Associate of Science in Nursing

Prepared by: Krystyna Tabor **Date:** June 9, 2023

Approved by: Dr. Joel Hicks, RT(R), Dean **Date:** June 14, 2023

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.

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 (3rd Level)
Expected Outcome: At least 90% of students will score $\geq$ 80%

Finding. Target was met.

Trending.
2022: 98% (105/107)
2021: 96% (93/97)
2020: 100% (99/99)

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.

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 the resource folder as a guide for both students and new faculty. As a result, in 2021, 96% (93/97) of students scored ≥ 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. Therefore, the ASN PCC decided to move this measure from 2nd level to 3rd level. The expected outcome will remain the same.

Based on the analysis of the 2021 results, in 2022, faculty ensured that: 1) the measure was collected in 3rd level clinical to better reflect end-of program measurements, and 2) exemplars were updated. As a result, in 2022, the target was met with 98% (105/107) of students achieving a score of 80% or higher. Trending shows that students continue to

achieve this SLO measure.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, the faculty will: 1) instruct any new fulltime and part-time faculty on use of the rubric, 2) maintain use of the NSU Quality Matters teaching plan rubric, and 3) maintain practice of providing the rubric to students for use in developing their teaching plan.

Measure 1.2.
Assessment Method: Care Plans (3rd Level)
Expected Outcome: At least 90% will achieve a final score of "satisfactory"

Finding. Target was met.

Trending.
2022: 100% (107/107)
2021: 100% (93/93)
2020: 100% (99/99)

Analysis. All students in 3rd 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 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 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 develop problem-based care plans since that is how students were 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.

Based on the analysis of the 2021 results, in 2022, faculty ensured that: 1) students developed problem-based care plans in all levels, 2) faculty utilized the revised clinical evaluation tools in all levels, and 3) all faculty (including adjunct) had access to a video teaching how to develop and utilize the problem-based care plan. Additionally, after reevaluation of EPSLO measurements, in 2022, the measure was collected in 3rd level clinical. As a result, in 2022 the target was met with 100% (107/107) of students scoring a "satisfactory" on the care plan assignment.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, the faculty will: 1) evaluate use of and effectiveness of the revised clinical evaluation tool, 2) require students to 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).

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)
Expected Outcome: At least 75% will achieve a score of $\geq$ 94-95% predictor of passing the NCLEX-RN.

Finding. Target was met.

Trending.
2022: 92% (134/146) ELA 75%
2021: 75% (114/153) ELA 85%
2020: 55% (96/176) ELA 85%

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.

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, and 3) provided the 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 that 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 proctoring the comprehensive predictor practice test contributed to the increase in student success. With such a significant increase, faculty decided to continue to use this measure and to promote learning and achieve the expected outcome.

Based on the analysis of the 2021 results, in 2022, faculty: 1) required all students to attend the ATI live review in 4th level, 2) required 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) moved the ATI live review course from the beginning of the semester to mid-semester which was anticipated to increase their comprehensive predictor grades, 4) provided students with a presentation from HURST review at the beginning of the semester, 5) added NCLEX style review questions into each lecture, and 6) required students to take the HURST review class prior to graduation. The HURST review has a proven track record of student success on the NCLEX. During the 2022 Summer ASN Retreat this measure was reevaluated in relation to the ACEN standards to discuss if the ELA had been set too high at 85%. After discussion of NCLEX pass rates and progression percentages, the ASN PCC decided to change the ELA from 85% to 75%. In 2022, 92% (134/146) of students achieved a score of ≥ 94-95% predictor of passing the NCLEX-RN on the first attempt. This exceeded the ELA of 75%, meeting the target for the first time since 2017.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, in 2023 faculty will: 1) provide the students with a suggested list of ATI assignments to be completed each week, 2) encourage students to review as many ATI Next Generation NCLEX (NGN) questions as they can to help prepare them for the ATI comprehensive

predictor graded test as well as prepare them for the NCLEX, 3) add all new question types to unit exams to prepare the students to take NGN questions in both ATI and on the NCLEX, 4) continue to require ATI live review towards the end of the semester, 5) continue to require the students to take the ATI comprehensive practice test as a proctored test, and 6) continue to have the students remediate themselves on the practice test and turn remediation paperwork into faculty.

Measure 2.2.
Assessment Method: Clinical Evaluation (4th level)
Expected Outcome: At least 90% will achieve a final grade of "PASS".

Finding. The target was met.

Trending.
2022: 98.6% (144/146)
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)

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 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 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 had them think through the process of what they needed 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.

Based on the analysis of the 2021 results, in 2022, faculty: 1) added concept mapping to clinical post conferences, 2) added case studies to clinical post conferences, 3) started using problem-based care plans in 4th level, 4) increased interprofessional collaboration assignments in NURA 2510 to two per clinical rotation, and 5) ensured that interprofessional collaboration activities were integrated into each clinical course. As a result, in 2022, 98.6% (144/146) of students achieved a grade of pass on their clinical evaluation.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, in 2023 faculty will: 1) give students frequent feedback both negative and positive with opportunities on how to correct any negative behaviors, 2) update clinical paperwork to mimic computer charting as much as possible, and 3) maintain the utilization of two interprofessional collaboration assignments in NURA 2510.

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

Measure 3.1.
2022 - New Measure
Assessment Method: QSEN Assignment: Interprofessional and patient centered care (4th Level)
Expected Outcome: At least 80% will achieve a score of $\geq$ 80% on the 1st attempt

Finding. The goal was met.

Trending.
2022: 100% (146/146)

Analysis: For students to accomplish this measure, they must be able to collaborate with multiple disciplines in the clinical environment. Students learn interprofessional collaboration skills through didactic lecture, faculty demonstration, and in interactions within the clinical environment. The QSEN Clinical focus assignment is a reflective assignment that allows students to reflect on interprofessional collaboration in which they were involved. Reflections include, but are not limited to, the client's diagnosis, a list of the interprofessional team and how they support the client in meeting their goals, how the team members communicated with one another, what strategies could be used to further include the client and family, and a change that would improve or enhance the client's quality of care.

Up to 2022, measure 3.1 assessment method was the Nurse Process Recording in the 1st Level. In 2021, this measure was reevaluated by ACEN standards. As the EOPSLOs are meant to measure learning outcomes at the end of the program, the ASN PCC decided to move the measurement of EOPSLO 3 from 1st to 4th level. The new assessment method

for Measure 3.1 was changed to a QSEN Clinical Focus Assignment. The expected outcome was at least 80% of students will achieve a score of ≥ 80% on the 1st attempt.

In 2022, the 4th level faculty: 1) developed a rubric for the QSEN Clinical Focus Assignment and discussed utilization of the rubric in the course meeting, 2) created the QSEN Clinical Focus Assignment for students, and 3) educated students on assignment and grading rubric. As a result, in 2022, the goal was met with 100% (146/146) of students achieving a score of ≥ 80% on the 1st attempt.

Decision: In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, faculty will assign 4th level students one QSEN clinical focus assignment each semester.

2021 – Previous measure, results, analysis, and decision for Measure 3.1.
Assessment Method: Nurse Process Recording (1st Level)
Expected Outcome: At least 80% will achieve a score of ≥ 80% on the 1st attempt.

Finding. Target was met.

Trending.
2021: 92% (86/93)
2020: 98% (125/127)

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.

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 Committee voted to change the assessment method and expected outcome.

Based on the analysis of 2021 results, 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 (Interprofessional & Patient Centered Care)
*Expected outcome***:** At least 80% will achieve a score of ≥ 80% on their first attempt.

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: ≥ 90% will achieve a final grade of "Satisfactory."

Finding. Target was met.

Trending.
2022: 98% (144/146)
2021: 100% (153/153)
2020: 100% (176/176)

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 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 with 100% (153/153) of students achieving a final grade of "satisfactory". Trended results for this objective are consistently above target goals.

Based on the analysis of 2021 results, in 2022, faculty: 1) increased interprofessional collaboration assignments in NURA 2510 to two per clinical rotation, and 2) ensured that interprofessional collaboration activities are integrated into each clinical course as

appropriate. As a result, in 2022, the target was met with 98% (144/146) of students scoring a "satisfactory" on critical element #2 of the Clinical Evaluation Tool.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, in 2023 faculty will: 1) add an active learning interprofessional collaboration activity during clinical orientation at the beginning of the semester, and 2) continue requiring two interprofessional collaboration assignments per rotation for each clinical group.

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 $\geq$ 3

Finding. Target was met.

Trending.
2022: 100% (107/107)
2021: 100% (119/119)
2020: 100% (164/164)

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

Based on the analysis of the 2021 results, in 2022, faculty encouraged students to incorporate more technology in treating the patient. This assisted patients with utilizing appropriate sources for obtaining further health information after discharge. Patients were grateful that internet links were provided as a resource to answer questions after discharge. Also, patient education via Zoom meetings had good patient attendance. As a result, in 2022, the goal was met with 100% of students (107/107) achieving a score of

≥ 3 on the Teaching Plan.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, the faculty will: 1) require students to provide faculty at least one way students could improve teaching in the specified population, 2) require students to comment on how culture/diversity impacted teaching, and 3) continue to encourage students to incorporate more technology in treating the patient.

Measure 4.2.
Assessment Method: Service-Learning Project (3rd Level)
Expected Outcome: At least 95% of students will achieve a score of "PASS."

Finding. Target was met.

Trending.
2022: 100% (107/107) (3rd level)
2021: 100% (93/93) (2nd level)
2020: 100% (99/99) (2nd level)

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 2020 results, in 2021, faculty: 1) provided exemplars that had been graded utilizing the 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.

In 2021, 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 remained the same.

Based on the analysis of the 2021 results, in 2022, faculty 1) assisted students with identifying needs in the community for service-learning, and 2) worked with community partners to assist with service-learning opportunities. Additionally, the data for this measure was collected in 3rd level. As a result, in 2022, 100% (107/107) of students achieved a score of "PASS" on the Service Learning Project in 3rd level.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, faculty will: 1) update the service-learning assignment rubric, 2) provide more detailed instructions for the assignment, 3) continue to assist students with identifying needs in the community for service-learning, and 4) continue working with community partners to assist with service-learning opportunities.

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.
2022: 88% (105/119)
2021: 68% (91/134)
2020: 99% (169/170)

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 you 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.

Based on the analysis of the 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.

Based on the analysis of the 2021 results, in 2022, faculty: 1) had all assignments open at the beginning of the semester, 2) offered additional APA resources for the students

which assisted them in using APA format for their submissions, 3) thoroughly oriented students to the syllabus and rubrics for the assignments so they were aware of how points were distributed, 4) offered examples of the assignments so students understood expectations, and 5) reviewed and revised the assignment rubric. As a result, in 2022, 88% (105/119) of students achieved a score of ≥ 80% on the discussion board assignment. While this result did not meet the goal of 90%, the result was significantly higher than the 2021 result of 68% (91/134).

In December 2022, measure 5.1 was discussed in the ASN Assessment Meeting. This discussion revealed that the assignment rubric contained elements such as timeliness, APA formatting as well as other components that did not measure content knowledge. To more accurately evaluate EOPSLO 5, it was suggested that measure 5.1 should be changed to evaluate just content knowledge as indicated on item #1 of the grading rubric with the expected outcome being 90% of students will score ≥ 40/50 points (80%). This discussion was tabled until 2023 so that the ASN PCC committee could discuss and/or approve of the suggested changes.

Decision. In 2022, the target was not met. Based on the analysis of the 2022 results as well as the change in measure evaluation, in 2023, faculty will: 1) discuss changing measure 5.1 to evaluate outcomes for only the content area (Criteria #1 on rubric) of the assignment; 2) change the new measure question to have students also address financial and technological resources; and 3) continue thorough review of the syllabus, as well as each assignment so that students understand expectations.

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 ≥ 80%

Finding. Target was not met.

Trending.
2022: 88% (105/119)
2021: 68% (91/134)
2020: 99% (169/170)

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 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 ≥ 80% on the assignment. Thus, the goal was met.

Based on the analysis of the 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 ≥ 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 student's post.

Based on the analysis of 2021 results, in 2022, faculty: 1) had all assignments open at the beginning of the semester, 2) offered additional APA resources for the students which will assist them in using APA format for their submissions, 3) thoroughly oriented students to the syllabus and rubrics for the assignments so they are aware of how points are distributed, 4) offered examples of the assignments so that students understand expectations, and 5) reviewed and revised assignment rubric. Additionally, in 2022, this measure was discussed in the ASN PCC meeting. This discussion revealed that the assignment rubric contained elements such as timeliness, APA formatting as well as other components that did not measure content knowledge. Therefore, the ELA was changed to evaluate just content knowledge as indicated on item #1 of the rubric. As a result, in 2022, 88% (105/119) of students achieved a score of ≥ 80% on the discussion board assignment.

In December 2022, measure 5.2 was discussed in the ASN Assessment Meeting. This discussion revealed that the assignment rubric contained elements such as timeliness, APA formatting as well as other components that did not measure content knowledge. To more accurately evaluate EOPSLO 5, it was suggested that measure 5.2 should be changed to evaluate just content knowledge as indicated on item #1 of the grading rubric with the expected outcome being 90% of students will score ≥ 40/50 points (80%). This discussion was tabled until 2023 so that the ASN PCC committee could discuss and/or approve of the suggested changes.

Decision. In 2022, the target was not met. Based on the analysis of the 2022 results, in 2023 faculty will: 1) discuss changing the expected outcome to "At least 90% of students

will score ≥ 40/50 on the Utilizing Resources Discussion Board Assignment criteria #1 on the rubric." Prior reporting data factored in late assignments, not following directions, and not following APA format, which decreased overall grades and was not an accurate representation of the students' knowledge; and 2) continue thorough review of the syllabus, as well as each assignment, so that students understand expectation.

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: At least 90% of students will achieve a score of "satisfactory" for all rotations.

Finding. Target was met.

Trending.
2022: 100% (107/107)
2021: 100% (119/119)
2020: 100% (164/164)

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.

Based on the analysis of the 2020 results, in 2021, faculty: 1) scheduled a guest speaker from a mental health partner 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 students scored a "Satisfactory" on the Clinical Evaluation Item #4. Trended results show that this measure consistently exceeds expected outcomes.

Additionally, 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, HIPPA, OSHA, etc.". The plan for implementation of the revised Clinical Evaluation Tool was to begin in 2022.

Based on the analysis of the 2021 results, in 2022, faculty: 1) utilized problem-based

care plans in all clinical levels, 2) maintained use of guest speakers from community partners, and 3) utilized the revised Critical Element IV to assess Measure 6.1. As a result, in 2022 the target was met with 100% (107/107) of students scoring a "satisfactory" on Clinical Evaluation Item #4.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, the faculty will: 1) increase the number of guest speakers to promote interdisciplinary collaboration, 2) incorporate one diversity and inclusion active learning activity, 3) continue the use of problem-based care plans, 4) maintain use of guest speakers from community partners, and 5) utilize the Clinical Evaluation Tool measure IV on professionalism which states "consistently demonstrates professional behaviors through adherence to professional standards of practice including University, College of nursing, and agency policies and procedures, HIPAA, OSHA, etc.

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.
2022: 87% (103/119)
2021: 96% (128/134)
2020: 99% (169/170)

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.

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, 96% (128/134) of students scored ≥ 80% on the Legal, Ethical, Standards of Practice discussion board. Trended results for this measure consistently exceed expected outcomes.

Based on the analysis of 2021 results, in 2022 the faculty: 1) sought out alternate discussion formats that promoted student engagement, and 2) researched current evidenced based practice regarding legal and ethical dilemmas in nursing care and updated student assignments per evidence-based findings. As a result, in 2022 87% (103/119) of students scored $\geq$ 80% on the Legal, Ethical, Standards of Practice

discussion board. Though trended results for this measure consistently exceed expected outcomes, there was a decrease in the student performance of this measure. No insights into the decline were realized. Will continue to evaluate this measure to determine if decline continues.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, in 2023 faculty will:1) research alternate discussion board formats with a plan to change in the Fall 2023, and 2) update the assignment incorporating current research.

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

Based on the analysis of the 2021 results, in the 2022 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:

- Pass rate on the NCLEX-RN of 1st time test takers in 2022 – 96.36%
- Employment of 2022 graduates – 100% of those responding were employed.
- Plans to continue education – 94% of graduates plan to continue their education.

In the 2022 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 area facilities.

- Integrated interprofessional collaboration in didactic lectures and lab content as well as the hospital setting.

- Utilized several new NCLEX style test questions in 1st level.

- Incorporated a Boot Camp Day to assist students with transition into 1st level.

- Created various test item formats as per NGN guidelines per unit test in 2nd level. Utilized case studies through ATI testing formats.

- Incorporated a content expert for pediatrics in 2nd level. Case studies and interactive activities were increased to facilitate student engagement in the classroom.

- Provided 2nd level students internet resources for care plan development.

- Provided 2nd level students with graded exemplars using new grading rubric.

- Revamped 2nd level eResources for student use.

- Required 3rd level students list one way to improve teaching to a specified population.

- Required 3rd level students to identify how diversity impacted their teaching plans.

- Provided a mental health guest speaker during 3rd level orientation.

- Reviewed CONSAH and agency policies with procedures with 3rd level students.

- 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.

- Required 4th level students to discuss biases and how they could impact patient care.

- Required that each assignment be graded by one faculty member in NURA 2550.

- Required 2nd and 4th level students to participate in case studies in the clinical setting.

- Required 4th level students to participate in live simulations.

- Required 4th level students to complete two interprofessional collaboration assignments in each clinical rotation.

- Added an active learning activity involving interprofessional collaboration during 4th level clinical orientation at the beginning of the semester.

- Required 4th level students to share interprofessional collaboration experiences with peers.

- Required 4th level students to complete a QSEN clinical focus assignment.

- Students participated in interprofessional simulation for the 2022 assessment year.

Faculty
- One faculty completed the DNP degree.

- One ASN faculty continued to work toward a PhD.

- Faculty implemented Vsim assignments for students who missed hospital clinical hours. These assignments included a Vsim from the students' online resources, written physical assessments, drug cards, pathophysiology cards, care plans, etc. Students spend equivalent time on assignments as they would in the hospital setting and were required to make a score of >80% in 1st level with scores increasing progressively with each level. The assignment was completed at the student's home campus and not at home.

Plan of action moving forward.

In 2023, the Medic/Paramedic track will continue to admit students twice a year on two campuses. Testing capabilities in ExamSoft will be upgraded to include testing modalities as on NextGen NCLEX-RN tests.

Below are additional plans for the 2023 assessment year based on the analysis of the 2022 results.

- Implement revised Clinical Evaluation Tool across all ASN levels.

- In 3rd level, instruct any new full-time and part-time faculty on use of the Teaching Plan Rubric.

- In 3rd level, continue to use the NSU Quality Matters teaching plan rubric.

- In 3rd level, continue to provide the rubric to students for use in developing their teaching plan.

- In 3rd level, continue to require students to obtain a "satisfactory" score on the care plan.

- In 3rd level, require students to provide faculty at least one way students could improve teaching in the specified population.

- In 3rd level, require students to comment on how culture/diversity impacted teaching.

- In 3rd level, continue to encourage students to incorporate more technology in treating the patient.

- In 3rd level, update service-learning project rubric

- In 3rd level, provide more detailed instruction for the service-learning project.

- In 3rd level, continue to assist students with identifying needs in the community for service-learning opportunities.

- In 3rd level, continue working with community partners to assist with service-learning opportunities.

- In 3rd level, increase the number of guest speakers to promote interdisciplinary collaboration.

- In 3rd level, incorporate once diversity and inclusion activity learning activity.

- In 3rd level, continue to use problem-based care plans.

- In 4th level, provide the students with a suggested list of ATI assignments to be completed each week.

- In 4th level, encourage students to review as many ATI Next Generation NCLEX (NGN) questions as possible.

- In 4th Level, add all new NGN questions to unit exams.

- In 4th level, continue to require ATI live NCLEX-RN review towards the end of the semester.

- In 4th level, continue to have students remediate themselves on the practice test and turn in remediation paperwork to faculty.

- In 4th level, give students frequent feedback in clinical both negative and positive with opportunities on how to correct any negative behaviors.

- In 4th level, update clinical paperwork to mimic computer charting as much as possible.

- In 4th level, continue the utilization of two interprofessional collaboration assignments.

- In 4th level, assign one QSEN clinical focus assignment each semester.

- In 4th level, add an active learning interprofessional collaboration activity during clinical orientation at the beginning of the semester.

- In 4th level, continue requiring two interprofessional collaboration assignments per rotation for each clinical group.

- In 4th level, change EOPSLO 5 measure 5.1 to "At least 90% of students will score ≥ 40/50 on the Utilizing Resources Discussion Board Assignment criteria #1 on the rubric."

- In 4th level, continue thorough review of the syllabus as well as each assignment so that students understand expectations.

- In 4th level, research alternate discussion board formats with a plan to change in the Fall 2023.

- In 4th level, update the assignments incorporating current research.

- In 4th level require that all students obtain a "satisfactory" score on the care plan.

Faculty and Administration

- Support faculty in earning higher degrees, CNE, and professional development.