

Assessment Cycle 2021

Associate of Science in Nursing

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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 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 goals to become responsible and contributing members of an interprofessional global community that improves the health of our region, state, and nation.

Associate of Science in Nursing's Mission Statement: Same as the CON

Purpose: The Associate of Science in Nursing (ASN) degree program prepares graduates to function as registered nurses in hospitals, nursing homes, and other health care agencies. The curriculum is constructed to promote career mobility to the baccalaureate nursing educational level. Upon completion of the Program, the graduate is eligible to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

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

- (1) Data from assessment tools (both direct & indirect, quantitative & qualitative) are collected and documented by the level coordinators in end of semester course reports.
- (2) Faculty review and analyze data, making decision on actions for the next year.
- (3) The findings are discussed in the program curriculum committee (PCC) meetings. Additional insights and actions are added to the report based on faculty input.
- (4) The results are shared with the Director of Assessment and the program director for review and input.
- (5) Significant findings are reported in the Administrative Council meeting.

Assessment Cycle 2021

Note: During Assessment Cycles 2020-2022, the COVID-19 virus forced Northwestern State University to reevaluate 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.

End of program 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 students. However, because of the tireless efforts of the faculty and staff, we continue strive to provide extraordinary academic and experiential student learning opportunities despite these trying times.

End of Program Student Learning Outcomes:

EOPSLO 1. Provide nursing care founded upon selected scientific principles and evidence-based research utilizing the nursing process.

Measure 1.1.

Assessment Method: Teaching Plan (2nd Level)

Expected Outcome: At least 90% of students will score \geq 80%

Finding. Target was met.

Trending.

2021: 96% (93/97)

2020: 100% (99/99)

2019: 100% (126/126)

Analysis. Teaching plans are important as they help students to identify a priority concern for populations across the lifespan in the hospital setting. Student learning goals are achieved by identifying threats to client's health using evidence-based practice research articles to support teaching. Students submit the teaching plan to faculty for review and receive feedback before implementing the plan. Teaching plans are graded based on the teaching plan guidelines and instructions that give a list of components to students. It is noted that a rubric promotes consistency in grading and increases guidance to students.

Assessment Cycle 2021

In 2020 faculty developed an approved NSU Quality Matters teaching plan rubric, instructed fulltime and part-time faculty on use of rubric, and provided the rubric to students for use in developing their teaching plan. As a result, in 2020, 100% (99/99) of students scored $\geq 80\%$ on their teaching plan. Therefore, the target was met.

Based on the analysis of the 2020 results, in 2021, new faculty were instructed on how to apply the grading rubric to the assignment and an exemplar was placed in resource folder as a guide for both students and new faculty. As a result, in 2021, 96% (93/97) of students scored $\geq 80\%$. It is noted that one student withdrew in the third week of the semester after unsuccessful mastery of the dosage calculation requirements, two other students withdrew prior to or at midterm, and one student quit attending class, neither officially withdrawing nor completing the course. These four students did not have the opportunity to complete the assignment prior to withdrawing, therefore are not counted in the data. Trended results for this objective are consistently above target goals, ranging from 96-100%. Though there was a drop from 100% to 96%, the results are above the 90% target. The faculty will monitor for changes in the next year. This measure was reevaluated in relation to the ACEN standards. As the EOPSLOs are meant to measure outcomes at the end of the program, the ASN PCC decided to move this measure from 2nd level to 3rd level. The expected outcome will remain the same.

Decision. In 2021, the target was met. Based on the analysis of the 2021 results, as well as the reevaluation of EOPSLO measurements, in 2022: 1) the measure will be collected in 3rd level clinical to better reflect end-of program measurements, and 2) exemplars will be updated. The expected outcome will remain the same.

Revised Measure for 2022

Assessment Method: Teaching Plan (3rd Level)

Expected Outcome: at least 90% of students will score $\geq 80\%$

Measure 1.2.

Assessment Method: Care Plans (2nd Level)

Expected Outcome: At least 90% will achieve a final score of "satisfactory"

Finding. Target was met.

Trending.

2021: 100% (93/93)

2020: 100% (99/99)

2019: 100% (127/127)

Analysis. All students in 2nd level complete a patient daily profile (PDP) which address the client's priority problems, correlating diagnoses, and interventions. This activity helps students prepare for the care plan. Students utilize the nursing process to analyze a patient's health record, perform a physical assessment, and develop a plan of care for the assigned patient. The care plan must be individualized and based on patient specific

Assessment Cycle 2021

data. If students do not receive a “satisfactory” on the first care plan submission, they are given feedback and allowed to resubmit the assignment. Students must obtain a “satisfactory” score on the care plan, as it is a critical behavior (meaning a student must achieve a “satisfactory” to pass the course).

Based on the analysis of the 2019 results, in 2020, faculty: 1) reviewed the care plan rubric [no revisions made], 2) provided links to electronic resources to assist with writing care plans, and 3) reviewed with students how to utilize resources provided. As a result, in 2020, 100% (99/99) of students achieved a final score of “satisfactory” on the care plan assignment in second level, meeting the expected outcome.

Based on the analysis of the 2020 results, in 2021, new faculty were instructed on how to apply the grading rubric to the care plan assignment and an exemplar was placed in the resource folder as a guide for both students and new faculty. Additionally, in 2021 several levels piloted problem-based care plans (as opposed to NANDA nursing diagnoses care plans). Students were better prepared to do a problem-based care plans since that is how students are taught in didactic courses. Students were better prepared to apply information from didactic courses into the clinical setting when caring for the client. As a result, in 2021, 100% (93/93) of students scored satisfactory. As stated previously, one student withdrew in the third week of the semester after unsuccessful mastery of the dosage calculation requirements, two other students withdrew prior to or at midterm, and one student quit attending class, neither officially withdrawing nor completing the course. These four students did not have the opportunity to complete the assignment prior to withdrawing, therefore are not counted in the data. Trending data for this objective is consistently above target goals. This measure was reevaluated in relation to the ACEN standards. As the EOPSLOs are meant to measure learning outcomes at the end-of-program, the ASN PCC decided to move this measure from 2nd level to 3rd level. The expected outcome will remain the same.

Decision. In 2021, the target was met with 100% of students achieving a final score of “Satisfactory”. Based on the analysis of the 2021 results, in 2022: 1) students will be developing problem-based care plans in all levels, 2) utilize the revised clinical evaluation tools in all levels, and 3) ensure that all faculty (including adjunct) have access to video teaching how to develop and utilize the problem-based care plan. Additionally, after reevaluation of EPSLO measurements, in 2022, the measure will be collected in 3rd level clinical. The expected outcome will remain the same.

Revised Measure for 2022

Assessment Method: Care Plans (3rd Level)

Expected Outcome: At least 90% of students will achieve a final score of “Satisfactory”

EOPSLO 2. Perform caring interventions which assist the person to achieve dynamic equilibrium by facilitating the satisfaction of needs.

Measure 2.1.

Assessment Method: ATI Comprehensive Predictor (4th Level)

Assessment Cycle 2021

Expected Outcome: At least 85% will achieve a score of $\geq 94-95\%$ predictor of passing the NCLEX-RN

Finding. Target was not met.

Trending.

2021: 75% (114/153)

2020: 55% (96/176)

2019: 76% (119/157)

Analysis. The ATI Comprehensive Predictor is a standardized exam given for the purpose of predicting success on the NCLEX-RN licensing exam. The material tested on the ATI Comprehensive Predictor is a reflection of student learning throughout the ASN program. The score on the exam provides the probability that the student will be able to pass the NCLEX-RN and provides information on the student's strong and weak content areas. The report generated is used for remediation to strengthen areas of weakness. In past years, the ATI Comp Predictor was a high stakes test which students had to pass to graduate. However, the ATI Comprehensive Predictor now counts as a percentage of the NURA 2500 course grade.

In Spring 2020, the students were unable to take the normal proctored ATI exam because campuses were closed due to COVID. Therefore, ATI test generator was utilized for a proctored test so students could evaluate their knowledge. The class scored poorly. Students were provided feedback and tools for self-remediation. The previously required Hurst Live review was not completed due to the COVID shutdown; however, an ATI live review was provided, as it occurred prior to the shutdown. The required Hurst live review was then offered online as an optional alternative. It was believed the reviews would give students more opportunities for learning and provide more than one method of reviewing the information, which would enhance the learning process for students. Attendance for the Hurst review was poor, with about half the class (40) participating.

As a result, in 2020, 55% (96/176) of students achieved a score of $\geq 94-95\%$, which did not meet the expected outcome. This was the third year that the target was not met and the third year for a decrease in the actual outcome. Many potential factors could have contributed to this result, with no specific cause identified. Potential factors: 1) decreased clinical hours in health care facilities due to COVID restrictions in the Spring of 2020, 2) abruptly transitioned to internet-based instruction for most of 2020, 3) new faculty, 4) cancelled in-person NCLEX-RN reviews in Spring 2020, 5) inability to use the ATI Comp Predictor, and 6) individual student value placed on exam. It is also noted that the NLCEX-RN pass rate decreased for the CY 2020, dropping from 94% in 2019 to 89% in 2020.

Based on the analysis of the 2020 results, in 2021 faculty: 1) required all students to attend the ATI live review in 4th level; 2) required all students to remediate their comprehensive practice tests using the remediation tools in ATI; 3) provided the

Assessment Cycle 2021

students with NCLEX type review questions during the semester; 4) provided the students with a presentation from the HURST review company (optional for students); and 5) formed a NCLEX-RN taskforce comprised of ASN coordinators to address falling NLCEX-RN rates. These actions gave students more opportunities for learning and provided them with more information on where to focus their studies for the Comprehensive Predictor and the NCLEX-RN. Giving the students an option to attend a HURST or another review course enhanced the learning process by giving the students material that was presented in a variety of ways. Additionally, the PCC discussed at the summer retreat if this was still a good measure, since factors related to the exam and the value students place on the exam have changed over recent years. The results from the spring semester were much improved from the 2020, so the PCC decided (at the summer retreat) to continue to use this measure. As a result, the goal was not met with only 75% (114/153) of students scoring ≥ 94 -95% on the ATI Comprehensive Predictor. Though this measure was not met, 75% was a substantial increase from the 2020 result of 55%. It is believed that increasing the value the students place on the test, educating the students on how to remediate themselves, and having the comprehensive predictor practice test proctored contributed to increase in student success. With such a significant increase, faculty will endeavor to enhance learning to promote learning and achieve the expected outcome.

Decision. In 2021, the target was not met. Based on the analysis of the 2021 results, the plan for 2022 will be to: 1) require all students to attend the ATI live review in 4th level, 2) require all students to remediate themselves from their comprehensive practice test and also have them turn their remediation paperwork in to the faculty prior to taking the graded test, 3) move the ATI live review course from the beginning of the semester to mid-semester which we anticipate to increase their comprehensive predictor grades, 4) provide students with a presentation from HURST review at the beginning of the semester, 5) add NCLEX style review questions into each lecture, and 6) require students to take the HURST review class prior to graduation. The HURST review has a proven track record of student success on the NCLEX.

Measure 2.2.

Assessment Method: Clinical Evaluation (2nd and 4th levels)

Expected Outcome: At least 90% will achieve a final grade of "PASS".

Finding. The target was met.

Trending.

2021: 100% (246/246); 2nd Level 100% (93/93) and 4th level 100% (153/153)

2020: 100% (275/275); 2nd level 100% (99/99) and 4th level 100% (176/176)

2019: 99.6% (283/284); 2nd level 100% (127/127) and 4th level 99% (156/157)

Analysis. Students are taught to provide caring interventions in the clinical setting throughout the program and receive feedback on their ability to do so during clinical. Students are evaluated in the clinical setting using a tool (which scores the students on a scale of 1-5, where 1=unsafe and 5=proficient without assistance) based on the

Assessment Cycle 2021

following behavioral expectations: 1) explains to client the rationale for nursing measures performed, 2) performs nursing measures according to accepted procedure and professional standards, 3) actively listens to client's perception of his/her needs, 4) provides effective patient care without allowing one's own value system to interfere, 5) demonstrates a caring and respectful attitude to client while delivering care, 6) verbalizes and examines own emotional response to interactions, and 7) selects an effective response appropriate for the situation. Students must score a 3.0 to pass. If a student is not meeting a criterion on the evaluation tool during the semester, faculty meet with the student to initiate a learning contract outlining specifically what the student is lacking and what needs to happen for that student to pass the course. Feedback is given to the student regarding their progress toward meeting those goals for the rest of the semester.

Based on the analysis of the 2019 results, in 2020, faculty required students to use hands-on and electronic interactive tutorials. The use of these tutorials enhanced the student knowledge by placing the student into a scenario-based simulation where they could provide effective caring interventions according to accepted professional standards in order for the patient to achieve equilibrium and meet patient needs. As a result, in 2020, the target was met as 100% (275/275) of students achieved a "Pass" on their clinical evaluations.

Based on the analysis of the 2020 results, in 2021, 2nd and 4th level students participated in case studies in the clinical setting. These case studies increased the students critical thinking skills by giving them real scenarios and having them think through the process of what they need to do for care for the patient. As a result, 100% (246/246) of students achieved a final grade of "PASS" on the clinical evaluation. Therefore, the goal was met. Trended data for this objective is consistently above target goals. This measure was reevaluated in relation to the ACEN standards. Since EOPSLOs are meant to measure learning outcomes at the end of the program, the ASN PCC decided to move this measure from 2nd and 4th levels to 4th level only. Also, the end of semester clinical evaluation tool was revised in order to make it more appropriate for student expectations for each level. Criteria for clinical evaluation was developed which defines what students are expected to meet at each level in the program. The evaluation tool will continue to measure the same things as it previously measured however, more description was added to the Behavioral Statements and Critical Elements making the evaluation tool more specific.

Decision. In 2021, the target was met. Based on the analysis of the 2021 results, the plan for 2022 will be: 1) add concept mapping to clinical post conferences, 2) add case studies to clinical post conferences, 3) start using problem-based care plans in 4th level, 4) increase interprofessional collaboration assignments in NURA 2510 to two per clinical rotation, and 5) ensure that interprofessional collaboration activities are integrated into each clinical course.

Additionally, the revised measure for EOPSLO 2, Measurement 2.2 will be measured in 4th level only; the expected outcome will not change.

Assessment Cycle 2021

Revised Measure:

Assessment Method: Clinical Evaluation (*4th Level*)

Expected outcome: At least 90% of students will achieve a final grade of "PASS"

EOPSLO 3. Communicate effectively with the person and health care team members to promote, maintain, and restore health.

Measure 3.1.

Assessment Method: Nurse Process Recording (1st Level)

Expected Outcome: At least 80% will achieve a score of $\geq 80\%$ on the 1st attempt

Finding. Target was met.

Trending.

2021: 92% (86/93)

2020: 98% (125/127)

2019: 97% (112/116)

Analysis. For students to accomplish this measure, they must be able to therapeutically communicate (verbally and nonverbally) with clients and evaluate the experience from both the student's and client's perspective. Students learn therapeutic communication skills through didactic lecture, faculty demonstration, and student-student practice. The nurse process recording (NPR) is a reflective assignment that allows students to reflect on their first conversation with a client in the hospital setting. Reflections include, but are not limited to, identification of therapeutic and nontherapeutic communication techniques and ways in which to correct nontherapeutic communication.

In 2020, the syllabi were updated to include the required score of $\geq 80\%$ on the Nurse Process Recording to pass the course. Faculty emphasized this change when presenting the assignment. The two students who did not achieve an 80% stated they forgot they had to achieve a minimum score of 80%. These students did repeat the assignment, and both achieved a score higher than 80%. In 2020, 98% (125/127) of students scored an 80% or higher on the first attempt, meeting the expected outcome.

Based on the analysis of the 2020 results, in 2021, faculty 1) emphasized with students the importance of this assignment in learning communication skills that facilitate meeting the needs of the client throughout the nursing program and their career, 2) ensured that faculty were clear when presenting the assignment/course's expectations concerning the minimum score of 80% to students, and 3) updated exemplars provided for student reference. As a result, the goal was met. In 2021, 92% scored 80% or greater on the assignment. Though the result was down from last year's result of 98%, the trended data for this objective is consistently above target goals.

This measure was reevaluated in relation to the ACEN standards. As the EOPSLOs are meant to measure learning outcomes at the end of the program, the ASN PCC

Assessment Cycle 2021

Committee voted to change the assessment method and expected outcome.

Decision. In 2021, the target was met with 92% (86/93) of students scoring $\geq 80\%$ on the assignment. Based on the analysis of the 2021 results, as well as the reevaluation of EOPSLO measurements, in 2022 the new measure for EOPSLO 3 Measurement 3.1 will be as follows:

New Measure starting 2022:

Assessment Method: QSEN Clinical Focus Assignment (Intraprofessional & Patient Centered Care)

Expected outcome: At least 80% will achieve a score of $\geq 80\%$ on their first attempt

Additionally, faculty will develop a rubric for the QSEN Clinical Focus Assignment and utilization of the rubric will be discussed in the course meeting.

Measure 3.2.

Assessment Method: Clinical Evaluation (4th Level): Critical Element #2

Communication: "Demonstrates therapeutic verbal and written communication skills with faculty, clients, family/significant others, and health care team members with minimal assistance."

Expected Outcome: $\geq 90\%$ will achieve a final grade of "Satisfactory."

Finding. Target was met.

Trending.

2021: 100% (153/153)

2020: 100% (176/176)

2019: 99% (156/157)

Analysis. ASN faculty teach communication skills throughout the ASN program. Students demonstrate communication skills each clinical day by communicating with patients, faculty, nurses, and other health care providers. In addition, students communicate by written means through documenting assessments, nursing notes (patient care documentation), care plans, process recordings (analysis of a conversation), and teaching plans. Students are initially taught the principles of therapeutic communication in the first clinical courses and use those principles more in depth in subsequent nursing courses. The ability to communicate efficiently is a critical behavior in clinical courses. On the clinical evaluation tool, students must score a satisfactory to pass the course. If a student is not meeting the criteria for this element during the semester, faculty counsel the student regarding the deficit and develop a plan of action for the student to be successful. The faculty and the student sign a learning contract outlining specific behaviors that must be demonstrated for the student to pass the course.

Based on the analysis of the 2019 results, the plan for 2020 was to implement virtual simulations via CoursePoint+. These actions would improve the student's ability to critically think through nursing scenarios thereby enhancing student learning. In 2020,

Assessment Cycle 2021

the plan was partially carried out as virtual simulations were assigned more at the end of the Spring 2020 semester due to the COVID pandemic. Student feedback indicated that CoursePoint+ virtual simulation was not helpful to student learning. Also, students were allowed back into the clinical setting in Fall 2020; thus, students were able to achieve all clinical hours in the clinical setting. As a result, in 2020 100% (176/176) of students achieved a final grade of “satisfactory” on Critical Element #2. The target was met for 2020.

Based on the analysis of the 2020 results, in 2021, students participated in live simulations, as available, based on COVID protocol; and participated in interprofessional collaboration during clinical with experiences documented on the interprofessional collaboration report sheet. This collaboration increased the student’s confidence and boosted their professional communication skills with other disciplines across the healthcare system. As a result, in 2021, the target was met 100% (153/153) students achieving a final grade of “satisfactory”. Trended results for this objective are consistently above target goals.

Decision. In 2021, the target was met with 100% (153/153) of students scoring $\geq 90\%$ on the assignment. Based on the analysis of the 2021 results, the plan for 2022 will be to: 1) increase interprofessional collaboration assignments in NURA 2510 to two per clinical rotation, and 2) ensure that interprofessional collaboration activities are integrated into each clinical course as appropriate.

EOPSLO 4. Provide health education to reduce risk, promote and maintain optimal health.

Measure 4.1.

Assessment Method: Teaching Plan (3rd Level)

Expected Outcome: At least 80% of students will achieve a score of ≥ 3

Finding. Target was met.

Trending.

2021: 100% (119/119)

2020: 100% (164/164)

2019: 99.4% (162/163)

Analysis. ASN faculty teach communication skills throughout the ASN program. Students learn these communication skills through didactic courses, faculty demonstration of communication, practicing communication with patients and their significant others, and analyzing documented conversations (process recording assignment). In addition, students are evaluated on communication skills each semester in clinical and identify teaching needs for patients in all clinical levels.

Assessment Cycle 2021

Students demonstrate their ability to provide health education for patients through teaching plan assignments and in providing nursing care for patients. The teaching plan assignment requires the student to assess the patient and identify a knowledge deficit, research, and learn about the topic, develop a teaching plan, get approval from faculty, implement the teaching plan, and document evaluation of the teaching. For students to score a “3” on a 1-5 scale on the teaching plan, they must communicate well with the patient and evaluate the effectiveness of their teaching.

Based on the analysis of the 2019 results, in 2020 faculty showed students various teaching aids to assist them in identifying needs and communicate with diverse populations. As a result, in 2020 100% (164/164) of students achieved a score of three or higher. The target was met.

Based on the analysis of the 2020 results, in 2021, faculty: 1) required students to identify on the teaching plan how diversity impacted teaching, and 2) required students to provide faculty at least one-way students could improve teaching in the specified population. As a result, 100% (119/119) students scored 3 or greater on their Teaching Plan.

Decision. Based on the analysis of the 2021 results, the plan for 2022 will be to encourage students to incorporate more technology in treating the patient. This would assist patients with utilizing appropriate sources for obtaining further health information after discharge.

Measure 4.2.

Assessment Method: Service-Learning Project (2nd Level)

Expected Outcome: At least 95% of students will achieve a score of “PASS.”

Finding. Target was met.

Trending.

2021: 100% (93/93)

2020: 100% (99/99)

2019: 100% (126/126)

Analysis. The service-learning project involves groups of students performing a community needs assessment, identifying a project from the needs’ assessment, obtaining faculty approval, developing a teaching plan, and presenting the project incorporating various presentation formats. Groups consist of three to four students who select a project, such as teaching health food choices to a group in the community (e.g., seniors, youth groups).

Based on the analysis of the 2019 results, in the 2020 assessment year, students were provided updated service-learning project exemplars and teaching plan grading rubric, as well as access to eResources. In the 2020 assessment year, 100% (99/99) of

Assessment Cycle 2021

students achieved a score of “Pass” on their service-learning project, exceeding the expected outcome of 95%. Therefore, the target was met.

Based on the analysis of the 2020 results, in 2021, faculty: 1) provided exemplars that had been graded utilizing new grading rubric, and 2) revamped eResources for student use. As a result, 100% (93/93) of students received a “Pass” on their Service-Learning Project. As stated previously, one student withdrew in the third week of the semester after unsuccessful mastery of the dosage calculation requirements, two other students withdrew prior to or at midterm, and one student quit attending class, neither officially withdrawing nor completing the course. These four students did not have the opportunity to complete the assignment prior to withdrawing as it is completed and presented at the end of the semester, therefore are not counted in the data.

This measure was reevaluated in relation to the ACEN standards. As the EOPSLOs are meant to measure learning outcomes at the end of the program, the ASN PCC decided to move this measure from 2nd level to 3rd level. The expected outcome will remain the same.

Decision: In 2021 the target was met. Based on the analysis of the 2021 results, as well as the reevaluation of EOPSLO measurements, in 2022 faculty will: 1) assist students with identifying needs in the community for service-learning, and 2) work with community partners to assist with service-learning opportunities. Additionally, the new measure for EOPSLO 4 Measurement 4.2 will be as follows:

New Measure:

Assessment Method: Service-Learning Project (*3rd Level*)

Expected Outcome: At least 95% of students will achieve a score of “PASS”

EOPSLO 5. Manage nursing care effectively utilizing human, physical, financial, and technological resources to meet the needs of the person.

Measure 5.1.

Assessment Method: Utilizing Resources discussion board (NURA 2550): “You are preparing to attend the case management meeting for your unit. What interdisciplinary collaboration, referrals/ consultations, and discharge planning is needed for each patient on you unit (from Scenario list)?

Expected Outcome: 90% of students will achieve a score of $\geq 80\%$

Finding. Target was not met.

Trending.

2021: 68% (91/134)

2020: 99% (169/170)

2019: 91% (72/79)

Assessment Cycle 2021

Analysis. The Utilizing Resources discussion board is a component of NURA 2550 Humanistic Nursing Care. The discussion board prompts: “You are preparing to attend the case management meeting for your unit. What interdisciplinary collaboration, referrals/ consultations, and discharge planning is needed for each patient on your unit (from Scenario list)? Be specific and use the list format.” Faculty evaluate knowledge via active student participation in a Discussion Board forum which the faculty grade via rubric. Students have learned the information through clinical, participating in an interprofessional collaboration assignment, participating in interprofessional simulation, and reading assigned textbook material.

In 2019, the target was met. Based on the analysis of the 2019 results, in 2020, the faculty changed the discussion board to reflect current healthcare topics that included an interprofessional collaboration component. In 2020, interprofessional collaboration was added to the discussion board’s grading rubric. As a result, in 2020, 99% (169/170) of students scored 80% or higher and the target was met.

Based on the analysis of 2020 results, in 2021, faculty: 1) required students to participate in interprofessional collaboration activities each semester, and 2) required students to share with their peers’ instances in which they witnessed interprofessional collaboration and offer ways in which the collaboration could have been better. As a result, 68% (91/134) of the students scored $\geq 80\%$ on the Utilizing Resources discussion board. Thus, the goal was not met. Analysis of the results revealed that students did not meet the expected outcome of 80% due to factors including: not following directions, not using APA format, not answering the question as it was written, not using resources, and not replying to another student’s post. All directions are posted and specific. Until 2021, trended results for this measure were in the 90-100% range.

Decision. In 2021, the target was not met. Based on the analysis of the results in 2021, the plan for 2022 will be to: 1) have all assignments open at the beginning of the semester, 2) offer additional APA resources for the students which will assist them in using APA format for their submissions, 3) thoroughly orient students to the syllabus and rubrics for the assignments so they are aware of how points are distributed, 4) offer examples of the assignments so that students understand expectations, and 5) review and revise assignment rubric.

Measure 5.2.

Assessment Method: Utilizing Resources discussion board (NURA 2550). “How will you ensure that each of the needs mentioned above is met in a timely, organized manner? What members of the interdisciplinary team will you need to call on? Who will be responsible for ensuring all referrals are completed and discharge planning is initiated or carried out to completion? Remember, you are not alone!”

Expected Outcome: 90% of students will achieve a score of $\geq 80\%$

Finding. Target was not met.

Assessment Cycle 2021

Trending.

2021: 68% (91/134)

2020: 99% (169/170)

2019: 91% (72/79)

Analysis. The Utilizing Resources discussion board is a component of NURA 2550. This discussion board prompt is “How will you ensure that each of the needs mentioned above is met in a timely, organized manner? What members of the interdisciplinary team will you need to call on? Who will be responsible for ensuring all referrals are completed and discharge planning is initiated or carried out to completion? Remember, you are not alone!” Faculty evaluate student knowledge via active participation in a Discussion Board posting and grade the assignment utilizing a rubric. Students learn the information through assigned readings, attending clinical, participating in an interprofessional collaboration assignment, and participating in interprofessional simulation.

In 2019, the target was met with 91% (72/79) student achieved a score of $\geq 80\%$ on the assignment. In 2020 faculty required students to respond to at least one other student by adding a substantial response. The student could offer additional information to the discussion or ask a question of the original poster to stimulate discussion and enhance their critical thinking skills when speaking to their fellow students. The assignments were divided between the two faculty, each with specific assignments to grade. This gives the students continuity in grading and one person they can go to for questions about the assignment. In 2020, discussion boards were turned off so that students could not view other students' posts until after they posted. This decreased plagiarism and increased more original work and better student discussions. As a result, in 2020 the goal was met with 99% of students scoring $\geq 80\%$ on the assignment. Thus, the goal was met.

Based on the analysis of 2020 results, in 2021, faculty: 1) required students to respond to at least one other student by adding a substantial response. The student offered additional information to the discussion or asked a question of the original poster to stimulate discussion and enhance their critical thinking skills when speaking to their fellow students, and 2) required one faculty member to grade each individual assignment. This gave students continuity in grading and one person they could go to for questions about the assignment. The goal was not met as only 68% (91/134) of students achieved $\geq 80\%$ on the discussion board. Until 2021, trending data for this measure was above target goal in the 90-99% range. The big dip in achievement occurred due to several factors. The low grades on this assignment were due to this class of students failing to: 1) follow directions, 2) use formatting correctly, 3) answer the question as it was written, 4) use resources, and 5) reply to another students' post.

Decision. In 2021, the target was not met. Based on the analysis of 2021, the plan for 2022 will be to: 1) have all assignments open at the beginning of the semester, 2) offer additional APA resources for the students which will assist them in using APA format for their submissions, 3) thoroughly orient students to the syllabus and rubrics for the

Assessment Cycle 2021

assignments so they are aware of how points are distributed, 4) offer examples of the assignments so that students understand expectations, and 5) review and revise assignment rubric.

EOPSLO 6. Demonstrate professional behaviors including adherence to standards of practice and legal and ethical codes of nursing conduct and accountability to the profession of nursing and society.

Measure 6.1.

Assessment Method: Clinical Evaluation Item #4 (NURA 2110) “Formulate appropriate plan of nursing interventions which adequately meets client needs relevant to formulated goal(s).”

Expected Outcome: 90% of students will achieve a score of “satisfactory.”

Finding. Target was met.

Trending.

2021: 100% (119/119)

2020: 100% (164/164)

2019: 99.4% (162/163)

Analysis. Item #4 is a component of the Clinical Evaluation tool in NURA 2110.

Students are evaluated on demonstration of accountability, responsibility, honesty, and integrity when providing care based on professional standards of practice as well as CONSAH and agency policies and protocols. During clinical orientation faculty discuss professionalism with students, as well as review the CONSAH and agencies policies and procedures.

In 2019, the goal was met with 99.4% of students scoring “Satisfactory” on the assignment. The plan for 2020 was to have a guest speaker from our mental health partner for an orientation on dealing with this specialized patient population, review the CONSAH and agency policies and procedures with students, and implement a professionalism exercise into clinical orientation. In Spring and Fall of 2020, the Director of Nursing at Brentwood and The Education Supervisor at Brentwood were guest speakers, respectively. As a result, in 2020, 100% (164/164) of students achieved a score of “satisfactory”. Therefore, the target was met.

Based on the analysis of 2020 results, in 2021, faculty: 1) scheduled a guest speaker from our mental health partners for an orientation on dealing with this specialized patient population, 2) reviewed the CONSAH and agency policies and procedures with students, and 3) implemented a professionalism exercise into clinical orientation. As a result, 100% (119/119) of the students scored a “Satisfactory” on the Clinical Evaluation Item #4. Trended results show that this measure consistently exceeds expected outcomes.

Assessment Cycle 2021

In 2021, the Clinical Evaluation Tool was revised to clearly show progression of students' abilities throughout the program and ensure that students meet the End-of-Program SLOs. The Clinical Evaluation Tool measure IV on professionalism was revised to state "consistently demonstrates professional behaviors through adherence to professional standards of practice including University, College of Nursing, and agency policies and procedures, HIPAA, OSHA, etc."

Decision. In 2021, the target was met as 100% (119/119) of students achieved a "Satisfactory" score on Item #4 in the Clinical Evaluation Tool. Based on the analysis of the 2021 results, the plan for 2022 will be to: 1) utilize problem-based care plans in all clinical levels, 2) maintain use of guest speakers from our community partners, and 3) utilize the revised Critical Element IV to assess Measure 6.1.

Assessment Method: Critical Element IV of the Clinical Evaluation Tool "Consistently demonstrates professional behaviors through adherence to professional standards of practice including University, College of Nursing, and agency policies and procedures, HIPAA, OSHA, etc." and "Consistently demonstrates accountability, responsibility, honesty, and integrity in providing nursing care within the student's scope of practice and in interactions with faculty and health care team members."

Expected Outcome: 90% of students will achieve a score of "satisfactory" on all criteria

Measure 6.2.

Assessment Method: Legal, Ethical, Standards of Practice discussion board (NURA 2550)

Expected Outcome: 80% of students will achieve a score of \geq 80%

Finding. Target was met.

Trending.

2021: 95% (128/134)

2020: 99% (169/170)

2019: 90% (71/79)

Analysis. The Legal, Ethical, Standards of Practice discussion board is a component of NURA 2550. Students are given a discussion board topic with scenarios on how they would handle legal, ethical, and standards of practice situations. The students are required to utilize their textbook and an additional source, as well as participate in a response to their fellow classmates. The faculty have provided additional information on the discussion board to support learning. The faculty evaluate this assignment by using a rubric.

In 2019, the target was met with 90% (71/79) of students achieving a score of 80% or higher. Based on the analysis of the 2019 results, in 2020, faculty updated the discussion board with current information and examples of ethical and legal standards

Assessment Cycle 2021

of practice. As a result, in 2020, 99% (169/170) of students achieved a score of 80% or higher. Therefore, the target was met.

Based on the analysis of the 2020 results, in 2021, faculty: 1) added ethical dilemmas (justice) related to diversity to the discussion board, 2) required students to discuss times in which they have been involved in an ethical dilemma, and 3) required students to discuss any biases they have witnessed and how those biases could compromise patient care. As a result, 95% (128/134) of students scored $\geq 80\%$ on the Legal, Ethical, Standards of Practice discussion board. Trended results for this measure consistently exceed expected outcomes.

Decision. In 2021, the target was met. Based on the analysis of the 2021 results, the plan for 2022 will be for the faculty to: 1) seek out alternate discussion formats that will promote student engagement, 2) research current evidenced based practice regarding legal and ethical dilemmas in nursing care and update student assignments per evidence-based findings.

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

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

- 87.9% of graduates passed the NCLEX-RN on the first attempt
- 100% of graduates who sought employment were able to find employment
- 79% of graduating students expressed plans to continue their education

In the 2021 assessment year, the ASN program implemented several actions to enhance student learning, achieve programmatic end-of-program student learning outcomes, aid students in graduating on-time, pass the NCLEX-RN, and become employed as registered nurses. Evidence supporting achievement of these goals include:

- Administered end of semester ATI Exams which provided students with feedback on areas of weakness and strength.
- Participated in Simulation Day at the Willis Knighton Innovation Center.
- Required students to complete three practice, one problem care plans before completion of the graded care plan project in first level.
- Integrated interprofessional collaboration in didactic lectures and lab content, as well as the hospital setting.

Assessment Cycle 2021

- Provided 2nd level students internet resources for care plan development.
- Required 4th level students to attend a live ATI review.
- Required 4th level students to remediate the ATI Comprehensive Predictor Practice Exams.
- Provided 4th level students with NCLEX type review questions during semester.
- Provided the students with a presentation from the Hurst review company.
- Formed a NCLEX-RN taskforce to address falling NCLEX pass rates.
- Required 2nd and 4th level students to participate in case studies in the clinical setting.
- Emphasized to 1st level students the importance of communication.
- Ensured faculty clarity when presenting assignments and course expectations to 1st level students.
- Updated the Nurse Process Recording exemplars given to 1st level students.
- Required 4th level students to participate in live simulations.
- Required 4th level students to participate in interprofessional collaboration.
- Required 3rd level students identify how diversity impacted their teaching plans.
- Required 3rd level students list one way to improve teaching to a specified population.
- Provided 2nd level students with graded exemplars using new grading rubric.
- Revamped eResources for 2nd level student use.
- Required 4th level students to share interprofessional collaboration experiences with peers.
- Required that each assignment be graded by one faculty member in NURA 2550.
- Provided a mental health guest speaker during 3rd level orientation.
- Reviewed CONSAH and agency policies with procedures with 3rd level students.
- Added ethical dilemma (justice) question to the diversity assignment in NURA 2550.
- Required 4th level students to discuss biases and how they could impact patient care.
- Students participated in interprofessional simulation for the 2021 assessment year.

Faculty

- One faculty completed the DNP degree.

Assessment Cycle 2021

- One ASN faculty continued to work toward a PhD; one continued toward a EdD.
- Two ASN faculty are working toward a DNP.
- Faculty implemented Vsim assignments for students who missed hospital clinical hours. These assignments included a Vsim found in the students' online resources, written physical assessment, drug cards, pathophysiology card, care plan, etc. Students spend equivalent time on this assignment as they would in the hospital setting and are required to make a score of >80% in 1st level with scores increasing progressively with each level. This assignment is completed at the student's home campus and not at home.

Plan of action moving forward.

In 2022, we will continue to admit students into the medic/paramedic program. Additionally, the ASN program will continue to utilize iPads for student testing in all levels. Testing capabilities in ExamSoft will be upgraded to include testing modalities as on NextGen NCLEX tests. iPad usage continues to allow the student resources to be more accessible, portable, and offer many resources for the student.

Below are additional plans for the 2022 assessment year.

- Implement revised Clinical Evaluation Tool across all ASN levels.
- Require 1st level students to complete a self-administered practice ATI Fundamentals Exam followed by a proctored practice ATI Fundamentals Exam prior to taking the graded ATI fundamentals Exam.
- Move the 4th level ATI live review from the end of the semester to midsemester.
- Provide 4th level students with HURST presentation at the beginning of the semester.
- Continue matriculating the change to a problem-based care plan format through the program.
- Ensure that all faculty (including adjunct) have access to video teaching how to develop and utilize the problem-based care plan. Additionally, after reevaluation of EOPSLO measurements, in 2022, the measure will be collected in 3rd level clinical.
- Encourage 2nd level students to incorporate more technology into their patient teaching.
- Allow NURA 2550 students access to all assignments at the beginning of semester.
- Orient all 4th level students to the syllabus and rubrics for the assignments in NURA 2550 so they are more aware of how points are distributed.

Assessment Cycle 2021

- Require all students to attend the ATI live review in 4th level.
- Require all 4th level students to remediate themselves from their comprehensive practice test and also have them turn their remediation paperwork into the faculty prior to taking the graded test.
- Move the 4th level ATI live review course from the beginning of the semester to mid-semester which we anticipate will increase their comprehensive predictor grades.
- Provide all 4th level students with a presentation from HURST review at the beginning of the semester.
- Add NCLEX style review questions into each 4th level lecture.
- Require students to take the HURST review class prior to graduation. The HURST review has a proven track record of student success on the NCLEX.
- Add concept mapping to clinical post conferences in 4th level.
- Add case studies to clinical post conferences in 4th level.
- Start using problem-based care plans in 4th level.
- Have all 4th level assignments open at the beginning of the semester.
- Offer additional APA resources for 4th level students which will assist them in using APA format for their submissions.
- Thoroughly orient 4th level students to the syllabus and rubrics for the assignments so they are aware of how points are distributed.
- Offer examples of the assignments so that 4th level students understand expectations.
- Review and revise 4th level assignment rubrics.
- Maintain use of guest speakers from our community partners in 3rd level.
- Utilize the revised Critical Element IV to assess Measure 6.1.
- Increase interprofessional collaboration assignments in NURA 2510 to two per clinical rotation.
- Ensure that interprofessional collaboration activities are integrated into each clinical course throughout the program.

Assessment Cycle 2021

- Seek out alternate discussion formats that will engage NURA 2550 students with one another.

Faculty and Administration

- Increase teaching with virtual simulations in all levels.
- Research current evidenced based practice regarding legal and ethical dilemmas in nursing care and update student assignments per evidence-based findings.
- Support faculty in earning their CNE.
- Support faculty in earning higher degrees.