into the post-graduation period is projected to increase the response rate.

The first cohort of students that will receive the revised survey will be the summer graduates in August. These students will be given the survey in week three as opposed to week seven when things are wrapping up at the end of the program. The survey will also be sent to those students that did not complete the survey during the capstone course two-week post-graduation and six-week post-graduation. The increased dissemination schedule aligns with the System Evaluation Plan (SEP) and is designed to increase the response rate.

The data collection will be anonymous and collected from the electronic survey database. There are 20 questions on the revised survey directed toward the RN to BSN program organization, communication from faculty, strengths and opportunities for improvement, reasons for obtaining a BSN, open text boxes for the student to type the strengths of the program, and the opportunities for improvement. Since the data is protected and anonymous the feedback will be maintained in cohort sections in Qualtrics.

Consent was obtained from the IRB site (see Appendix C) before the initiation of the data collection process. Due to the lack of research and study on human subjects, IRB exemption was determined. The Clinical Practice Partner Site Agreement was obtained from Arkansas State University for the DNP project (see Appendix D).

### **Data Analysis Methods**

Data analysis plans include reviewing the complete surveys each semester to identify opportunities for improvement for the RN to BSN program. The questions will be analyzed as well to ensure the most effective questions are being addressed in the survey. The response rate will be collected and analyzed each semester to determine if the dissemination schedule is contributing to increased rates of completed surveys. The steps of the analysis plan are as follows:

1. The survey is sent to students using the online survey system in week 3 of the last course of the program.
2. Reminders are programmed into the survey system to send the survey throughout the last course to those students that have not completed the survey. This system does not show the identity of the students that have or have not completed the survey (Figure 3).
3. Survey analysis will be performed on each completed survey and the free text items will be reviewed for opportunities and placed on the action plan for future resolution.
4. The total number of graduates will be recorded along with the number of completed surveys to determine the completion/response rate each semester.
5. The system will be programmed to send reminders to those students that have not completed the survey at 2 weeks post-graduation and 6 weeks post-graduation.

### **Data Management Methods**

The survey database maintains the survey and the data from completed surveys. The surveys are organized by graduating cohort and maintained in the database for future use. There is an option to save these completed reports into the LMS as a backup data management source, but this is not the current practice. The University maintains the survey data indefinitely in the survey database but at least five years of data are maintained in the active file so there are three years of data used for reporting to accrediting bodies as requested.

### **Ethical Considerations**

The surveys are completely anonymous and maintained in a protected mode by the survey database. This project presents minimal risk to participants because the survey is anonymous, and the participants are free to express their feedback in a non-threatening manner. There are instructions at the beginning of the survey that were added to ensure the student is aware that this is de-identified and the survey will not be tracked back to one student.

### **Timeline, Budget, Resources, and Sustainability**

Some timeline activities (see Table 3) are faculty and mentor availability and gaining access to and reviewing the end-of-program evaluations for analysis of completed surveys. The survey revision will take place after reviewing the data collected in previous years and determining which questions should be changed to gather the most effective feedback for change. Currently, the survey is only disseminated at the end of the capstone course. This is not the ideal timing because the students are wrapping up the program and their capstone project so completing a survey may not be the top priority.

The initial budget (see Table 4) associated with the project will be the salary considerations for the faculty and the expense of using Qualtrics as the data management software. Printing costs for the survey were minimal and did not reach the amount projected in

the initial budget. There were no printing supplies since this is an electronic survey and there is no need for a statistician as the data used is simple and can be analyzed by the project student.

The university has the resources available to achieve the projected outcomes of the project so there should not be any barriers with resources. Time and availability will be the biggest factors for the completion of the timeline and the project. Constant communication and project updates will be key in keeping the team on track to foster the academic partnership toward project completion (Vessey et al., 2021). The project team must collaborate and understand the goal of the project to be successful. There are benefits to having a project team such as multiple suggestions, ideas, and viewpoints.

The impact on the economy and indirect and focuses on the preparation of advancing nurses to care for the population. Facilities are strategically aligning with nursing excellence and prefer nurses with higher education to fill the nursing shortage issue. Providing a high-quality program that prepares nurses for the BSN role and sets a foundation for nurses to pursue even higher degrees in nursing is essential in maintaining the nursing profession at a high status. Thus, evaluation of the current program in a continuous state is essential to providing that service to the economy. There is no process of improvement without first evaluating the needs of the program and acting on those items that still need attention. With technology changing at a rapid rate, keeping up with changes in healthcare education delivery and student satisfaction is key.

The population will be impacted by gaining qualified BSN students that have graduated from a program that has a continuous evaluation process to ensure the graduates are prepared to care for the population. BSN programs, specifically RN to BSN program availability, reached an all-time high to positively respond to the national nursing shortage. Many facilities strive for

nursing excellence, which requires nurses to have a BSN degree or higher depending on positions, so many facilities require higher degrees to meet or maintain that designation. With the rise in programs on the market, a quality program that is suited for the working nurse is crucial to compete with such programs. The one surefire way to ensure the program is reaching its full potential and preparing nurses for a higher level of responsibility and accountability is to evaluate the program on an ongoing basis.

After the program meets the best possible outcomes the evaluation process will continue to remain a part of the program. Continuous evaluation in an ever-changing program is crucial to ensure any new literature or best practices are instituted as the program grows. The sustainability plan that will be included is to assess the evaluation plan annually or as needed and make changes. Each summer, the plan will be reviewed by key faculty for the upcoming school year and changes will be made if warranted. The end-of-program survey will be evaluated along with the feedback data and response rates to ensure the survey is capturing the best possible feedback and the response rate is satisfactory. The revised questionnaire will ask students for feedback on advising and the key faculty will evaluate those complete surveys for improvement ideas for the program. This will eventually become a system plan to include continuous evaluation of the program and implement needed changes to adhere to changing literature and best practices.

A literature review will be completed annually to evaluate any new information regarding the evaluation process in online nursing education programs. The key faculty will review any new pertinent literature and discuss it in a meeting venue to determine the best course of action. The maintenance plan will be a written document for future leaders to expand on for future use.

### **Summary**

Gathering feedback from students is a critical step in the evaluation process but asking effective questions to gather the appropriate data is just as important. The adage of good data in, good data out or bad data in, bad data out is true with end-of-program surveys also. If the questions are not geared toward capturing feedback that will highlight the strengths and weaknesses, then the data will not be valuable in improving the program.

## **SECTION III: RESULTS AND DISCUSSION OF FINDINGS**

### **Introduction**

Program evaluation is used to collect data and feedback on the performance of the program. This offers the student a vehicle to express satisfaction or concern about certain aspects of the RN to BSN program so the faculty can make changes to improve or maintain what is best practice. The purpose of this section is to present the findings of the project concerning the purpose and reason for the project.

### **Summary of Methods and Procedures**

The end-of-program survey was analyzed using item analysis for each question and reviewing past data for each question. The DNP student evaluated the effectiveness of each question by the responses from previous complete surveys. Many questions did not directly relate to the overall evaluation of the program but were more personal questions about the student. Those questions were revised to address the program to provide a venue for the student to give opinions and feedback to the faculty to make necessary changes.

The release of the survey was also revised to disseminate the survey to students at more reasonable times such as earlier in the capstone course as well as post-graduation to increase response rates and participation.

### **Summary of Sample and Setting Characteristics**

The setting takes place in a virtual environment. The RN to BSN program is delivered fully online through a LMS and the survey data is collected and stored in an online database. The target population used to determine the revision of the survey and the survey dissemination times were the graduates for the Fall 2022 and Spring 2023 cohorts. The population used for the new revised survey and the added survey dissemination schedule is the Summer 2023 graduating cohort. There were 37 graduates in the Fall 2022 cohort and 34 graduates in the Spring 2023 cohort. The expected graduates for the Summer 2023 cohort are 41. The sample sizes for each cohort are similar and comparable.

### **Major Findings**

The major findings of the project are the increase in the response rate with the added dissemination of the survey. Although the summer cohort class will not be finished with the course until August 11<sup>th</sup> the projected response rate is on the positive upswing as ten students have already completed the survey to date. The survey feedback is positive for the most part and the added text boxes for students to give details on the strengths and opportunities for improvement are working well and providing more feedback for the program evaluation. The survey database offers several reporting methods to show the results in written or visual modes (Figure 5).

The action plan is the major strength of the project because the opportunities for improvement are organized in a table format for ease of action and resolution (Table 5). This action plan will be shared with the RN to BSN faculty as well as the BSN leadership team to invite collaboration for the resolution of the improvement efforts.

### **Implications for Nursing Practice**

Educating nurses effectively, especially in an online setting, contribute to the profession of nursing by ensuring competent nurses are sent out into the workforce. For the RN to BSN program, leadership skills are taught at an advanced level and the nurses are prepared to take on management roles as the program is completed. Many nurses are required to return to school due to obligations at their place of employment so ensuring the program is performing at the highest level by continuous evaluation is crucial to the success of the program and the students.

The project is sustainable due to the nature of the evaluation process. The survey was the foundation of the evaluation process and was already available so building upon that established process to make the program better is ongoing. To remain accredited, nursing education programs need to have a robust evaluation process in place to maintain the accreditation.

The sustainability plan is to continue the review and revision of the survey if needed depending on the analysis of the revised survey this summer. The process job aide (Figure 2) will be written for future use in case of faculty turnover to maintain the same functions as the project actions.

### **Recommendations**

Recommendations based on the findings of this project are more research and published literature surrounding the evaluation of online nursing education programs. The best practices regarding end-of-program survey-type questions that yield the most effective feedback to improve the program should be explored in the nursing profession. Accreditation site surveyors would be a good resource to gain perspective into the best evaluation process.

### **Discussion**

The preliminary results are satisfying but more work needs to be done in the expectation setting for the capstone project for the RN to BSN program. The video sessions will help a good

amount with this gap in the program. The strengths were the foundation that this project had to begin to build a more robust evaluation process. The weakness was the availability of the survey and the limited time frame for the students to complete the feedback.

### **Conclusions and Contributions to the Profession of Nursing**

The preliminary feedback that was captured thus far in the project has proven that the revision of the survey questions gathers more effective feedback to make necessary improvements. The expanded availability of the survey at various times during the capstone course as well as twice after graduation will increase the response rates by increasing the dissemination of the survey. The purpose of online education is to provide flexibility for working nurses. This, in turn, creates room for the student to feel isolated and have no relational connection to the faculty as seen in traditional courses. With the right amount of connection via the LMS and video sessions, the faculty can engage the student and foster the relationship even from a distance. Perfetto (2019) believed that the educator can design a program that includes learner engagement, social connectivity, and promoting the faculty/student relationship via the online education format.

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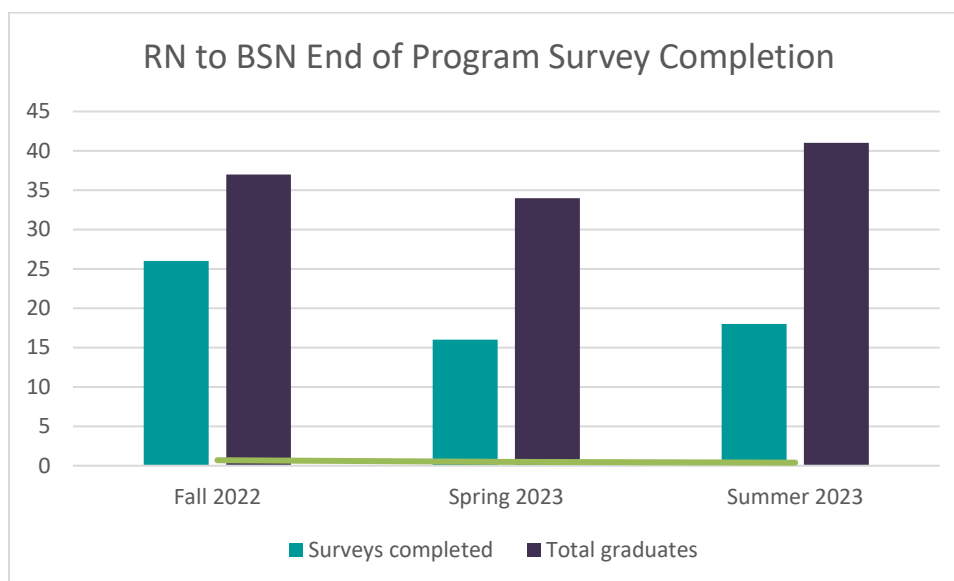
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**Table 1**  
RN to BSN Survey Question Revisions

Question Number	Current Question	Question Revision	Rationale
Question 1	Which of the following best describes your reason(s) for starting this program (multiple choice)	No revision	Identifies student's reason for starting the program
Question 2	Are you planning to remain in your current position for more than 6 months after completing this program? (Yes or No)	No revision	Identifies plans after graduation
Follow up if "No" is selected to question 2	If you are planning a change of employment within the next 6 months, select one of the following that best describes why you will be making this change. (Multiple choice)	No revision	Identifies reasons for employment change to determine if receiving a BSN changes the student's employment opportunities.
Question 3	Did you change jobs at any point while you were in the program?	Did you experience any barriers that prevented you from completing the program on time?	Broadens the question to include other barriers to completing the program other than job changes
Follow up if "Yes" is selected to question 3	Please explain	Revised to include more options such as Family concerns and academic obligations	The addition of the two options and the use of other with the free text option should capture any potential challenges
Question 4	How many years has it been between the time you completed your ADN/AASN/Diploma program and you started the RN-BSN program?	No revision	This establishes the average time a student completes the RN degree and comes back to school for the BSN
Question 5	Which of the following best describes your current work environment?	No revision	Collects data on the current work environment of students
Question 6	How many academic semesters (14 weeks) were you enrolled in the RN-BSN courses, not including prerequisites?	How long did it take you to complete the RN-BSN program?	The question was revised to be less confusing and not a duplicate of another question further in the survey
Question 7	How would you describe the rigor of the program compared to your initial RN program?	How would you describe the rigor of the program?	Captures the student's opinion on the rigor of the program not in comparison to the ADN/ASN program which is different
Question 8	N/A	Please explain your answer in a few sentences	This allows open text for the student to explain the rigor rating in the question above
Question 9	How satisfied were you with the program?	The question was not revised but the answer choices were revised from 0-10 to Not at all satisfied, somewhat dissatisfied, neutral, somewhat satisfied, very satisfied	This removed the 0-10 ranking and added value to the answer in more clear and concise answer choices.
Question 10	How likely are you to recommend this program to a peer?	The question was not revised but the answer choices were revised from 0-10 to Not at all satisfied,	This removed the 0-10 ranking and added value to the answer in more clear and concise answer choices.

		somewhat dissatisfied, neutral, somewhat satisfied, very satisfied	
Question 11	Do you feel this experience added value to you professionally?	This question was not revised but if the student selects “no” there is an additional question that populates to further explain why “no” was chosen	This allows the student to provide feedback on why they did not feel this added value to their professional life.
	Do you feel this experience added value to your personally?	This was removed from the survey	Since this could be a wide range of answers that do not produce data on action items for the program this was removed.
Question 12	Did you attend this program full-time (taking 2 classes at a time) or part-time (taking one class at a time)?	No revision	This was worded appropriately for data collection
Question 13	During this program did you take a sabbatical?	How long did it take you to complete the prerequisites for the online RN-BSN program?	This better aligns with data collection for the time students are taking to start the program after prereqs are finished.
Question 14	How would you describe the pace of the program?	No revisions	This adequately addresses the pace of the program
Question 15	What attracted you to this program over other online RN-BSN programs? (Check all that apply)	No revisions	This allows a multiple-selection answer as well as other and free text to describe.
Question 16	<i>N/A- the new question was added to the revised survey- this survey ended with question 15</i>	How would you rate the organization of the RN-BSN program?	This allows a gauge of the overall organization from the student’s perspective
Question 17	<i>N/A- the new question was added to the revised survey- this survey ended with question 15</i>	How would you rate Faculty and Staff communication throughout the program?	This allows a gauge of the overall communication from the student’s perspective
Question 18	<i>N/A- the new question was added to the revised survey- this survey ended with question 15</i>	How would you rate the advising experience for the RN to BSN program?	This allows a gauge of the overall advising from the student’s perspective
Question 19	<i>N/A- the new question was added to the revised survey- this survey ended with question 15</i>	Please describe the strengths of the program (free text)	Free text option to give feedback on the strengths and positives of the program
Question 20	<i>N/A- the new question was added to the revised survey- this survey ended with question 15</i>	How can the program be improved? (free text)	Free text option to give feedback on the weakness or opportunities of the program

**Table 2**

Semester	Surveys completed	Total graduates	Response Rate
Fall 2022	26	37	70%
Spring 2023	16	34	47%
Summer 2023	18	41	39%

**Table 3****DNP Project Timeline**

Task	Start	Duration
Determine the project team	Oct 2022	Nov 2022
Meet with team	Nov 2022	Ongoing
Access and review past survey data	Dec 2022	Feb 2023
Meet with faculty to initiate video Q&A	Feb 2023	Mar 2023
Revise the end-of-program survey	Feb 2023	April 2023
Meet with leadership	April 2023	April 2023
Revise the System Evaluation plan	April 2023	May 2023
Initiate approval process for revised survey	April 2023	May 2023

Upload revised survey into Qualtrics	June 2023	June 2023
Disseminate new survey to summer graduates (Capstone, 2 weeks post-graduation, 6 weeks post-graduation)	July 2023	Oct 2023
Evaluate new survey data	Aug 2023	ongoing

**Table 4****Initial DNP Budget**

Activity	Responsible Person	Dates		Estimated Costs				Actual
		Start	End	Equipment	Materials	Labor	Total	
First meeting with team	Nicki Tate	11/15/2022	11/15/2022			100	100	0
Access evaluation software and review evaluations	Nicki Tate	12/1/2022	3/1/2023	200		100	300	
Meet with mentor to discuss questions	Nicki Tate	2/1/2023	2/1/2023			100	100	
Present preliminary findings	Nicki Tate	4/1/2023	4/1/2023		100		100	
Action plan created	Nicki Tate	5/1/2023	5/1/2023		50	50	100	
Action Plan implementation meeting	Nicki Tate	6/1/2023	6/1/2023		50	100	150	
<b>Totals</b>				200	200	450	850	0

**Table 5****Action Plan from Surveys**

Survey Semester	Opportunity/Feedback	Date Completed	Comments
Summer 2023	Capstone hours set at 84- perceived as too much		
Summer 2023	More personal relationship with advisor and students. And possibly doing the capstone as a hypothetical instead of a real presentation AT your workplace.		
Summer 2023	I know some of the assignments as far as papers were vague in what was expected for a certain section. So maybe more of a description under each heading would be nice		
Summer 2023	Capstone course needs improvement on instructions for project. Still confused about what to do. Instructions are very vague		
Summer 2023	There was a time when it was difficult to purchase textbooks. If announcements about textbooks are made a little earlier, it would be helpful to prepare for learning.		

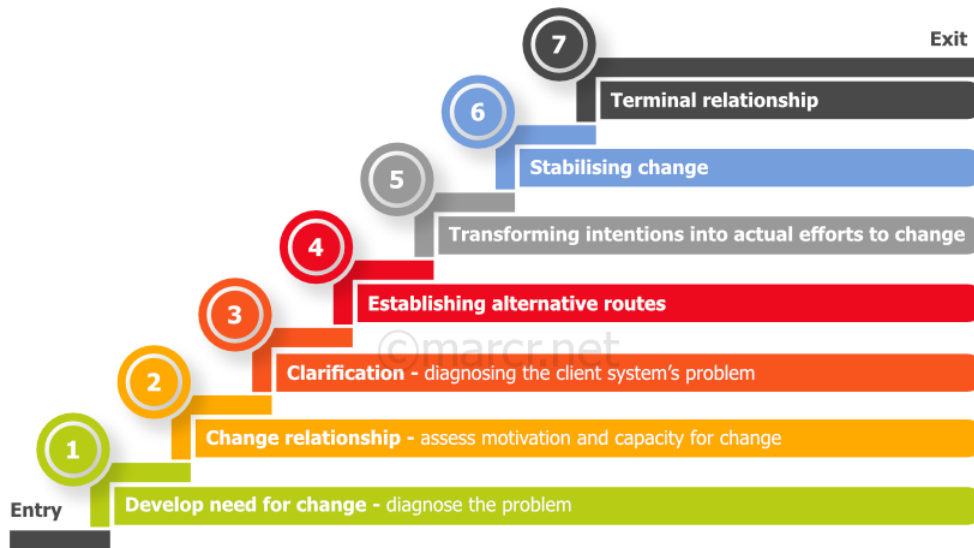
**Table 6**  
**Clinical Scholar Model stages**

<b>Model step</b>	<b>DNP Actions</b>
<b>Observe and Reflect</b>	<ul style="list-style-type: none"> <li>○ <b>Met with faculty to discuss student feedback</b></li> <li>○ <b>Reviewed course evaluations for feedback</b></li> </ul>
<b>Analyze</b>	<ul style="list-style-type: none"> <li>○ <b>Analyzed the previous survey for revision opportunities</b></li> <li>○ <b>Reviewed Lit review on survey components, communication, and satisfaction</b></li> </ul>
<b>Synthesize</b>	<ul style="list-style-type: none"> <li>○ <b>Revised the survey</b></li> <li>○ <b>Reviewed and revised the SEP</b></li> </ul>
<b>Apply and Evaluate</b>	<ul style="list-style-type: none"> <li>○ <b>Planned Q &amp; A sessions</b></li> <li>○ <b>Initiated virtual office hours</b></li> </ul>
<b>Disseminate</b>	<ul style="list-style-type: none"> <li>○ <b>Sent survey to Summer graduates</b></li> <li>○ <b>Increased dissemination of survey to increase response rates</b></li> </ul>

## Figures

**Figure 1**

### Lippitt's Model of Change



<https://marcr.net/marcr-for-career-professionals/career-theory/career-theories-and-theorists/7-stage-model-of-change-ronald-lippitt/#Graphic>

**Figure 2**

### Job Aide for distribution of the RN to BSN End-of-Program Survey

\*Prior to the distribution request a report of the current graduates and the email addresses



**Figure 3**

**Reminder email from survey system- showing de-identified recipients.**

New Reminder Email

---

**To:** Unfinished Respondents

**From:** From Address noreply@qemailserver.com From Name Nichol Tate Reply-To Email ntate@astate.edu

**When:** Send in 1 hour ▾

**Subject:** RN-BSN End of Program Survey ▾

**Message:** Load Message ▾ [Save As](#)

Font ▾ Size ▾ **B** *I* U More...

Cancel [Send Preview Email](#) [✓ Send in 1 hour](#)

**Figure 4**

## Clinical Scholar Model

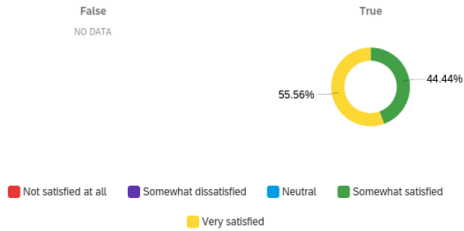
### Promoting the Spirit of Inquiry

- *Observe & Reflect*
  - *Analyze*
    - *Synthesize*
      - *Apply and Evaluate*
        - *Disseminate*

Figure 5

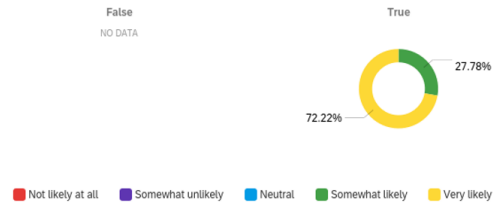
- How satisfied were you with the program?

Question	False		True		Total
Not satisfied at all	0.00%	0	0.00%	0	0
Somewhat dissatisfied	0.00%	0	0.00%	0	0
Neutral	0.00%	0	0.00%	0	0
Somewhat satisfied	0.00%	0	100.00%	8	8
Very satisfied	0.00%	0	100.00%	10	10



- How likely are you to recommend this program to a peer?

Question	False		True		Total
Not likely at all	0.00%	0	0.00%	0	0
Somewhat unlikely	0.00%	0	0.00%	0	0
Neutral	0.00%	0	0.00%	0	0
Somewhat likely	0.00%	0	100.00%	5	5
Very likely	0.00%	0	100.00%	13	13



How can the program be improved?

This program is geared toward full time working RNs, but sometimes that was very difficult. Most of the time, a work schedule is hard to manage with other things going on and course work.
Improved advisor guidance
N/A. This program is fantastic and provides a great way for students to obtain their BSN
No way
I am not sure the requirements set forth by the governing bodies, but 84 hours in the Capstone in a 7 week course is difficult to complete considering some weeks require up to 20-25 hours (not including course assignments) to implement in a timely manner when many students are full time employees, parents, and/or other obligations. In order to fulfill this requirement, time off work is nearly required, which may not be feasible for all students.
More personal relationship with advisor and students. And possibly doing the capstone as a hypothetical instead of a real presentation AT your workplace.
Unsure honestly. I know some of the assignments as far as papers were vague in what was expected for a certain section. So maybe more of a description under each heading would be nice. I do feel like you have to be really self-motivated for this program or it is not for you.
At first I thought it could go by faster if the student was aloud to take more than 2 nursing courses at a time. I understand why two is the limit and appreciate the fact that you all are trying to give students the best success rate.
Honestly, I don't have any recommendations that come to mind. This program was a wonderful experience for me. I entered into this program to complete a goal and also to face my fears. Going through this program hasn't just helped me in furthering my education but in healing some past trauma I had associated with going to school. Thank you for being approachable and answering any questions I had. It meant more than you know! Capstone course needs improvement on instructions for project. Still confused about what to do. Instructions are very vague
Get a new adviser! I have had problems since day one. Open all of the assignments at once, and allow them to be completed at your own pace. For "attendance" have the student log in mandatory.
There was a time when it was difficult to purchase some textbooks in Korea. If announcements about textbooks are made a little earlier, it would be helpful to prepare for learning.

**Appendix A****Previous Survey****RN-BSN End of Program Survey**

---

Start of Block: Default Question Block

Q1 The Purpose of this survey is to collect data needed for the future planning and delivery of this online program, and collect aggregate data for our licensing and accrediting agencies. Your answers are very important to us and are confidential. By the end of the course, please complete survey. Approximate time required to complete this survey in its entirety is 10 minutes.

---

Q2 Which of the following best describes your reason(s) for starting this program?  
Please select all that apply.

- ☐ Fulfill a personal goal (1)
  - ☐ Plan to enroll in graduate program (2)
  - ☐ Required for current position by employer (3)
  - ☐ Required for advancement at current employer (4)
  - ☐ Required for career advancement (5)
  - ☐ Financial (6)
  - ☐ Other (7)
- 

-----

Q3 Are you planning to remain in your current position for more than 6 months after completing this program?

- ☐ Yes (1)
  - ☐ No (2)
- 

*Display This Question:*

*If Are you planning to remain in your current position for more than 6 months after completing this... = No*

Q4 If you are planning a change of employment within the next 6 months, select one of the following which best describes why you will be making this change

- ☐ Moving to another city/state (1)
  - ☐ Career advancement (2)
  - ☐ Continuing education (3)
  - ☐ Financial (4)
  - ☐ Other (5)
- 

Q5 Did you change jobs at any point while you were in the program?

- ☐ Yes (1)
- ☐ No (2)

*Display This Question:*

*If Did you change jobs at any point while you were in the program? = Yes*

Q6 Please explain:

☐ Moving to another city/state (1)

☐ Career advancement (2)

☐ Family concerns (3)

☐ Academic obligations (4)

☐ Financial (5)

☐ Other (6)

---

---

Q7 How many years has it been between the time you completed your ADN/AASN/Diploma program until you started the RN-BSN program?

- ☐ Concurrent enrollment while in RN program (1)
- ☐ Concurrent while completing another degree (2)
- ☐ Less than one year from graduation (3)
- ☐ 1-5 (4)
- ☐ 6-10 (5)
- ☐ 11-15 (6)
- ☐ 16-20 (7)
- ☐ More than 21 years (8)

---

*Display This Question:*

*If How many years has it been between the time you completed your ADN/AASN/Diploma program until you...  
= Concurrent while completing another degree*

Q8 Other Degree:

---

Q9 Which of the following best describes your current work environment?

- ☐ Acute care facility management (1)
- ☐ Acute care facility bedside (2)
- ☐ Nursing education vocational/technical program (3)
- ☐ Long-term care facility administrator (4)
- ☐ Long-term care facility registered nurse (DON, charge, case manager, etc.) (5)
- ☐ Primary care clinic (6)
- ☐ Public health clinic (7)
- ☐ Outpatient specialty clinic (8)

---

*Display This Question:*

*If Which of the following best describes your current work environment? = Outpatient specialty clinic*

Q10 Please explain:

---

Q11 How many academic semesters (14 weeks) were you enrolled in the RN-BSN courses not including pre-requisites?

- ☐ 2-3 (1)
- ☐ 4-5 (2)
- ☐ 6-7 (3)
- ☐ 8 or more (4)
- 

Q12 How would you describe the rigor of the program compared to your initial RN program?

- ☐ More difficult (1)
- ☐ About the same in difficulty (2)
- ☐ Less difficult (3)
- 

Q13 Please explain your answer in a few sentences

---

Q14 How satisfied were you with the program?

- ☐ 0 (0)
  - ☐ 1 (1)
  - ☐ 2 (2)
  - ☐ 3 (3)
  - ☐ 4 (4)
  - ☐ 5 (5)
  - ☐ 6 (6)
  - ☐ 7 (7)
  - ☐ 8 (8)
  - ☐ 9 (9)
  - ☐ 10 (10)
-

Q15 How likely are you to recommend this program to a peer?

- ☐ 0 (0)
  - ☐ 1 (1)
  - ☐ 2 (2)
  - ☐ 3 (3)
  - ☐ 4 (4)
  - ☐ 5 (5)
  - ☐ 6 (6)
  - ☐ 7 (7)
  - ☐ 8 (8)
  - ☐ 9 (9)
  - ☐ 10 (10)
- 

Q16 Do you feel this experience added value to you professionally?

- ☐ Yes (1)
  - ☐ No (2)
-

Q17 Do you feel this experience added value to you personally?

☐ Yes (1)

☐ No (2)

---

Q18 Did you attend this program full-time (taking 2 classes at a time) or part-time (taking one class at a time)

☐ Full-time (1)

☐ Part-time (2)

---

Q19 During this program did you take a sabbatical?

☐ Yes (1)

☐ No (2)

---

Q20 From start to finish, including prerequisites, how long did it take you to complete the online RN-BSN program?

- ☐ Less than 1 year (1)
  - ☐ One year (3 semesters) (2)
  - ☐ 18 months (4-5 semesters) (3)
  - ☐ Two years (6 semesters) (4)
- 

Q21 How would you describe the pace of this program?

- ☐ Slow (1)
  - ☐ Just right (2)
  - ☐ Fast (3)
-

Q22 What attracted you to this program over other online RN-BSN programs? (Check all that apply)

- ☐ It was offered at A-State (1)
  - ☐ It offered short 7 week courses (2)
  - ☐ I could go part-time or full-time (3)
  - ☐ It offered every core nursing course every semester so I could always take what I needed (4)
  - ☐ My friend/colleague recommended it (5)
  - ☐ The person marketing the program answered all of my questions/convinced me it was the program for me (6)
  - ☐ Other: Please Explain (7)
- 

End of Block: Default Question Block

---

### Appendix B

## **2023 Revised RN to BSN End of Program Survey**

---

## Start of Block: Default Question Block

Introduction The Purpose of this survey is to collect data needed for the future planning and delivery of this online program and collect aggregate data for our licensing and accrediting agencies. Your answers are very important to us and are confidential. The feedback provided is de-identified and anonymous, so the data is not traced back to the student.

By the end of the course, please complete the survey. The approximate time required to complete this survey in its entirety is 10 minutes.

---

Q1 Which of the following best describes your reason(s) for starting this program?  
Please select all that apply.

- ☐ Fulfill a personal goal (1)
  - ☐ Plan to enroll in graduate program (2)
  - ☐ Required for current position by employer (3)
  - ☐ Required for advancement at current employer (4)
  - ☐ Required for career advancement (5)
  - ☐ Financial (6)
  - ☐ Other (7)
-

Q2 Are you planning to remain in your current position for more than 6 months after completing this program?

☐ Yes (1)

☐ No (2)

---

*Display This Question:*

*If Are you planning to remain in your current position for more than 6 months after completing this... = No*

Q2 cont If you are planning a change of employment within the next 6 months, select one of the following which best describes why you will be making this change

☐ Moving to another city/state (1)

☐ Career advancement (2)

☐ Continuing education (3)

☐ Financial (4)

☐ Other (5)

---

---

Q3 Did you experience any barriers that prevented you from completing the program on time?

☐ Yes (1)

☐ No (2)

---

*Display This Question:*

*If Did you experience any barriers that prevented you from completing the program on time? = Yes*

Q3 cont Please explain:

- ☐ Moving to another city/state (1)
  - ☐ Career advancement (2)
  - ☐ Family concerns (3)
  - ☐ Academic obligations (4)
  - ☐ Financial (5)
  - ☐ Other (6)
-

Q4 How many years has it been between the time you completed your ADN/AASN/Diploma program until you started the RN-BSN program?

- ☐ Concurrent enrollment while in RN program (1)
  - ☐ Concurrent while completing another degree (2)
  - ☐ Less than one year from graduation (3)
  - ☐ 1-5 (4)
  - ☐ 6-10 (5)
  - ☐ 11-15 (6)
  - ☐ 16-20 (7)
  - ☐ More than 21 years (8)
-

Q5 Which of the following best describes your current work environment?

- ☐ Acute care facility management (1)
  - ☐ Acute care facility bedside (2)
  - ☐ Nursing education vocational/technical program (3)
  - ☐ Long-term care facility administrator (4)
  - ☐ Long-term care facility registered nurse (DON, charge, case manager, etc.) (5)
  - ☐ Primary care clinic (6)
  - ☐ Public health clinic (7)
  - ☐ Outpatient specialty clinic (8)
- 

Q6 How long did it take you to complete the RN-BSN Program?

- ☐ 9 months or less (1)
  - ☐ 1 year (2)
  - ☐ 1.5 years (3)
  - ☐ 2 or more years (4)
-

Q7 How would you describe the rigor of the program compared to your initial RN program?

- ☐ More difficult (1)
  - ☐ About the same in difficulty (2)
  - ☐ Less difficult (3)
- 

Q8 Please explain your answer in a few sentences

---

Q9 How satisfied were you with the program?

- ☐ Not satisfied at all (1)
  - ☐ Somewhat dissatisfied (2)
  - ☐ Neutral (3)
  - ☐ Somewhat satisfied (4)
  - ☐ Very satisfied (5)
-

Q10 How likely are you to recommend this program to a peer?

- ☐ Not likely at all (1)
- ☐ Somewhat unlikely (2)
- ☐ Neutral (3)
- ☐ Somewhat likely (4)
- ☐ Very likely (11)
- 

Q11 Do you feel this experience added value to you professionally?

- ☐ Yes (1)
- ☐ No (2)
- 

*Display This Question:*

*If Do you feel this experience added value to you professionally? = No*

Q11 cont Please explain why not

---

Q12 Did you attend this program full-time (taking 2 classes at a time) or part-time (taking one class at a time)

☐ Full-time (1)

☐ Part-time (2)

---

Q13 How long did it take you to complete the PRE-REQUISITES for the online RN-BSN program?

☐ Less than 1 year (1)

☐ 1 year (3 semesters) (2)

☐ 18 months (4-5 semesters) (3)

☐ 2 years or more (6 semesters or more) (4)

---

Q14 How would you describe the pace of this program?

☐ Slow (1)

☐ Just right (2)

☐ Fast (3)

---

Q15 What attracted you to this program over other online RN-BSN programs? (Check all that apply)

- ☐ It was offered at A-State (1)
  - ☐ It offered short 7 week courses (2)
  - ☐ I could go part-time or full-time (3)
  - ☐ It offered every core nursing course every semester so I could always take what I needed (4)
  - ☐ My friend/colleague recommended it (5)
  - ☐ The person marketing the program answered all of my questions/convincing me it was the program for me (6)
  - ☐ Other: Please Explain (7)
- 

-----

Q16 How would you rate the organization of the RN-BSN program?

- ☐ Not organized at all (1)
  - ☐ Somewhat disorganized (2)
  - ☐ Neutral (3)
  - ☐ Somewhat organized (4)
  - ☐ Very organized (5)
- 

Q17 How would you rate Faculty/staff communication throughout the program?

- ☐ Not satisfied at all (1)
  - ☐ Somewhat dissatisfied (2)
  - ☐ Neutral (3)
  - ☐ Somewhat satisfied (4)
  - ☐ Very satisfied (5)
-

Q18 How would you rate Advising for the RN-BSN program?

- ☐ Not satisfied at all (1)
- ☐ Somewhat dissatisfied (2)
- ☐ Neutral (3)
- ☐ Somewhat satisfied (4)
- ☐ Very satisfied (5)
- 

Q19 Please describe the strengths of the program

---

Q20 How can the program be improved?

---

Appendix C



**RESEARCH AND TECHNOLOGY TRANSFER**

P.O. Box 2760, State University, AR 72467 | o: 870-972-2694 | f: 870-972-2336

May 10, 2023

Principal Investigator: Nicki Tate

Board: IRB (Institutional Review Board)

Study: FY22-23-423 RN to BSN End-of-Program Evaluation Revision

Submission Type: Initial

Board Decision: No Engagement in Research

Approval Date: May 10, 2023

Thank you for your submission of New Project materials for this research study. The Arkansas State University Institutional Review Board has determined the proposed activity does not meet the definition of "research" involving "human subjects" as defined by the U.S. Department of Health and Human Services Office for Human Research Protections regulations, codified at 45 CFR 46.102. Review and approval by the A-State IRB are not required. This determination applies only to the activities described in the submission noted above and does not apply to any changes to this project. You may proceed with your project. Please submit a new request to the IRB for a determination if any changes are made which lead to any questions about whether the activities are research involving human subjects.

Please retain a copy of this correspondence for your records. If you have any questions, please contact the Director of Research Compliance at (870) 972-2694 or [IRB@astate.edu](mailto:IRB@astate.edu). Please include your study title and study label.

Sincerely,

***Amy R. Pearce, Ph.D.***

Chair, Institutional Review Board

## Appendix D



## Clinical Practice Partner Site Agreement Form

DNP Student/A-State ID number Nichol Tate ID# 10104812  
 Practice Partner Name: Dr. Sarah Davidson E-mail address: sarahdavidson@astate.edu  
 Preferred Contact: Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ E-mail: \_\_\_\_\_  
 Title: Associate Dean, College of Nursing & Health Professions Credentials: DNP, RN, CNE  
 License #: 03051295 State: AR Expiration Date: 9-30-23  
 Project Site: Arkansas State University- online RN to BSN program  
 Project Site Address: PO Box 910, State University, AR. 72467

## Terms of Agreement

I agree to be the practice partner for the student listed above during the time needed to complete the DNP project for A-State's School of Nursing and will submit a current CV to the School of Nursing. I am aware of the time and responsibility that is required to advance student learning. I understand the student is not allowed to have patient interaction for this project. I verify that I am employed at the facility in which the DNP project will be completed.

Sarah Davidson  
 Practice Partner Signature

5-15-23  
 Date

Sarah Davidson  
 Please Print Name

The DNP student agrees to the following. Please initial each statement and sign and date below:

- NT I agree to maintain professional liability insurance coverage as required by the DNP program for the duration of the period of time needed to complete the DNP project.
- NT I understand the DNP project does not involve contact with or treatment of any patient.
- NT I understand that patient health information cannot be utilized in the DNP project without execution of a clinical affiliation agreement between A-State and the clinical facility.
- NT I have spoken to my employer, where I will be completing my DNP project, and they have no objection or restrictions regarding the publication of my DNP project.

Nichol Tate  
 Student Signature

6/15/23  
 Date

Nichol Tate  
 Printed Name

Date Practice Partner CV received: \_\_\_\_\_