

Bachelor of Science in Nursing

Division or Department: College of Nursing (CON)

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

College of Nursing's Mission. Northwestern State University College of Nursing and School of Allied Health (CONSAH) serves an increasingly diverse student population while advancing the mission of the University by offering excellent and innovative undergraduate, graduate, certificate, and continuing education programs that are designed to assist individuals in achieving their goal to become responsible and contributing members of an interprofessional global community that improves the health of our region, state, and nation.

Bachelor of Science in Nursing's (BSN) Mission Statement: Same as CONSAH

BSN Program Goals:

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

BSN Student Learning Objectives:

The Bachelor of Science in nursing graduate will be able to:

1. Integrate theory from nursing, the arts, humanities, and sciences to provide culturally sensitive care in the global community.
2. Apply the nursing process using critical thinking, communication, assessment, and technical skills.

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3. Collaborate with clients and other members of the interdisciplinary health care team for health promotion, risk reduction, disease prevention, disease management, and health restoration.
4. Utilize information and health care technologies in nursing practice.
5. Integrate research findings to promote evidence-based nursing practice.
6. Incorporate knowledge of economic, legal, ethical, and political factors influencing health care systems and policy to advocate for recipients of nursing care.
7. Apply principles of leadership to design, manage, coordinate, and evaluate health care delivery.
8. Demonstrate professional nursing standards, values, and accountability.
9. Assume responsibility for professional development and lifelong learning.

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

1. Data from assessment tools (both direct & indirect, quantitative & qualitative) are collected by each BSN (Bachelor of Science in Nursing) level coordinator and recorded in course reports.
2. Data is documented and shared with faculty. Faculty analyze data and give input on the implementation, actual learning outcomes, and ideas for future actions to enhance student learning.
3. The results and plan are shared with the Director of Assessment, Program Director, and the BSN (Bachelor of Science in Nursing) Assessment Committee. The committee discusses data analysis, interpretation, actions, trends, results, and needs to address improvements.
4. The BSN Assessment Committee findings are discussed in program curriculum committee meetings. Additional insights and actions are added to the SLOs based on faculty input.
5. Significant findings are reported in the Administrative Council meeting.

Student Learning Outcomes:

Note¹: The BSN program has five clinical levels. The entry clinical level is referred to as 1st level. The last clinical level is referred to as 5th level.

Note²: During the 2021 Assessment Cycle, the COVID-19 virus remained active requiring Northwestern State University to continue to evaluate how to execute its mission. Through deliberate planning, the College of Nursing substantially modified courses, programs, facilities, services, and resources to enhance learning while

protecting the health and safety of students, faculty, and staff.

Assignments and student learning assessments were modified to maximize the principles of equitable evaluation and assure the highest quality in-person classes, online delivery of courses, and hybrid face-to-face and virtual studies. Technological equipment and resources were updated and expanded to provide high academic quality and flexibility while using lower bandwidth.

Student learning outcomes guide the design and delivery of instruction to ensure student learning. While the assessment process continues, it would be naïve to assume this academic program assessment has not been affected – the degree of which is based on individual courses and student. However, because of the tireless efforts of the faculty and staff, we continue to strive to provide extraordinary academic and experiential student learning opportunities despite these trying times.

SLO 1. Integrate theory from nursing, the arts, humanities, and sciences to provide culturally sensitive care in the global community.

Measure 1.1.

Assessment Method: Cultural Competency Skills component of the Clinical Evaluation Tool in NURB 4221 (Community Health Nursing Practicum)

Expected outcome: 90% of students will achieve a score of 3 or above.

Finding. Target was met.

Trending.

2021: 100% (189/189)

2020: 99% (175/176)

2019: 100% (176/176)

Analysis. The cultural competency skills evaluation is a component of the Clinical Evaluation Tool-Community/Public Health in NURB 4221 Community Health Nursing Practicum in the 5th level of clinical. The Cultural Competency component of the evaluation tool is based on the following abilities of the student:

- Provides culturally competent care to individuals, families, and groups.
- Utilizes the social and ecological determinants of health to work effectively with diverse individuals, families, and groups.
- Adapts public health nursing care to individuals, families, and groups based on cultural needs and differences.
- Demonstrates culturally appropriate public health nursing practice with individuals, families, groups, and community members; contributes to promoting culturally responsive work environment.

Cultural influences in nursing in community health are directly addressed in NURB 4220 (Community Health Nursing didactic) and NURB 4221 (Community Health Nursing

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Practicum) in 5th level. Cultural competence is woven throughout the entire course content, in that the students are discussing cultural factors related to caring for diverse populations from a community perspective. Material is presented in lecture/discussion/experiential (clinical) format and the students are tested to determine their understanding of the content.

In 2020, faculty in 2nd and 4th levels added a specific Culture & Ethics Case Study Assignment. The assignments were comprised of a Powerpoint Voice Over (PPVO) discussion. The PPVOs were followed by brief questions directed at topics. The Culture and Ethics Post-conferences offered instructors several cultural case studies to choose from. The selected case study analysis involved the discussion of a client who is a prisoner and did not speak English as a first language. Questions explored the culture and care issues shared by non-English speaking patients, incarcerated individuals, the ethical and legal issues of restraint, as well as medical surgical issues surrounding abdominal surgery. The last section required the consideration of the nursing care issues surrounding other cultural groups frequently “labeled”: 1) IV drug abusers, 2) Lesbian, Gay, Bisexual, Transexual, Queer (LGBTQ) individuals, 3) morbidly obese, 4) Muslim, 5) Jewish, 6) geriatric clients, 7) clients with psych-mental health issues, 8) cognitively delayed, and 8) Latinxs. As a result, in 2020 the target was met with 99% (175/176) of students scoring a three or higher.

Based on the analysis of the 2020 results, in 2021 the following areas were addressed:

- All levels added the following content to theory lecture: “What is cultural competence in health care?” Culture is defined as individual values, beliefs, and behaviors about health and well-being. These values, beliefs, and behaviors are shaped by numerous factors such as race, ethnicity, nationality, language, gender, socioeconomic status, physical and mental ability, sexual orientation, and occupation. Cultural competence in health care is broadly defined as the ability of providers and organizations to understand and integrate these factors into the delivery and structure of the health care system. The goal of culturally competent health care services is to provide the highest quality of care to every patient, regardless of race, ethnicity, cultural background, English proficiency, or literacy.

These strategies focus on enhancing student attitudes in the following areas:

- Awareness of the influences that sociocultural factors have on patients, clinicians, and the clinical relationship.
- Acceptance of the physician’s responsibility to understand the cultural aspects of health and illness
- Willingness to make clinical settings more accessible to patients
- Recognition of personal biases against people of distinct cultures
- Respect and tolerance for cultural differences

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- Acceptance of the responsibility to combat racism, classism, ageism, sexism, homophobia, and other kinds of biases and discrimination that occur in health care settings.

As a result, in 2021, 100% or (189/189) of students achieved a score of 3 or above. Therefore, the target was met. Cultural influences in the community and healthcare are ever evolving, as a result students are challenged to understand and integrate these factors while providing quality care to their patients. Over the past two years, these challenges have been met, while the number of students continues to increase.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan is for: 1) faculty to research and request purchase of materials to educate students on the role of nurses working with the child life specialists to assist parents and families experiencing a perinatal loss cope, recognizing cultural differences and family dynamics, and 2) faculty to thread culturally sensitive nursing care for patients and families in local and global communities throughout all nursing courses.

Measure 1.2.

Assessment Method: Implementation component of the Clinical Evaluation Tool in NURB 4231 (Transition to Professional Practice).

Expected outcome: 90% or more of the students will achieve a score of 3 or above.

Finding. Target was met.

Trending.

2021: 100% (189/189)

2020: 99% (174/176)

2019: 100% (176/176)

Analysis.

The evaluation tool used for NURB 4231 includes the competencies required for NSU College of Nursing, as well as competencies specifically related to professional nursing practice. The Clinical Evaluation Tool uses a four-point Likert scale. At the end of the semester/term, students were first required to rate themselves, followed by the instructor providing a rating. All individual unsatisfactory (1) scores must be accompanied by faculty documentation. The implementation component of the evaluation tool specifically states that the student will: *Initiate the plan of care with mindfulness of client and family stressors, need for flexibility, and attention to developmental and cultural accommodations.*

In 2020, faculty threaded cultural competence throughout the course content with the students discussing cultural factors related to caring for diverse populations from a community perspective throughout. Additionally, 2nd and 4th level BSN implemented new Culture & Ethics Case Study Assignments for all students, helping to push the cycle of improvement forward. As a result, in 2020 the target was met with 99% (174/176) of students scoring a 3 or higher on the evaluation of Professionalism on clinical evaluation.

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Based on the analysis of the 2020 results, in 2021 faculty threaded cultural competence throughout all BSN levels. During each semester, students discussed cultural factors related to caring for diverse populations from a community perspective. Additionally, 2nd and 4th level BSN implemented new case study assignments addressing cultural and ethical issues for all students, with the goal of propelling the cycle of improvement forward. Examples included:

- NURB 3141: assignments for all clinical students included a cultural/ethical case study examining the issue of labeling, specifically related to a homeless Latino male.
- NURB 4231: a culture case study was incorporated during clinical post conference.
- NURB 3221: Pediatric clinical students at WKS watched a Culture of Safety video and presented ethical issues that they identified during their rotation. One ethical issue discussed was a child abuse case whose grandmother was awarded custody. The grandmother had recently had a stroke, and there was concern regarding whether she would be able to care for the child due to her chronic neurological issues. The physicians and case workers were not on the same page, which opened much discussion for the students. Pediatric students at Ochsner demonstrated knowledge about a culture of safety and discussed ethics.

Implementation skills are one of the critical behaviors required on the clinical evaluation. Students must be mindful of patient and family stressors, the need for flexibility, and give attention to developmental and cultural accommodations. Over the past two years, these challenges have been met, while the number of students increased in 2021. As a result, in 2021, 100% (189/189) of students achieved a score of 3 or more on the implementation component of the clinical evaluation tool in NURB 4231. This met the target of 90%.

Decision. In 2021 the target was met. Based on the analysis of the results and the importance of cultural competence, in 2022, the clinical post-conference assignments will remain. Additionally, an ethical case study will be added for NURB 4231. Professionalism will remain a critical component of the evaluation process in all clinical courses across the curriculum.

SLO 2. Apply the nursing process using critical thinking, communication, assessment, and technical skills.

Measure 2.1.

Assessment Method: Health Assessment Final Practicum in NURB 3061 (Health Assessment & Basic Life Skills Across the Lifespan)

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Expected outcome: 90% of students will achieve a score of 80% or higher.

Finding. Target was not met.

Trending.

2021: 83% (221/266)

2020: 83% (219/264)

2019: 86.4% (210/243)

Analysis. NURB 3061 Health Assessment and Basic Skills Across the Lifespan (lab course) incorporates all skills learned in 1st level courses (NURB 3060 Health Assessment Across the Lifespan and NURB 3040 Foundations of Nursing). Students are allowed one attempt on the Final Practicum in NURB 3061. This practicum is comprehensive and is given at the end of the NURB 3061 course. The Final Practicum tests a student's skills and knowledge on all the content learned throughout the semester. This includes vital signs, a head-to-toe assessment, medication administration, and a minimum of two skills from the following: wound care, SCD's/TED hose placement, oxygen placement, restraint application, and urine culture and sensitivity collection. The final practicum also tests the student's ability to identify nursing problems and prioritize care.

In 2020, NURB faculty discussed ways to drive the cycle of improvement. There were discussions on how to obtain consistent, objective data while grading the NURB 3061 Final practicum. Moving forward, faculty revised practicum rubrics which provided more detail and offered areas where faculty could document meticulous notes about student skills and actions during the practicum. Additionally, many students were concerned about the volume of assignments for lab and clinical. First level students typically have problems with time management, prioritizing, and organization. Many students also underestimate the study time required to be successful. Students are encouraged to refer to assignment grids for exam and assignment dates and to keep a planner or calendar to assist w/staying on track. As a result, in 2020, 83% (219/264) of students achieved a score of 80% or higher on the final practicum in NURB 3061. Therefore, the target was not met.

Based on the analysis of the 2020 results, in 2021 the faculty incorporated more active learning activities in the lab and implemented "Kahoot" quizzes in the theory classes. As a result, in 2021, the measure was not met with 83% (221/266) of students achieving a score of 80% or higher. This is the third year that the target has not been met. Faculty noted that several students had to repeat multiple practicums, showing that these students had a more difficult time grasping the material. Faculty also voiced that with more students in the lab, the less room students have to spread out to practice. In the spring of 2021 lab was canceled due to closure of the school as a result of a snowstorm. This resulted in having to make up work in the next weeks. Additionally, some students commented to faculty that they had calculated what grade they needed

to maintain a certain grade and they were not concerned about achieving the best grade or doing their best.

Decision. In 2021, the target was not met. Based on the analysis of the 2021 results, in 2022, the plan is for faculty to: 1) revise practicum rubrics as necessary to promote ease of grading and documentation, 2) take meticulous notes *during* the practicum and provide students their grade before they leave the lab, 3) revise list of practice videos and provide a detailed lab assignment outline to assist the students with completing lab assignments in a timely manner, 4) require students to complete weekly ATI/Lippincott assignments related to content and to turn assignments in to lab instructors before class starts, 5) have lab instructors evaluate their own students to minimize anxiety in students, and 6) discuss the expected outcome for this measure (is it realistic?) in the BSN PCC retreat.

Measure 2.2.

Assessment Method: Theoretical Models of Nursing Leadership (Module 8; Components 1-4; Course Point) in NURB 4230 (Healthcare Management)

Expected outcome: 90% of students will have an average score of 90% or above.

Finding. Target was met.

Trending:

2021: 100% (189/189)

2020: 96% (169/176)

2019: 96.6% (174/180)

Analysis. NURB 4230 (Healthcare Management) facilitates learning on Theoretical Models of Nursing Leadership. This is an online course that utilized Course Point and the Marquis and Huston textbook: Leadership Roles and Management Function in Nursing. Students were assigned Interactive Modules regarding Leadership. The modules consisted of a Pre-Module quiz that checks the readiness for the activity. Next is the Interactive Module that explores Leadership Theories, followed by a post-Module quiz to assess understanding. Faculty was then available for discussion if further questions arose. Major topics covered include: 1) Influences on Leadership Competencies; 2) Organizational Factors that Shape Nursing Leadership; and 3) Nurse as Leader and Manager.

In 2020, faculty revised NURB 4230 content to include six major assignments with case studies, power points, and quizzes. Topics included: Management, Leadership Succession and Creating a Motivating Climate, Legal and Legislative Issues, Time Management, Staffing Shortage, Delegation, Delegation and Communication, Organizing Patient Care, Quality Control in Creating a Culture of Patient Safety, Decision Making, Problem Solving, and Critical Thinking; and Clinical Reasoning: Requisites, Conflict, Workplace Violence, and Negotiation, Key Concepts of Conflict Management, Ethics and End-of-Life Care, Ethical Issues, Problem Employees: Rule Breakers, Marginal Employees, and the Chemically or Psychologically Impaired. As a

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result, in 2020, 96% (169/176) of students achieved an average score of 90% or higher, which met the expected outcome. This was the second year of the measure and the result was almost the same as the result in 2019.

Based on the analysis of the 2020 results, in 2021 student learning was enhanced in the following areas of weakness (less than 50% correct) identified from the 2020 results of the ATI Leadership Exam: 1) included an assignment on delegation to assistive personnel and added questions to the delegation quiz, 2) included an assignment on professional responsibilities when reassigned to another unit (float) and added questions on the quiz, and 3) included an assignment on the performance improvement process and added questions on the quiz. Additionally, in 2021 faculty invited a guest speaker, Mrs. R. McCuller, RN, MSN, APRN, FNP-BC, Senior VP Nursing for Willis-Knighton Health Systems (WKHS), to speak to the NURB 4230 class on Nursing Leadership. Post evaluations reflected a positive learning experience for the students. As a result, in 2021, 100% (189/189) of students achieved an average score of 90% or higher, which met the expected outcome. This was an increase from the previous two years results of 96%, suggesting that the added interventions had a positive effect on student learning.

Student numbers have remained steady over the past two years, while dealing with pandemic. The faculty has been challenged to enhance the learning experiences during this time and student scores reflect continued to success.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan will be for faculty to: 1) enhance student learning on areas of weakness (less than 50% correct) identified from the results of the ATI Leadership Exam, 2) review with preceptors and students' facility policies for reporting violations of policies or procedures, 3) schedule guest speakers from outside facilities to speak to students on nursing leadership, nursing roles, and dealing with reassignments.

SLO 3. Integrate research findings to promote evidence-based nursing practice.

Measure 3.1.

Assessment Method: Evidence Based Research project in NURB 3160 (Research in Nursing)

Expected Outcome: 90% of students will achieve an 80% or above in the Evidence Based Research Project

Finding. Target was not met.

Trending:

2021: 75% (147/196)

2020: 92% (90/98) (only offered in Fall semester this year; online; interdisciplinary)

2019: 100% (199/199)

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Analysis. In 2020, the NURB 3160 course was transitioned to an online-only course and taught by interdisciplinary faculty from both nursing and radiologic sciences. This interdisciplinary approach to teaching provided students a different lens to learn about research and evidence-based practice. Additionally, this course was only offered in the Fall semester as the course was moved from a co-requisite of second level to a co-requisite of third level. As a result, in 2020, 92% (90/98) of students achieved a score of 80% or higher on the Evidence Based Research Project. This was a decrease from 100% in 2020 but was above the expected outcome. This was the first year of the course being online and having interdisciplinary faculty teaching.

Based on the analysis of the 2020 results, in 2021, NURGB 3160 faculty made the following changes to drive the cycle of improvement. The evidence-based research project was revised to include a written research proposal. These changes increased the project's rigor and relevance, emphasizing the integration of research findings within nursing practice. The assignment was a culmination of course activities that incorporated APA formatting, research analysis, and application of research within nursing practice. The faculty integrated additional resources to facilitate peer-review, electronic tools providing automated feedback for spelling, grammar, academic writing, and more. Electronic APA format resources were added to the course. Additional resources included virtual workshops, anonymous peer-review activities, and Feedback Fruits (an assignment tool integrated within Teams to provide students opportunities to give and receive feedback, work collaboratively, and review written assignments with an automated feedback checker). Additionally, students participated in a group case study to evaluate the impact of interdisciplinary collaboration to identify research problems and utilize research findings in practice. Each student was randomly assigned to a group of 3 or 4 students to review a research article related to health disparities. After reading the assigned article, each group summarized their discussion by completing a template addressing specific components. The average grade for this assignment was an A, and several students mentioned the group interaction as a positive experience in course feedback. Any negative comments were related to a lack of participation by one of the group members and not about the research articles themselves. Outside the classroom, faculty advised pre-clinical students to enroll in the special section of ENGL 2110, which incorporates APA format instead of MLA format. These additional requirements should have a positive impact on student writing skills and show results in the coming years. As a result, 75% (147/196) of the students achieved a score of 80% or higher. Of the 49 students who did not meet the benchmark, nine only submitted outlines; the remaining 40 did not follow the assignment guidelines, did not include all required components, and/or did not follow APA formatting guidelines.

Decision. In 2021 the target was not met. Based on the analysis of the 2021 assessment results, faculty will implement the following changes in 2022 to drive the cycle of improvement: 1) the peer-review process will be mandatory for all student paper submissions, 2) further revision of NURB 3160 (Research) to include additional resources to explain the research proposal paper assignment, an APA formatted template, academic writing activities to aid in the development of writing skills, and 3) faculty will continue to advise students to enroll in the special section ENGL 2110 that

incorporates APA format. It is projected that students will enter the program more prepared and with better writing and APA skills.

Measure 3.2.

Assessment Method: Planning portion of clinical evaluation tool in NURB 4121

Expected Outcome: 90% of students will achieve a 2.5 or higher on the planning (care plan) portion of the 4th level student evaluation in NURB 4121.

Finding. Target was met.

Trending.

2021: 99.2% (216/218)

2020: 99.5% (199/200)

Analysis. The measure was changed in 2020 to the Planning (care plan) portion of the 4th level student evaluation in NURB 4121. Rationale: The Planning portion of the clinical evaluation tool requires students to demonstrate the use of research to effectively create a plan of care and is an accurate representation of how students integrate research findings to plan and provide care. Students learn and practice the nursing process at all levels of the program. The nursing process includes planning care for patients.

In 2020, 99.5% (199/200) of students scored a 2.5 or higher on the Planning portion of the clinical evaluation. Based on the analysis of the 2020 results, in 2021, faculty used the Lippincott guide for developing problem-based care plans in all clinical levels and provided a recording of how to complete problem-based care plans for 1st level students. Problem-based care plans are a new methodology from what was previously utilized and will help prepare students for the NextGen NCLEX-RN that will be implemented in 2023. As a result, in 2021, 99.2% (216/218) of students achieved a 2.5 or higher on the planning portion of the student evaluation in NURB 4121. These results are consistent with the 2020 results and are evidence that students were able to plan care for patients utilizing evidence-based practice.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan will be for faculty to: 1) provide adjunct faculty with tools to assist students in developing problem-based care plans in the clinical area, 2) provide students with current literature on methodology of problem-based care plans, and 3) evaluate trends in 2022.

SLO 4. Incorporate knowledge of economic, legal, ethical, and political factors influencing health care systems and policy to advocate for recipients of nursing care.

Measure 4.1.

Assessment Method: Political Assignment Project in NURB 4220 (Community Health)

Expected Outcome: 90% of students will achieve a minimum score of 80% on the political assignment project.

Finding. Target was met.

Trending.

2021: 100% (182/182)

2020: 84% (148/177)

2019: 100% (176/176)

Analysis: The assignment required students to promote political activism and demonstrate application and synthesis of community health concepts.

In 2020, faculty plan was to review and revise the political assignment topic to ensure relevance to the current political realm and continue to analyze this data closely. The first NURB 4220 class was Summer 2020, the pandemic was then directing how courses were presented. With the change in political climate because of pandemic, the assignment was changed to reflect the issues affecting the people/patients/communities they will serve as registered nurses. Questions were developed related to COVID-19 impact on the economy, schools, hospitals, and infrastructure; the COVID-19 fatality rate, CDC and WHO responses, and governmental responses.

As a result, in 2020, 84% (88/101) of students achieved a score of 80% or higher. This did not meet the expected outcome of 90%. The faculty observed a failure of students to follow directions. Several of the students failed to follow the instructions that required them to register for their topic on Signup Genius with a partner and decided to do the assignment individually. This resulted in a significant loss of points. In addition, they failed to review the rubric and ensure that they followed the criteria presented in the rubric, such as covering each criterion in their presentation, adhering to established time limits, etc. When combined, these errors cost the students points. The loss was preventable since the rubric was succinct and provided to the students at the time the project was assigned.

Based on the analysis of the 2020 results, in 2021 faculty: 1) reviewed the assignment to ensure relevance to the current political climate, and 2) enhanced teaching in NURB 4220 on content areas of the ATI Community exam in which students scored at or below 50%. Content areas included regulations for reporting and regulations regarding substance abuse and addictive disorders. As a result, in 2021, 100% (182/182) of students achieved a score of 80% or higher, which is up from the 2020 results of 84%. The 2021 results met the expected outcome of 90%. Faculty will continue to monitor trending in 2022.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan is to: 1) review the assignment to ensure relevance to the current political climate, and 2) enhance teaching in NURB 4220 on topic reviews of the ATI Community exam in which students score less than 80%.

Measure 4.2.

Assessment Method: End of Semester Questionnaire collected in 3rd Level BSN N3220/3230 “To what extent were economic, legal, ethical, and political factors influencing health care systems integrated into your 3rd level semester?”

Expected Outcome: 80% of students will indicate a score of 3 (agree) or above.

Finding. Target was met.

Trending.

2021: 100% (184/184)

2020: 98% (142/145)

2019: 99% (159/160)

Analysis. The End of Semester Questionnaire specifically states: “Rate your agreement with the following statement: Economic, legal, ethical, and political factors influencing health care systems were integrated into 3rd level.” Students are taught how economic, legal, ethical, and political factors influence health care systems in a variety of ways throughout third level in both theory and clinical courses. This included lectures, assessments, and discussions in clinical post-conferences. During orientation, guest speakers address current statistics involving maternal newborn morbidity and mortality and how political factors impact maternal newborn healthcare and access to healthcare.

In 2020 faculty had planned to maintain current teaching on economic, legal, ethical, and political factors influencing health care systems, but to give the survey earlier in the semester. Spring semester surveys were sent out prior to finals week with 99% (109/110) scoring a three or higher; fall semester surveys were sent out after finals, resulting in a lower response rate, with only 35 responding. Of those 35, 33 (95%) scored a 3 or higher. In 2020 the target was met with 142/145 (98%) responding agree (3) or strongly agree (4) on the questionnaire. In 2020 the target was met.

Based on the analysis of the 2020 results, in 2021 faculty continued current teaching on economic, legal, ethical, and political factors influencing health care systems, and the survey was administered prior to final exams with 100% participation. In 2021 the target was met. The results continue to hold steady over the past three years. Student participation in completion of the survey is key and delivery to students in a timely manner has proven to aid in the participation by students.

Decision: In 2022, the plan is to: 1) enhance current methods to teach economic, legal, ethical, and political factors influencing health care systems with use of guest speakers, and 2) send out survey two weeks before finals.

SLO 5. Collaborate with clients and other members of the interdisciplinary health care team for health promotion, risk reduction, disease prevention, disease management, and health restoration.

Measure 5.1.

Assessment Method: BSN Portfolio QEP SLO 1.2 “Please reflect on your previous clinical experiences and discuss how you have collaborated with other disciplines to provide health care. How has the interdisciplinary working relationship enhanced your ability to provide care?”

Expected Outcome: 80% of students will achieve a score of 3 or higher

Finding. Target was met

Trending.

2021: 100% (182/182)

2020: 99% (175/176)

2019: 82% (143/175)

Analysis. Interdisciplinary collaboration is taught throughout the curriculum starting in 1st level and continuing through 5th level. It is taught via lecture, tested via exams, experienced, and discussed in the clinical setting in every level. More specifically, 4th level students can attend interprofessional simulation comprised of nursing students, pharmacy students and radiologic science students. All 5th level BSN (Bachelor of Science in Nursing) students attend a mandatory interdisciplinary team meeting at their preceptor facility, after which they are required to complete a reflection and answer five questions related to interdisciplinary care. During their preceptorship, these students are also exposed to and interact with numerous interdisciplinary providers. Additionally, 5th level BSN students can participate in an interdisciplinary simulation at LSU School of Medicine, where the focus is interdisciplinary public health.

Based on the analysis of the 2019 results, in 2020, faculty planned to continue to teach interdisciplinary collaboration throughout all BSN levels and ensure that students consciously experienced it and discussed it in the clinical setting. In Spring 2020 this was in progress at the beginning of semester. Mid semester the COVID-19 pandemic brought about restricted access to clinical sites. Faculty created a collaboration with the Registered Student Organizations/Leadership (RSO) on the Natchitoches campus to provide teaching on a 'Safe Return to Campus'. There were twenty-five RSO members with each having specific needs related to a safe return to campus based on its unique identity and functional roles. Each student team from all campuses, along with their respective faculty members met with the leadership from the RSOs and completed a needs assessment, as each entity had different educational needs. Based on the individual RSOs needs, the students prepared educational materials/documents that addressed a safe return to campus and presented the materials to the RSO leadership for distribution to the RSO membership. Students and RSO leadership collaboratively established a plan to address the educational deficits and then executed the plan on all campuses. As a result, in 2020, 99% (175/176) of students achieved a score of 3 or

higher, meeting the expected outcome.

Based on the analysis of the 2020 results, in 2021: 1) students returned to healthcare facilities and re-established interdisciplinary team meetings in NURB 4231, 2) faculty used Lippincott PrepU to enhance didactic content and provided specific interdisciplinary collaboration examples, and 3) all NURB 4231 students were assigned simulation at a local hospital Innovation Center to participate in a multi-disciplinary simulation experience.

The actual level of achievement has steadily improved in the last two years. Assignments were adjusted based on the current healthcare environment. In 2020 students had limited access to patient contact due to the pandemic. Returning to clinical environments enhanced student experiences and their evaluation of the experiences.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan is to: 1) use Lippincott PrepU to enhance didactic content with specific interdisciplinary collaboration assignments, 2) participate in multi-disciplinary simulation at WK Innovation Center with other city-wide facilities and disciplines, and 3) participate in interdisciplinary meetings in clinical settings.

Measure 5.2.

Assessment Method: Community Dimensions of Practice component of the Clinical Evaluation Tool in NURB 4221 (Community Health Nursing Practicum)

Expected Outcome: 90% of students will achieve a score of 3 or higher.

Finding. Target was met.

Trending:

2021: 100% (182/182)

2020: 99% (175/176)

2019: 100% (176/176)

Analysis. The Community Dimensions of Practice is a component of the Clinical Evaluation Tool-Community/Public Health (in NURB 4221 Community Health Nursing Practicum in the 5th level clinical. To receive a passing grade in the course, students must earn a minimum of 2.5 average on the overall evaluation criteria based on this scale. The Community Dimensions of Practice component of the evaluation tool specifically states that the student:

1. Identify community partners for Public Health Nursing (PHN) practice with individuals, families, and groups.
2. Collaborates with community health partners to promote the health of individuals and families within a population.
3. Participates effectively in activities that facilitate community involvement.
4. Maintains client safety

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In the fall semester of 2020, faculty and students worked with community partners at Willis-Knighton (WK) and CHRISTUS healthcare facilities to offer screening services at all entrances. Clinical days were lengthened to 12 hours in NURB 4221 to facilitate obtaining required clinical hours. As a result, in 2020, 175/176 (99%) scored a three or higher on the Community Dimensions of Practice component of the Clinical Evaluation Tool in NURB 4221, meeting the expected outcome.

Based on the analysis of the 2020 results, in 2021: 1) students returned to community facilities as allowed under the pandemic guidelines incorporating COVID-19 protocols, and 2) students assisted in administration of vaccines at community sites. As a result, in 2021, 182/182 (100%) scored a three or higher on the Community Dimensions of Practice component of the Clinical Evaluation Tool in NURB 4221, meeting the expected outcome. Though practices have changed due to the pandemic, the results have remained steady at or near 100%.

Decision. In 2021, the target was met. Based on the analysis of the 2021 results, in 2022, faculty will: 1) identify new community partners for Public Health Nursing (PHN) practice with individuals, families, and groups, and 2) collaborate with community health partners to promote the health of individuals and families within a population.

SLO 6. Apply the principles of leadership to design, manage, coordinate, and evaluate health care delivery.

Measure 6.1.

Assessment Method: Delegation and Communication assignment in NURB 4230 (Healthcare Management)

Expected Outcome: 90% of students will achieve a score of 8 or above (scale 0-10)

Findings Target was met.

Trending:

2021: 95% (180/186)

2020: 98% (173/176)

2019: 87% (157/180)

Analysis. NURB 4230 online course uses Marquis and Huston textbook: Leadership Roles and Management Function in Nursing. Resources included Video case conference, virtual simulation, and quizzes. Students are first required to view a Course Point instructional video relating to delegation and communication. Then, students are required to reflect upon their previous clinical experiences and discuss how their previous learning has helped them incorporate knowledge and skills to identify effective means for delegation and discuss the barriers to effective delegation. In 2019 the target was not met, as 87% (157/180) of students achieved a score of three or higher on the Delegation and Coordination on Evaluation Tool.

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Based on the analysis of the 2019 results, in 2020 faculty: 1) required students to review the Nurse Practice Act and the Louisiana State Board of Nursing policies regarding the registered nurse's (RN) responsibilities in delegating tasks to both licensed and unlicensed assistive personnel prior to completing this assignment; 2) in NURB 3220/3230, 3rd level students had delegation infused in lectures and each exam had priority assignment questions regarding delegating to Licensed Practical Nurses (LPNs). Changes helped improve the student's ability to effectively delegate and communicate; and 3) taught the principles of leadership to design, manage, coordinate, and evaluate health care delivery throughout all levels of the BSN program and ensure student understanding prior to completing the assignment. As a result, in 2020, 98% (173/176) of students achieved a score of eight or above on the delegation and communication assignment.

Based on the analysis of the 2020 results, in 2021, faculty: 1) used Course Point Case Studies, Power Points and Custom quizzes, ATI Tutorials/ Simulations and Practice Assessments to differentiate the students understanding between assignment and delegation, and 2) used the Louisiana State Board of Nursing Scope of Practice to facilitate learning regarding delegation. In 2021 the target was met with 95% (180/186) of students scoring an eight or higher on the delegation and communication assignment in NURB 4230. Trending analysis reveal a slight downward trend from 98% in 2020 to 95% in 2021. The target was met for the last two years. Trending will continue to be monitored.

Decision: In 2021, the target was met. Based on the analysis of the 2021 results, in 2022, the plan is to: 1) use Course Point Case Studies, Power Points and Custom quizzes, ATI Tutorials/ Simulations and Practice Assessments to address student learning needs as identified from the previous semesters assessment reports, and 2) use the Louisiana State Board of Nursing Scope of Practice to facilitate learning regarding delegation.

Measure 6.2

Assessment Method: NURB 4230 Quiz on Learning Unit 1: Theoretical Models of Nursing Leadership. Marquis and Houston (Leadership Roles and Management Functions in Nursing).

Expected Outcome: 80% of students will achieve a score of 80% or higher.

Finding. Target was met.

Trending:

2021: 98% (186/189)

2020: 90% (160/177) New measure

Previous measure: ATI Leadership exam:

2019: 63% (112/179)

Analysis. For SLO 6.2, the previous measure (2019 and before) was the Assessment Technologies Institute (ATI) Leadership Exam, which assessed the basic

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comprehension and understanding of leadership and management principles. The value of the exam to students changed significantly since the measure was first utilized and was reflected in the trended results. Consequently, in 2020, a new measure was implemented. This assignment demonstrates the student's ability to apply the principles of leadership to design, manage, coordinate, and evaluate health care delivery. The NURB 4230 Quiz on Learning Unit 1 Theoretical Models of Nursing Leadership includes Modules 1.1, 1.2, and 1.3. In 2020, the target was met with 90% (160/177) of students achieving a score of 80% or higher.

Based on the analysis of the 2020 results, in 2021, faculty: 1) added supplemental resources to enhance learning, and 2) had students write a reflection on previous clinical experience as related to the modules. As a result, in 2021, the target was met with 98% (186/189) of students achieving a score of 80% or higher.

The new measure of 2020 demonstrated students' ability to apply the principles of leadership to design, manage, coordinate, and evaluate health care delivery. Trended results show an increase from 90% in 2020 to 98% in 2021. Will continue to monitor trended results.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan is to: 1) update supplemental resources, 2) invite nursing leadership speakers to address nursing leadership, and 3) have students write a reflection on previous clinical experiences as related to the modules on delegation.

SLO 7. Demonstrate professional nursing standards, values, and accountability.

Measure 7.1.

Assessment Method: Professionalism component of the Clinical Evaluation Tool in NURB 3231 (Women's Health Practicum)

Expected Outcome: 90% of students will achieve a score of 3 or higher.

Findings Target was met.

Trending:

2021: 100% (189/189)

2020: 98.6% (214/217)

2019: 100% (165/165)

Analysis. The Professionalism component of the evaluation tool specifically states the student will demonstrate the following professional behaviors congruent with the nursing profession.

- Maintain personal accountability, responsibility, and patient confidentiality.
- Adhere to legal and ethical standards of care.
- Demonstrate respect for human dignity in all aspects of nursing care.

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The Clinical Evaluation Tool uses a four-point Likert scale rating. Any total scores less than 2.0 is supported with faculty documentation and discussed with the student.

Professionalism is taught throughout the curriculum at all BSN levels. This begins in 1st level, where students are given a clinical and lab orientation discussing professional nursing standards, values, and accountability. Students are also guided throughout their program during lab and clinical activities and are evaluated using the clinical evaluation tool which encompasses the categories of the nursing process, professional behavior, communication, and safety.

Based on the analysis of the 2019 results, in 2020 faculty had a guest speaker from a local healthcare facility to speak to first level students in the spring semester on compliance and privacy in healthcare. However, the speaker did not deliver the content needed in the scheduled period and this speaker was not utilized for the fall semester. Faculty also continued to thread Professionalism throughout the curriculum in the BSN program. Plans for 2020 included 3rd level BSN Interview Day where guest speakers from local healthcare facilities who have a Leadership role would speak to students on professionalism and accountability. However, this was not implemented due to COVID-19 pandemic restrictions. The COVID-19 environment also created new challenges for students and faculty. In 2020, faculty worked to ensure that students-maintained professionalism in didactic environments, especially regarding the virtual environment. Additionally, students had to learn and follow new protocols (COVID-19 and school related) related to clinical practice (PPE, reporting COVID-19 exposures, and self-isolation). As a result, in 2020 98.6% (214/217) of students scored a three or higher on the Professionalism component of the Clinical Evaluation Tool in NURB 3231 (Women's Health Practicum).

Based on the analysis of the 2020 results, in 2021: Students in Maternal Newborn (NURB 3231) at Ochsner attended a presentation by Department Leaders on professionalism and interview skills. As a result, in 2021 100% (189/189) of students scored a three or higher on the Professionalism component of the Clinical Evaluation Tool in NURB 3231 (Women's Health Practicum). Results for this measure have remained between 98 and 100% over the last three years. Professionalism is a key critical behavior and scores reflect the success of the students in demonstrating professionalism.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan is to: 1) follow the ever-evolving COVID-19 protocols, and 2) schedule leadership in all healthcare facilities to speak with NURB 3221/3231 students on professionalism and accountability.

Measure 7.2.

Assessment Method: Planning component of the Clinical Evaluation Tool in NURB 3221 (Pediatric Nursing Practicum)

Expected Outcome: 90% of students will achieve a score of 3 or higher.

Findings: Target was met.

Trending:

2021: 100% (189/189)

2020: 100% (217/217)

2019: 99.4% (164/165)

Analysis. The Planning component of the Clinical Evaluation Tool in NURB 3221 Pediatric Nursing Practicum was measured. The Clinical Evaluation Tool uses a four-point Likert scale. Students must earn a minimum of 2.5 average on the overall evaluation criteria based on this scale. Any total scores less than 2.0 are supported with faculty documentation and discussed with the student.

The evaluation tool used for NURB 3221 include the competencies expected by NSU College of Nursing and relate to professional nursing practice. The Planning component of the evaluation tool specifically states the student will demonstrate the following in individualizing the plan of care.

- Prioritize client problem/nursing diagnoses.
- Plan goals, interventions, and outcomes congruent with nursing diagnosis.
- Identify rationale for teaching as appropriate to client/family needs.
- Develop teaching based on client and family goals and state of health.
- Apply evidence-based practice by use of research and other sources of evidence in care decisions

In 2020, faculty introduced the problem-based care plan in preparation for the NextGen NCLEX-RN. In 2020, 100% (217/217) of students scored a three or higher on the Planning component of the Clinical Evaluation Tool in NURB 3221 (Pediatric Nursing Practicum).

Based on the analysis of the 2020 results, in 2021 faculty: 1) utilized “Watch and learn” videos in Course Point to enhance student learning on development of a problem-based plan of care, and 2) required students in NURB 3221 to develop one care map. During clinical on the Pediatric unit at Willis Knighton South (WKS), each team of two students were required to give faculty report on their assigned patient. Discussion included the care, interventions, treatments, causes, and discharge planning. Each student was required to speak with their staff nurse, get a report, and report using SBAR when they left for a break and the end of the clinical shift. On the last day of clinicals for this term, the group watched pediatric assessment videos and developed and discussed a disease map for CNS, Burns, and Compartment syndrome. Students were split into groups of 5; one group was taken to the PICU and the other to the NICU. On the last clinical day, each group was assigned to ask staff to give them a tip or word of advice as they continue their program. Each student was also asked to verbalize three things they learned during this term and present with the group. At Ochsner’s St Mary campus, the Pediatric students each presented patient case study during post-conference (diagnosis, disease process, medications, nursing interventions and reassessments, what to expect/POC, patient education).

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Results have remained steady over the last three years, through changes implemented to introduce problem-based care plan in preparation for the NextGen NCLEX-RN.

Decision. In 2021, the target was met. Based on the analysis of the 2021 results, in 2022, the plan is to: 1) use the problem-based plan of care in all clinical levels, 2) continue to use “Watch and Learn” videos in Course Point to enhance student learning on development of problem-based plan of care, and 3) require students in NURB 3221 to develop one care map.

SLO 8. Assume responsibility for professional development and lifelong learning.

Measure 8.1.

Assessment Method: Graduating Senior’s Biographical data “Do you plan to continue your education at some time in the future?” and “Future Educational Goals”.

Expected Outcome: 80% of graduating seniors will respond “yes” or indicate plans.

Finding. Target was not met.

Trending:

2021: 77% (141/184)

2020: 84% (147/175)

2019: 84% (152/180)

Analysis: As students’ progress through clinical courses, faculty reinforce that the healthcare world is ever changing, and nurses must continuously keep abreast of current practices. Students are taught in NURB 3030 (a pre-clinical course) of the many educational opportunities that are available to nurses to advance their practice and careers. The measurement for this SLO is obtained from a self-report from students in their last semester of the BSN program. One data form asks, “Do you plan to continue your education at some time in the future?” Additionally, data is collected from the student report of future educational goals which is gathered for the recognition ceremony.

In 2020, faculty reinforced lifelong learning in the clinical and classroom (virtual) setting. As a result, 84% (147/175) of students indicated a plan to further their education in the future, meeting the expected outcome of 80%.

Based on the analysis of the 2020 results, in 2021, faculty throughout the program encouraged students to continue their nursing education. This included the College of Nursing’s graduate faculty providing information during Grad Fest. Students were able to inquire about post baccalaureate degrees available at NSU. In 2021, the target was not met with 77% (141/184) of students indicating a plan to continue their formal nursing education. During the spring semester, the data gathering questionnaire was sent right at finals week, which resulted in a poor response. Additionally, the second method for attaining this information was from the recognition ceremony which had been revised somewhat and held virtually due to COVID restrictions. Though there was a drop in the

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number of students expressing plans to continue their education, data collection was problematic during the spring semester. Faculty will continue to analyze trending and expect that an increase in the response rate will improve results.

Decision. In 2021 the target was not met. Based on the analysis of the 2021 results, in 2022, the plan is to: 1) maintain reinforcement of lifelong learning in the clinical and classroom setting, 2) present a video to the graduating class identifying graduate nursing programs and tracks available at NSU, and 3) send out the link to gather data earlier in the semester.

Measure 8.2.

Assessment Method: Student Portfolio Tool QEP SLO 2.2 (end of 5th Level)

Expected Outcome: 80% of students will score a 3 or higher on SLO 2.2 of the portfolio.

Finding. Target was met.

Trending:

2021: 100% (182/182)

2020: 100% (177/177)

2019: 82% (144/176)

Analysis. The student portfolio is a demonstration of work in progress over the duration of the BSN students' clinical program. In each level of the program, students are asked to document their progress toward achieving the BSN Objectives listed in the College of Nursing and School of Allied Health Purposes & Objectives. The student portfolio uses a four-point Likert scale rating with a (4) indicating advanced; (3) indicating mastery; (2) indicating basic; and (1) indicating developing.

QEP SLO 2.2 in the Portfolio in 5th level asks the student to: "Reflect upon your undergraduate experience, both clinical and nonclinical, and discuss how what you have experienced at NSU has changed your perceptions about education, and how you will use this experience as a foundation for personal growth and maturity." This question is asked in the student portfolio every semester, and with appropriate faculty feedback it is expected that 5th level clinical students will be able to respond to these questions at the mastery level.

Based on the analysis of the 2019 results, in 2020, 5th level faculty increased the minimum score required from a 2 (basic) to 3 (mastery) for this measure. Review and additional education on the portfolio for students understanding improved scores. In 2020 the target was met 100% (177/177) of students scoring a three or higher on SLO 2.2 in the 5th level Portfolio.

Based on the analysis of the 2020 results, in 2021 faculty facilitated student discussion on the SLO 2.2 topic in post conference. Students initially responded to the prompt: "Reflect upon your undergraduate experience, both clinical and nonclinical, and discuss how what you have experienced at NSU has changed your perceptions about

education, and how you will use this experience as a foundation for personal growth and maturity.” After completion of this assignment, students discussed responses in post conference. Education and changes to scores saw improvement in scores from 2019 through 2021, while student numbers increased slightly.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan is to: 1) maintain reflection assignment, and 2) ask graduate students to speak to leadership students on how graduate school has enhance their learning and opened up opportunities for advancement.

SLO 9. Utilize information and healthcare technologies in nursing practice.

Measure 9.1.

Assessment Method: Safety component of the Clinical Evaluation Tool in NURB 3141
Expected Outcome: 85% of students will achieve a score of 3 or higher.

Finding. Target was met

Trending:

2021: 97%(199/205)

Analysis. This is a new measure for the 2021 year, taking the place of a Culture of Safety Final Assignment in NURB 3160. Nursing students are expected to practice safety in the clinical setting. NURB 3141 students have completed the foundational nursing courses and are practicing in the clinical setting. The components of the Safety section include: 1) demonstrate knowledge and safe practice in medication administration, and 2) prioritize care based on identified risk factors. The student must be able to utilize information and utilize healthcare technologies to meet these criteria. In 2021, the target was met with 97% of students achieving a score of 3 or higher. This is a new measure; thus, no trending data is available at this time.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022 the plan is to look for new and different QSEN activities to utilize in the clinical setting.

Measure 9.2.

Assessment Method: Evaluation component of the Clinical Evaluation Tool in NURB 4121 (Complex Nursing Practicum)
Expected Outcome: 90% of students will achieve a score of 3 or higher.

Finding. Target was met.

Trending:

2021: 99.5% (217/218)

2020: 99.5% (199/200)

2019: 98.8% (172/174)

Analysis. The Clinical Evaluation Tool uses a four-point Likert scale rating with a (4) indicating exemplary; (3) indicating satisfactory; (2) indicating minimal knowledge; and (1) indicating unsatisfactory. All individual unsatisfactory (1) scores must be accompanied by faculty documentation. Any total scores less than 2.0 are supported with faculty documentation and discussed with the student.

The Evaluation component of the clinical evaluation tool specifically states that the student will link client interventions with client outcomes by identifying level of attainment of client and family goals, including:

- Adjust plan of care based on client and family response.
- Identify strategies for improving patient care
- Address use of clinical information systems, electronic medical record, and
 - electronic health record in outcome evaluation for individuals
- Participate in self-evaluation at each step of the nursing process.
- Identify areas for self-improvement.

Based on the analysis of the 2019 results, in 2020: 1) all clinical levels in the BSN program utilized I-Pads for testing and learning purposes, and 2) students gained increased access to the electronic health record at multiple healthcare facilities utilized by NSU. In 2020, the target was met with 99.5% (199/200) of students scoring a three or higher on the Evaluation component of the Clinical Evaluation Tool in NURB 4121.

Based on the analysis of the results, in 2021, faculty: d1) guided students to CoursePoint resources related to problem-based care plans, and 2) discussed in post conference healthcare technologies that have been more heavily utilized in the COVID-19 pandemic. As a result, in 2021, the target was met with 99.5% (217/218) of students scoring a three or higher on the Evaluation component of the Clinical Evaluation Tool in NURB 4121. Trends of the results have remained steady, while student numbers have increased.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan is to: 1) assign students to complete two problem-based care plans and present at post conference, and 2) discuss in post conference new healthcare technologies that are being more heavily utilized in clinical.

Comprehensive summary of key evidence of improvements based on analysis of the results.

Based on the analysis of the 2020 results, in the 2021 assessment year, the BSN program implemented many plans to enhance student learning with the overall goals of students demonstrating student learning outcomes, graduating, passing the NCLEX-RN, and finding employment. Statistics related to these goals are:

- 90.82% pass rate for first time test takers for the NCLEX-RN in 2021.

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- 100% of graduates who sought employment (of those who responded) were able to find employment (153/185 or 83% of graduates responded).
- 78.5% of students in cohorts have graduated within 150% of the time – which exceeded the benchmark of 70% graduating within 150% of the time.
- 76.2% (141/185) of graduating students expressed plans to continue their education.

The following actions summarize changes implemented to drive the continuous process of seeking improvement in AC 2021. These changes are based on the knowledge gained through the analysis of the AC 2020 results.

All levels added the following content to the theory lecture: What Is Cultural Competence in Health Care? To ensure content is infused throughout the nursing courses.

Faculty in 2nd and 4th levels added a specific Culture & Ethics Case Study Assignment. The assignments were comprised of a Powerpoint Voice Over (PPVO) discussion followed by brief questions directed at the topics. Post-conferences offered instructors several cultural case studies to choose from.

NURB 4231 incorporated a culture case study during clinical post conference

NURB 3221: Pediatric clinical students at WKS watched a Culture of Safety video and presented ethical issues they had seen during their rotation. For example, one ethical issue discussed was a child abuse case. The elderly patient, who had recently had a stroke and had neurological deficits as a result, was awarded custody. This ensued much discussion among the healthcare team. Pediatric students at Ochsner's demonstrated Culture of Safety and discussed Ethics by discussing hand-off at shift change.

NURB 3061: faculty revised practicum rubrics. Rubrics are used to assess assignments consistently, give timely effective feedback and promote student learning.

NURB 3160: faculty implemented mandatory peer-review process for all student paper submissions. Peer review activities were integrated within Teams to provide student opportunities to give and receive feedback, work collaboratively, and review written assignments with an automated feedback checker. Faculty advised students to enroll in the special section ENGL 2110 that incorporates APA format instead of MLA.

NURB 4220: Presented a video to the graduating class identifying graduate nursing programs and tracks available at NSU to reinforce lifelong learning.

NURB 3220/3230 textbook: Maternity and Pediatric Nursing, infuses small "Take Note" statements regarding culture and diversity in each chapter. During clinical post

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conferences, any diverse or cultural differences are discussed regarding patient populations cared for that day.

NURB 3141: each student completed a Cultural/Ethical Case Study on Labeling.

NURB 4231: incorporated a culture case study during clinical post conference based on clinical experiences.

NURB 3141: students completed foundational nursing courses and proceeded to demonstrate knowledge and safe practice in medication administration, and prioritized care based on identified risk factors.

NURB 4230: facilitated learning on Theoretical Models of Nursing Leadership. Students were assigned Interactive Modules regarding Leadership.

Student learning was enhanced in the following areas of weakness identified from the results of the ATI Leadership Exam (in NURB 4231): 1) included an assignment on delegation to assistive personnel and added questions to delegation quiz, 2) included an assignment on professional responsibilities when reassigned to another unit (float) and added questions on the quiz, and 3) included an assignment on performance improvement process and added questions on the quiz.

Faculty invited a guest speaker, Mrs. R. McCuller, RN, MSN, APRN, FNP-BC, Senior VP Nursing for WKHS, to speak on Nursing Leadership. Post evaluations reflected a positive learning experience for the students.

NURB 3220/3230: The End of Semester Questionnaire specifically states: "Rate your agreement with the following statement: Economic, legal, ethical, and political factors influencing health care systems were integrated into 3rd level." During clinical orientation, guest speakers address current statistics involving maternal newborn morbidity and mortality and how political factors impact maternal newborn healthcare and access to healthcare.

NURB 4121: The Evaluation component of the clinical evaluation tool specifically states that the student will link client interventions with client outcomes by identifying level of attainment of client and family goals. Students demonstrated this through completion of problem-based care plans. Problem-based care plans are a new methodology from what was previously utilized. Problem-based care plans will help prepare students for the NextGen NCLEX-RN that will be implemented in 2023.

NURB 4220: One assignment required students to promote political activism and demonstrate application and synthesis of community health concepts. Students identified issues, utilized, and researched information and health care technologies to communicate a community health issue to a group of peers.

Interdisciplinary collaboration is taught throughout the curriculum starting in 1st level and continuing through 5th level. More specifically, 4th level students can attend

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interprofessional simulation comprised of nursing students, pharmacy students and radiologic science students. All 5th level students attend a mandatory interdisciplinary team meeting at their preceptor facility, after which they are required to complete a reflection and answer five questions related to interdisciplinary care.

NURB 4231: 1) Students returned to healthcare facilities and re-established interdisciplinary team meetings, 2) faculty utilized Lippincott PrepU enhanced didactic content with specific interdisciplinary collaboration examples provided, and 3) all students were assigned simulation at the Innovation Center to participate in multi-disciplinary simulation experience.

Faculty utilized “Watch and Learn” videos in Course Point to enhance student learning on development of problem-based plan of care and required students in NURB 3221 to develop one care map.

Other measures that contributed to student learning and success in the 2021 assessment year.

NURB 3050: Face-to-face sections implemented more active learning assignments to help students who struggle with content to be more successful. Activities introduced that students find helpful include: KaHoot!, Virtual Escape Room, and Jeopardy.

NURB 3040: Spring 2021 due to inclement weather, faculty and staff worked with students to ensure their success for the semester. Exam dates and assignments due dates were moved forward to assist students in keeping up with their studies. Faculty maintained contact with students and ensured all Webex's were recorded so students could watch them later. Despite the challenges, students did well with adapting to changing schedules.

NURB 3040: Fall 2021 semester class was resumed completely face to face; however, students were required to wear a mask. Learning contracts were used and helped students to identify strengths and weaknesses and assist with study skills and test taking strategies. Of the many repeating students, the majority passed and progressed. These students showed significant improvement from prior semesters.

NURB 3061: Lab revised practicum rubrics.

NURB 3060: Scheduled class time changed to Friday, 9am-12pm. Moving this class from Monday allowed more class time due to the number of holidays falling on Monday.

Implemented the no grade rounding policy for all theory classes. Students must achieve an 80% to pass the course; there is no rounding up. After the 80% is achieved, students may receive additional points through the PrepU assignments.

NURB 3130: Spring, course remained a 4-hour course. When feasible over Webex, the last hour was dedicated to active learning activities that reinforced the lecture content of

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the day. Fall, course remained a 4-hour course. The course was a full face-to-face course with students consistently in class.

In NURB 4120: With adaptation of Lippincott Medical Surgical textbook, students have been highly encouraged to use the Lippincott PrepU Adaptive Quizzing resource as a tool for successful testing.

Moved Service-Learning Project from NURB 4130 to NURB 4131.

An online live ATI NCLEX review was given in 5th level.

All clinical students accessed the electronic health records as allowed by the healthcare facilities and as needed in the clinical rotations.

Nine faculty members worked on their doctoral degrees.

Three faculty members completed their doctoral degree in 2021.

Additional measures implemented by the faculty included:

- Used unfolding case studies for clinical hours –Virtual Simulation (vSim)
- Allowed students to view lectures and participate by WebEx as faculty taught theory.
- Used many forms of electronic programs such as Zoom, Flip Grid, and MS Stream, for teaching and evaluation of SBAR and End of Shift Reporting.
- Inclusive training by Dr. Michael Snowden for faculty
- Item-Writing: A Step-by-Step Approach to Next Generation NCLEX Success by Dr. Loretta Manning

Continued Initiatives from Previous Year

Participated in QEP Learning for Life – capstone courses utilizing experiential learning and reflection on learning throughout the clinical nursing courses.

Faculty support of BSN students desiring to participate in research and present findings.

Students had access to high fidelity simulation through healthcare partners of NSU – Willis-Knighton Health Systems and Christus St. Frances Cabrini Hospital.

Working with athletics department on main campus to facilitate students being able to fulfill the requirements for majoring in nursing and participating in athletics.

Plan of action moving forward.

The “Learning for Life” capstone initiative will be in its fourth year, with graduating students having had more experience at reflective journaling in their lower-level clinical courses. Many changes will be made during the 2022 assessment year based on the analysis of the 2021 results. Below are plans for the 2022 assessment year.

Evaluate how cultural competence is threaded throughout all nursing courses through recorded findings in the end of semester course reports.

Incorporate an additional culture case study in NURB 4231 during post conference.

Incorporate a culture case study in NURB 3141 during post conference.

NURB 4121: 1) assign students to complete two problem-based care plans and present at post conference, 2) maintain utilization of Lippincott for care planning, and 3) evaluate 4121 data for trends.

NURB 3220/3230: research and request the purchase of materials to educate students on the role of nurse and child life specialists with parents and families experiencing a perinatal loss.

NURB 3221/3231: schedule leadership in healthcare facilities to speak with students regarding professionalism and accountability.

NURB 3221/3231: require students to develop one care map while in clinical setting.

Faculty will continue to thread planning and prioritizing throughout the entire curriculum in the BSN program, and this will remain a critical behavior in every student evaluation throughout all BSN clinical levels. Faculty will revise and adjust curriculum teaching these behaviors based on feedback provided from local hospitals and clinical agencies in Advisory Council meetings.

Incorporate NextGen NCLEX-RN type test questions in all clinical levels.