Bachelor of Science in Nursing

Division or Department: College of Nursing (CON)

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

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

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

BSN Program Goals:

1. To prepare beginner, professional nurses who provide direct and indirect care to individuals, families, groups, communities, and populations.

2. To prepare beginner, professional nurses who design, manage, and coordinate care.

3. To prepare novice, professional nurses to become members of the nursing profession.

4. To provide a foundation for graduate education.

BSN Student Learning Objectives:

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

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

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

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

4. Utilize information and health care technologies in nursing practice.

5. Integrate research findings to promote evidence-based nursing practice.

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

7. Apply principles of leadership to design, manage, coordinate, and evaluate health care delivery.

8. Demonstrate professional nursing standards, values, and accountability.

9. Assume responsibility for professional development and lifelong learning.

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

1. Data from assessment tools are collected by each BSN (Bachelor of Science in Nursing) level coordinator and recorded in course reports.

2. Data is documented and shared with faculty. Faculty analyze data and give input on the implementation, actual learning outcomes, and ideas for future actions to enhance student learning.

3. The results and plan are shared with the Director of Assessment, Program Director, and the BSN (Bachelor of Science in Nursing) Assessment Committee. The committee discusses data analysis, interpretation, actions, trends, results, and needs to address improvements.

4. The BSN Assessment Committee findings are discussed in program curriculum committee meetings. Additional insights and actions are added to the SLOs based on faculty input.

5. Significant findings are reported in the Administrative Council meeting.

Student Learning Outcomes:

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

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

Measure 1.1.
Assessment Method: Cultural Competency Skills component of the Clinical Evaluation Tool in NURB 4221 (Community Health Nursing Practicum)

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

Finding. Target was met.

Trending.
2022: 100% (163/163)
2021: 100% (189/189)
2020: 99% (175/176)

Analysis. The cultural competency skills evaluation is a component of the Clinical Evaluation Tool-Community/Public Health in NURB 4221 Community Health Nursing Practicum in the 5th level of clinical. The Cultural Competency component of the evaluation tool is based on the following abilities of the student:
• Provides culturally competent care to individuals, families, and groups.
• Utilizes the social and ecological determinants of health to work effectively with diverse individuals, families, and groups.
• Adapts public health nursing care to individuals, families, and groups based on cultural needs and differences.
• Demonstrates culturally appropriate public health nursing practice with individuals, families, groups, and community members; contributes to promoting culturally responsive work environment.

Cultural influences in nursing in community health are directly addressed in NURB 4220 (Community Health Nursing didactic) and NURB 4221 (Community Health Nursing Practicum) in 5th level. Cultural competence is woven throughout the entire course content, in that the students are discussing cultural factors related to caring for diverse populations from a community perspective. Material is presented in lecture/discussion/ experiential (clinical) format and the students are tested to determine their understanding of the content.

Based on the analysis of the 2020 results, in 2021, all levels added the following content to theory lecture: "What is cultural competence in health care?" Culture is defined as individual values, beliefs, and behaviors about health and well-being. These values, beliefs, and behaviors are shaped by numerous factors such as race, ethnicity, nationality, language, gender, socioeconomic status, physical and mental ability, sexual orientation, and occupation. Cultural competence in health care is broadly defined as the ability of providers and organizations to understand and integrate these factors into the delivery and structure of the health care system. The goal of culturally competent health care services is to provide the highest quality of care to every patient, regardless of race, ethnicity, cultural background, English proficiency, or literacy.

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

• Awareness of the influences that sociocultural factors have on patients, clinicians, and clinical relationships.
• Acceptance of the physician's responsibility to understand the cultural aspects of

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health and illness
- Willingness to make clinical settings more accessible to patients
- Recognition of personal biases against people of distinct cultures
- Respect and tolerance for cultural differences
- Acceptance of the responsibility to combat racism, classism, ageism, sexism, homophobia, and other kinds of biases and discrimination that occur in health care settings.

As a result, in 2021, 100% or (189/189) of students achieved a score of 3 or above. Therefore, the target was met.

Based on the analysis of the 2021 results, in 2022 the following areas were addressed: 1) Cultural influences in the community and healthcare were ever evolving, and as a result, students were challenged to understand and integrate these factors while providing quality care to diverse patient populations. In the summer 2022 semester, the clinical faculty deleted the weekly journal that was previously utilized for NURB 4221 and created a weekly clinical log. The log is completed individually by students on a weekly basis and is designed to help students better evaluate specific community needs while connecting the theoretical concepts learned in NURB 4221. The clinical log required students to identify the population(s) or aggregates they cared for and the cultural influences that could specifically affect their well-being, family dynamics, and health care needs. The indicators speak to the recognition of personal biases against people of distinct cultures and enhance the students' ability to provide culturally competent care to diverse populations.

2) The community health project was revised to improve the students' understanding of community health concepts and to increase their ability to assess and provide culturally competent care within their assigned communities. As part of their project, students had to perform a complete community assessment and provide an intervention based on their assessment findings while considering the cultural aspects of their community. Once the data was compiled and analyzed, students planned and implemented a program/intervention that would impact the health and well-being of their specific population. This not only increased their cultural awareness but allowed the student to realize that needs vary according to geographic location, socioeconomic status, access to health, and the cultural identity of that community. The projects were presented in a poster presentation format with peers, faculty, and administration attending. The student clinical experiences also were enhanced by scheduling students to go to the same facility for several weeks, rather than a new facility every week. This allowed the student to acclimate to the community health clinical area and be better prepared to meaningfully participate in the care of diverse populations.

As a result, in 2022, 100% (163/163) of students achieved a score of 3 or above on the Cultural Competency Skills component of the Clinical Evaluation Tool in NURB 4221. Therefore, the target was met.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, the plan is for Community Health students to experience clinical opportunities that will foster self-awareness of various cultural challenges that affect the health status and wellbeing of the communities within the region. As a result:

- Students will become more aware of the social determinants of health (SDOH) as identified in Healthy People 2030, when assessing their communities and developing programming or interventions considering those determinants, which are: economic stability, education access, health care access, neighborhood environment, and social and community context.
- Students will partner with community action agencies, schools, churches, or community clubs to execute their projects and present them in a poster presentation format for peers, faculty, and administration to view.
- Students will continue to learn how to provide culturally competent care to individuals, families, and groups as part of their clinical practice, present cultural findings and observations in the community health clinical log, and as part of the presentation on their Community Assessment and the development of interventions that focus on populations rather than individuals.
- As graduating seniors, NURB 4221 clinical students will continue an analysis of their own culture and potential bias towards the various cultures encountered in the communities they serve.

Measure 1.2.
Assessment Method: Implementation component of the Clinical Evaluation Tool in NURB 4231 (Transition to Professional Practice).
Expected outcome: 90% or more of the students will achieve a score of 3 or above.

Finding. Target was met.

Trending.
2022: 100% (163/163)
2021: 100% (189/189)
2020:   99% (174/176)

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

In 2021, faculty threaded cultural competence throughout all BSN levels. During each semester, students discussed cultural factors related to caring for diverse populations

from a community perspective. Additionally, 2nd and 4th level BSN implemented new case study assignments addressing cultural and ethical issues for all students, with the goal of propelling the cycle of improvement forward. Examples included:

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

As a result, in 2021, 100% (189/189) of students achieved a score of 3 or more on the implementation component of the clinical evaluation tool in NURB 4231. This met the target of 90%. The analysis of the 2021 results showed that professionalism remained a critical component of the evaluation process in all clinical courses across the curriculum.

Based on the analysis of the 2021 results, in 2022 the following change was made: in lieu of the post conference cultural case study, each 4231 student completed the Lippincott module, Community Cultural Awareness Builds Report. 100% of the students completed the post module quiz with a 90% or greater score.

As a result, in 2022 100% (163/163) of students achieved a score of 3 or more on the implementation component of the clinical evaluation tool in NURB 4231. This met the target of 90%.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results in 2023 the plan is to implement a service-learning project with three components: 1) windshield survey, 2) community assessment, and 3) implementation plan. The students will be required to partner with community agencies to implement a plan of care for an at-risk population. This plan will then be evaluated and presented as a poster presentation to 5th level students and faculty.

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

Measure 2.1.
Assessment Method: Health Assessment Final Practicum in NURB 3061 (Health Assessment & Basic Life Skills Across the Lifespan)

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

Finding. Target was met.

Trending.
2022: 90% (179/199)
2021: 83% (221/266)
2020: 83% (219/264)

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

In 2021 the faculty incorporated more active learning activities in the lab and implemented "Kahoot" quizzes in the theory classes. Despite these activities, the measure was not met, with 83% (221/266) of students achieving a score of 80% or higher. This was the third year that the target was not met. The faculty noted that several students had to repeat multiple practicums, showing that these students had a more difficult time grasping the material. Faculty also voiced that with more students in the lab, students had less room to spread out and practice.

Based on analysis of the 2021 results, in 2022 all practicum rubrics were revised and updated, and faculty adhered to accurate and concise notetaking during the practicum which encouraged transparency with grading. This also provided the students with prompt feedback regarding skill evaluation. Students reported they preferred to receive immediate feedback regarding skill evaluation grades. Additionally, students were provided a detailed assignment grid outlining assignment requirements for both Lippincott and ATI which facilitated organization and time management for students when completing assignments. Students reported the outline format was more organized and they were able to keep track of lab assignments and due dates more easily. Also, faculty were able to track and verify assignment completion more efficiently. For Fall 2022, faculty evaluated their own students for the skills practicums. This minimized anxiety for the students and ensured requirements were consistent with lab teachings by each faculty member. Students reported preferring to be evaluated by their assigned lab instructor because they felt more comfortable and knew what to expect.

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As a result, in 2022, 90% (179/199) of students achieved a score of 90% or higher on the Health Assessment Final Practicum in NURB 3061. Therefore, the target was met. The 2022 year was the first time in three years that the target was met. Additionally, the total number of students during the 2022 year was less than the total in recent years.

Decision. In 2022, the target was met at 90% (179/199). Based on the analysis of the 2022 results, in 2023, the plan is to: 1) implement the central line dressing change in place of the sterile dressing change. The rubric is being developed using the procedure outlined in the textbook, as well as the policies and procedures from local hospitals. It was felt this procedure is more useful to students in the clinical setting since most facilities are no longer using a sterile dressing change in the manner we are testing this skill; 2) convert and implement fillable PDFs for all practicum rubrics to support paperless format, promote consistent grading, and permit immediate feedback for students; and 3) provide assignment links in course shells for all Lippincott videos and ATI skills modules. This will help students stay on track with assignments and facilitate grading and tracking of assignment completion by faculty.

Measure 2.2.
Assessment Method: Theoretical Models of Nursing Leadership (Module 8; Components 1-4; Course Point) in NURB 4230 (Healthcare Management)
Expected outcome: 90% of students will have an average score of 90% or above.

Finding. Target was met.

Trending.
2022: 93% (151/163)
2021: 100% (189/189)
2020: 96% (169/176)

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

In 2021 student learning was enhanced in areas of weakness (less than 50% correct) identified from the 2020 results of the ATI Leadership Exam. Faculty: 1) included an assignment on delegation to assistive personnel and added questions to the delegation quiz, 2) included an assignment on professional responsibilities when reassigned to another unit (float) and added questions on the quiz, and 3) included an assignment on the performance improvement process and added questions on the quiz. Additionally, in

2021 faculty invited a guest speaker, Mrs. R. McCuller, RN, MSN, APRN, FNP-BC, Senior VP Nursing for Willis-Knighton Health Systems (WKHS), to speak to the NURB 4230 class on Nursing Leadership. Post evaluations reflected a positive learning experience for the students. As a result, in 2021, 100% (189/189) of students achieved an average score of 90% or higher on the assignment, which met the expected outcome. This was an increase from the previous two years results of 96%, suggesting that the added interventions had a positive effect on student learning.

Based on the analysis of the 2021 results, in 2022, the faculty: 1) focused on student learning in areas of weakness (less than 50% correct) identified from the results of the ATI Leadership Exam; 2) reviewed facility policies for reporting violations of policies or procedures with preceptors and students; and 3) scheduled guest speakers from outside facilities to speak to students on nursing leadership, nursing roles, and dealing with reassignments. The ATI Leadership exam scores in the delegation assignment were 78%, which was a significant improvement from below 50% in 2021. The students reported the value of the delegation assignment implemented in 2021, which required them to reflect on clinical experiences involving proper and improper delegation. There were also no reports of any violations or reassignment problems. The speakers were very well received with the students asking intelligent, thoughtful questions. Again, Mrs. R. McCuller, RN, MSN, APRN, FNP-BC, Senior VP Nursing for Willis-Knighton Health Systems (WKHS) spoke to the NURB 4230 class on Nursing Leadership from an administration standpoint down to the staff RN. Ms. Urhonda Beckwith, MSN, APRN, FNP, Director of RNP/Monitoring for the Louisiana State Board of Nursing spoke to the NURB 4230 class on Nursing Leadership from the administration standpoint to the staff RN on the implications of substance abuse in the registered nurse.

As a result, 93% (151/163) of students achieved an average score of 90% or higher on the assignment, which was down slightly, but the improvement in the assessment scores on the ATI Leadership Exam showed a great increase.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, the plan is to: 1) use outside speakers to present current evidence-based practices on Leadership Roles, the Recovery Nurse Program, and Diversion to help develop future nurse leaders, 2) revise the delegation assignment to require more active learning utilizing Flipgrid for posts and replies, and 3) use ATI practice assessments and proctored assessments to prepare clinical judgment and content understanding for NCLEX success and future clinical practice.

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

Measure 3.1.
Assessment Method: Evidence Based Research project in NURB 3160 (Research in Nursing) or ALHE 4520 (Research in Healthcare)

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

Finding. Target was met.

Trending.
2022: 99% (179/181)
2021: 75% (147/196)
2020: 92% (90/98) (only offered in Fall semester this year; online; interdisciplinary)

Analysis. NURB 3160 and ALHE 4520 are two courses in the CONSAH that teach research in healthcare. In Fall 2022, it was decided to accept ALHE 4520 to satisfy the NURB 3160 requirement in the BSN curriculum. Both courses require an evidence-based research project. Though ALHE students and nursing students take the ALHE 4520 course, the data collected reflect BSN students only.

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

Based on the analysis of the 2021 results, in 2022 faculty made the following changes: Faculty integrated new resources to facilitate peer review, and electronic tools providing automated feedback for spelling, grammar, academic writing, and more. Electronic APA format resources were added to the course. Additional resources included virtual workshops, anonymous peer-review activities, and Feedback Fruits. Lastly, pre-clinical students were advised to enroll in the special section of ENGL 2110, which incorporates APA format instead of MLA. The additional requirements were expected to have a positive impact on student writing skills and influence. results in the coming years. These changes directly impacted the student's ability to develop written communication skills, thereby continuing to drive improvement forward.

In 2022, the target was met; 98.9% (179/181) of students scored 80% or higher on the research proposal paper (evidence-based research project). The two students who did not meet the benchmark did not follow the assignment guidelines, include all required components or follow APA formatting guidelines. Trending shows a significant increase in students scoring 80% or above from the previous year.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, in 2023 faculty will: 1) aid students by adding exemplars to assist students when writing their research project; 2) provide a discussion board where assignments will be divided into portions of the research project. If any deficiencies are noted, assignments may be done to ensure the project will be completed correctly; 3) continue to advise students to enroll in the special section ENGL 2110 that incorporates APA format. It is projected that students will enter the program more prepared and with better writing and APA skills; and 4) require students to peer-review all student paper submissions.

Measure 3.2.
Assessment Method: Planning portion of clinical evaluation tool in NURB 4121
Expected Outcome: 90% of students will achieve a 2.5 or higher on the planning (care plan) portion of the 4th level student evaluation in NURB 4121.

Finding. Target was met.

Trending.
2022: 100% (132/132)
2021: 99.2% (216/218)
2020: 99.5% (199/200)

Analysis. The nursing process includes planning care for patients. Students learn and practice the nursing process in every level of the program. The Planning portion of the clinical evaluation tool requires students to demonstrate the use of research to effectively create a plan of care and is an accurate representation of how students integrate research findings to plan and provide care.

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

Based on the analysis of the 2021 results, in 2022:
- Adjunct faculty were provided with tools to assist students in developing problem-based care plans in the clinical area. Adjunct faculty were provided access to the problem-based care plan through the NURB 4120 Moodle shell. Faculty members Kathy Vaughn and Kelly Sutton were available to faculty as expert resources for any questions encountered while using the problem-based care plans in the clinical settings. The problem-based care plan used in 4th level was originally introduced to the students in 1st level, with the expectation of threading it through the clinical levels. The transition went well since the students were familiar with the format and had previous experience looking at planning interventions that are based on outcome criteria.
- Students were provided with current literature on methodology of problem-based care plans. Students were required to state rationales with documentation of the evidenced-based source, ie, Lippincott Advisor, course textbook, nursing journal, class lecture. This method was used to meet the planning criteria noted on the 4th Level Clinical Evaluation Tool. Students were required to submit a three-problem care plan for each patient that they were assigned while at clinicals each week.

As a result, in 2022 100% (132/132) of students achieved 2.5 or higher for this indicator, with scores ranging from 3-4.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, the plan is for faculty to use the Clinical Judgement Model (CJM) as a student assignment. After a 3-problem care plan has been completed, students will use the Clinical Judgment Model to aid them in planning the daily care of the patient. The CJM document aids students in applying the model to the daily patient plan of care. The CMJ uses questions to guide students in making sound clinical judgment (or effective clinical judgment). Clinical paperwork is formatted to transition students to the electronic health record (HER) they encounter in the clinical facilities.

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

Measure 4.1.
Assessment Method: Political Assignment Project in NURB 4220 (Community Health)
Expected Outcome: 90% of students will achieve a minimum score of 80% on the political assignment project.

Finding. Target was met.

Trending.
2022: 100% (163/163)
2021: 100% (182/182)
2020: 84% (148/177)

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

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

Based on the analysis of the 2021 results, in 2022, the faculty: 1) reviewed the assignment to ensure relevance to the current political climate, and 2) enhanced teaching in NURB 4220 on topic reviews of the ATI Community exam in which students scored less than 80%. After a review of the 2021 ATI Community health exam results, it was determined that students scored lower than 50% on substance abuse and addictive disorders. Content in NURB 4220 for 2022 was revised to include more comprehensive information regarding these subject areas as it relates to community health and assigned an additional learning module from the electronic resources to enhance analysis and application of the concepts taught. Scoring on the ATI in this area for 2022 remains below 50% in expected findings in heroin overdose. Thus, for the fall 2022 semester content areas that scored below 80% on ATI were reviewed and extra efforts were made in NURB 4220 to speak specifically to these areas and expand the student lessons to include guided reading in both the text and ATI books.

It was determined that the political assignment needed further revisions to maximize the understanding of the importance of political activism and advocacy in the current political climate within the communities we serve locally. Previously, students picked a topic of interest for their political assignment. In 2022 students were directed to first assess their communities through a windshield survey and a community assessment to identify priority needs within their communities. Students analyzed their data and prioritized problems to identify areas of advocacy and opportunities for political activism. Then students selected their topic for the political project based on the collected data. With the new format, students were better able to understand the concept of

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advocacy through political activism, which enhanced their understanding of these concepts in NURB 4220. As a result of these changes, 100% (163/163) of students passed the political activism project with a score greater than 80%, meeting the expected outcome.

Decision. In 2022 the target was met. Based on analysis of the 2022 results, the plan for 2023 is to: 1) enhance teaching in NURB 4220 in topics that scored less than 50% on the Community Health ATI exam, which are substance abuse, hospice care, and nutrition; 2) provide students with additional resources for areas on the ATI exam that scored below 80%; and 3) continue the political activism project as revised with an emphasis on identifying areas for advocacy that also relate to Healthy People 2030 Goals.

Measure 4.2.
Assessment Method: End of Semester Questionnaire collected in 3rd Level BSN N3220/3230 "To what extent were economic, legal, ethical, and political factors influencing health care systems integrated into your 3rd level semester?"
Expected Outcome: 80% of students will indicate a score of 3 (agree) or above.

Finding. Target was met.

Trending.
2022: 95% (72/76)
2021: 100% (184/184)
2020: 98% (142/145)

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

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

Based on the analysis of the 2021 results, in 2022, the following changes were implemented: 1) enhanced teaching methods to educate on economic, legal, ethical, and political factors influencing healthcare systems with the use of guest speakers; and

2) surveys were sent out earlier in the semester (two weeks before finals) to increase the response rate.

As a result, in 2022, 95% (72/76) of students scored 3 (agree) or above on the question. Therefore, the target was met. The results were consistently above the target. Student participation in the survey was down in the Spring but increased again in the fall of 2022 with objectives stressed at the beginning of the semester to increase student awareness of these factors.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results, the plan for 2023 is for faculty to: 1) make sure the objectives are stressed at the beginning of the semester along with a discussion of their evaluation and their importance at the end of the terms; 2) put more emphasis on these topics (economic, legal, ethical, or political factors influencing health care systems) and include at least one of the topics on each test; 3) ensure that clinical faculty discuss these topics in their clinical groups and provide a written explanation of the discussion or activity; and 4) stress the importance of student participation in the survey at the time the survey information is requested.

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

Measure 5.1.
Assessment Method: BSN Portfolio QEP SLO 1.2 "Please reflect on your previous clinical experiences and discuss how you have collaborated with other disciplines to provide health care. How has the interdisciplinary working relationship enhanced your ability to provide care?"
Expected Outcome: 80% of students will achieve a score of 3 or higher

Finding. Target was met

Trending.
2022: 100% (184/184)
2021: 100% (182/182)
2020: 99% (175/176)
2019: 82% (143/175)

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

numerous interdisciplinary providers. Additionally, 5th level BSN students can participate in an interdisciplinary simulation at LSU School of Medicine, where the focus is interdisciplinary public health.

In 2021: 1) students returned to healthcare facilities and re-established interdisciplinary team meetings in NURB 4231, 2) faculty used Lippincott PrepU to enhance didactic content and provided specific interdisciplinary collaboration examples, and 3) all NURB 4231 students were assigned simulation at a local hospital Innovation Center to participate in a multi-disciplinary simulation experience. In 2020 students had limited access to patient contact due to the pandemic. Returning to clinical environments enhanced student experiences and their evaluation of the experiences. As a result, in 2021, 100% (182/182) achieved a score of 3 or higher on the BSN Portfolio QEP SLO 1.2. This surpassed the target of 80%.

Based on the analysis of the 2021 results, in 2022, the faculty: 1) utilized Lippincott PrepU to enhance didactic content with specific interdisciplinary collaboration assignments, and 2) scheduled Shreveport students for multi-disciplinary simulation at WK Innovation Center with other city-wide facilities and disciplines, and 3) participated in interdisciplinary meetings in clinical settings. During the NURB 4231 clinical experiences, students attended one interdisciplinary management meeting at their clinical site. For the assignment, students answered the following questions and submitted them to an assignment link on the course Moodle Shell:
- What was the purpose of the meeting?
- Who was in attendance (what disciplines were represented)?
- Was there a meeting agenda? Was it followed?
- What did the meeting accomplish?
- In YOUR opinion, was the meeting productive? Why or why not.
- If YOU were conducting the meeting, would you have structured it differently? How?

The actual level of achievement for measure 5.1 has steadily improved in the last three years, increasing from 84% in 2019 to 100% in 2021. Assignments were adjusted based on the current healthcare environment. In 2022, BSN Portfolio QEP SLO 1.2 exceeded the 80% benchmark with 100% for summer and fall semesters, across all campuses. The average score (summer and fall) was >3.6. In 2022, 100% (184/184) of students achieved a score of 3 or higher on the BSN Portfolio QEP SLO 1.2. This surpassed the target of 80%.

Decision. In 2022 the target was met. Based on analysis of 2022 data, the plan for 2023 is for faculty to: 1) meet prior to the summer 2023 semester to reformulate new target questions for the interdisciplinary meeting assignment to further enhance the student experience. As graduating seniors transition to professional practice, a goal is for students to evaluate complex information and produce their own ideas and perspectives. Interdisciplinary learning supports critical thinking by helping students understand multiple viewpoints. Questions will focus on guiding students to reflect on

how to empower team members, close communication gaps, enable comprehensive patient care, minimize readmission rates, promote a team mentality, and understand the importance of providing patient-centered care; and 2) continue with the course objectives and assignments as noted in the course syllabus.

Measure 5.2.
Assessment Method: Community Dimensions of Practice component of the Clinical Evaluation Tool in NURB 4221 (Community Health Nursing Practicum)
Expected Outcome: 90% of students will achieve a score of 3 or higher.

Finding. Target was met.

Trending.
2022: 100% (163/163)
2021: 100% (182/182)
2020:   99% (175/176)

Analysis. The Community Dimensions of Practice is a component of the Clinical Evaluation Tool-Community/Public Health (in NURB 4221 Community Health Nursing Practicum in the 5th level clinical. To receive a passing grade in the course, students must earn a minimum of 2.5 average on the overall evaluation criteria based on this scale. The Community Dimensions of Practice component of the evaluation tool specifically states that the student:
1. Identify community partners for Public Health Nursing (PHN) practice with individuals, families, and groups.
2. Collaborates with community health partners to promote the health of individuals and families within a population.
3. Participates effectively in activities that facilitate community involvement.
4. Maintains client safety.

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

Based on the analysis of the 2021 results, in 2022, the faculty: 1) identified new community partners for Public Health Nursing (PHN) practice with individuals, families, and groups; and 2) collaborated with community health partners to promote the health of individuals and families within a population. In 2022, students were able to return to most clinical agencies as utilized pre-pandemic, with the addition of several new partners. The variety of clinical experiences available gave students an opportunity to practice the concepts of community health nursing in the clinical setting and allowed them to positively impact the health and well-being of individuals, families and communities within the populations they served.

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As a result, in 2022, 100%(163/163) of students achieved a score of 3 or higher on the Community Dimensions of Practice component of the Clinical Evaluation Tool in NURB 4221. This met the target of 90%.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, the plan for 2023 is for faculty to: 1) guide students in activities that emphasize wellness and prevention in collaboration with community health partners for the students' community health projects and community health clinical experiences, and 2) continue to develop relationships within the health care community and public agencies to provide students with rich and meaningful experiences that embody the principles of public and community health.

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

Measure 6.1.
Assessment Method: Delegation and Communication assignment in NURB 4230 (Healthcare Management)
Expected Outcome: 90% of students will achieve a score of 8 or above (scale 0-10)

Findings. Target was met.

Trending.
2022: 98% (159/163)
2021: 95% (180/186)
2020: 98% (173/176)

Analysis. NURB 4230 online course uses Marquis and Huston textbook: Leadership Roles and Management Function in Nursing. Resources included Video case conference, virtual simulation, and quizzes. Students are first required to view a Course Point instructional video relating to delegation and communication. Then, students are required to reflect upon their previous clinical experiences and discuss how their previous learning has helped them incorporate knowledge and skills to identify effective means for delegation and discuss the barriers to effective delegation.

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

Based on the analysis of the 2021 results, in 2022, faculty updated recorded lectures discussing delegation. The lectures included an assignment which differentiated between proper vs. improper delegation. This enabled students to be more cognizant of what tasks could be delegated in their careers. In 2022, the target was met with 98% of students scoring an eight or above on the delegation and communication assignment. Analysis of the data showed an increase in students achieving the goal from the previous year.

Decision: In 2022, the target was met. Based on the analysis of the 2022 results, the plan for 2023 is for faculty to: 1) find additional ways students can recognize the role of delegation and management in diverse settings. This could include research findings, hospital policies, and personal experiences within the clinical setting.

Measure 6.2
Assessment Method: NURB 4230 Quiz on Learning Unit 1: Theoretical Models of Nursing Leadership. Marquis and Houston (Leadership Roles and Management Functions in Nursing.
Expected Outcome: 80% of students will achieve a score of 80% or higher.

Finding. Target was met.

Trending.
2022: 100% (163/163)
2021: 98% (186/189)
2020: 90% (160/177) New measure

Analysis. This assignment demonstrates the student's ability to apply the principles of leadership to design, manage, coordinate, and evaluate health care delivery. The NURB 4230 Quiz on Learning Unit 1 Theoretical Models of Nursing Leadership includes Modules 1.1, 1.2, and 1.3.

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

Based on the analysis of the 2021 results, in 2022 faculty: 1) updated supplemental resources, 2) invited nursing leadership speakers to address nursing leadership, and 3) required students to write a reflection on previous clinical experiences as related to the modules on delegation." As a result, in 2022 100% (163/163) of students achieved a score of 80% or higher. Results have trended up for the third year. The trend demonstrates the student's comprehension of leadership and management principles.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, the plan is to: 1) ensure groups of governance are represented as appropriate in activities, 2) allow students to have opportunities for student representation in nurse

faculty meetings, and 3) orient and mentor new and adjunct faculty in this area of responsibility to serve as resources for students.

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

Measure 7.1.
Assessment Method: Professionalism component of the Clinical Evaluation Tool in NURB 3231 (Women's Health Practicum)
Expected Outcome: 90% of students will achieve a score of 3 or higher.

Findings. Target was met.

Trending.
2022: 98.9% (179/181)
2021: 100% (189/189)
2020: 98.6% (214/217)

Analysis. The Professionalism component of the evaluation tool specifically states the student will demonstrate the following professional behaviors congruent with the nursing profession.
• Maintain personal accountability, responsibility, and patient confidentiality.
• Adhere to legal and ethical standards of care.
• Demonstrate respect for human dignity in all aspects of nursing care.
The Clinical Evaluation Tool uses a four-point Likert scale rating. Any total scores less than 2.0 is supported with faculty documentation and discussed with the student.

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

Based on the analysis of the 2020 results, in 2021, students in Maternal Newborn (NURB 3231) at Ochsner attended a presentation by Department Leaders on professionalism and interview skills. As a result, in 2021 100% (189/189) of students scored a three or higher on the Professionalism component of the Clinical Evaluation Tool in NURB 3231 (Women's Health Practicum).

Based on the analysis of the 2021 results, in 2022, faculty: 1) followed the ever-evolving COVID-19 protocols, and 2) scheduled leadership in several healthcare facilities to speak with NURB 3221/3231 students on professionalism and accountability. In 2022, all 3rd-level students attended a presentation by local healthcare leaders who spoke on professionalism and interview skills and allowed Q&A for the students to ask questions. This was received very well by the students, and they verbalized its value. As for COVID-19 protocols, they were followed with no issues.

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As a result, in 2022, 98.9% (179/181) of students achieved a score of 3 or higher on the Professionalism component of the Clinical Evaluation Tool in NURB 3231. The target of 90% was met. Results for this measure have remained between 98 and 100% over the last three years. Professionalism is a key critical behavior and scores reflect the success of the students in demonstrating professionalism.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results, in 2023 the plan is to revise the professionalism and interview skills presentation by including a larger number of local hospital leaders representing more facilities. A question-and-answer time will also be scheduled during each session to increase student engagement and student-to-nurse leader interaction.

Measure 7.2.
Assessment Method: Planning component of the Clinical Evaluation Tool in NURB 3221 (Pediatric Nursing Practicum)
Expected Outcome: 90% of students will achieve a score of 3 or higher.

Findings. Target was met.

Trending.
2022: 100% (200/200)
2021: 100% (189/189)
2020: 100% (217/217)

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

The evaluation tool used for NURB 3221 includes the competencies expected by NSU College of Nursing and relates to professional nursing practice. The Planning component of the evaluation tool specifically states the student will demonstrate the following in individualizing the plan of care.
• Prioritize client problem/nursing diagnoses.
• Plan goals, interventions, and outcomes congruent with nursing diagnosis.
• Identify the rationale for teaching as appropriate to client/family needs.
• Develop teaching based on client and family goals and state of health.
• Apply evidence-based practice by using research and other sources of evidence in care decisions

In 2021 faculty: 1) utilized "Watch and learn" videos in Course Point to enhance student learning on the development of a problem-based plan of care, and 2) required students in NURB 3221 to develop one care map. During clinical on the Pediatric unit at Willis Knighton South (WKS), each team of two students was required to give faculty a report

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on their assigned patient. Discussion included the care, interventions, treatments, causes, and discharge planning. Each student was required to speak with their staff nurse, get a report, and report using SBAR when they left for a break and at the end of the clinical shift. On the last day of clinicals for this term, the group watched pediatric assessment videos and developed and discussed a disease map for CNS, burns, and compartment syndrome. Students were split into two groups of five; one group was taken to the PICU and the other to the NICU. On the last clinical day, each group was assigned to ask staff to give them a tip or word of advice as they continue their program. Each student was also asked to verbalize three things they learned during this term and present them to the group. At Ochsner's St. Mary campus, the pediatric students each presented a patient case study during post-conference (diagnosis, disease process, medications, nursing interventions, reassessments, what to expect/POC, and patient education). As a result, in 2021, 100% (189/189) of students achieved a score of 3 or higher on the Planning component of the Clinical Evaluation Tool in NURB 3221.

Based on the analysis of the 2021 results, in 2022, faculty: 1) used the problem-based plan of care in all clinical levels; 2) utilized "Watch and Learn" videos in Course Point to enhance student learning on the development of a problem-based plan of care. The Course Point videos were utilized in pre-clinical to encourage student knowledge, skills, and abilities needed for clinical; and 3) required students in NURB 3221 to develop a care map. All clinical groups were required to complete a problem-based plan of care, and one care map. In the post-conference, the students discussed the planning components based on their clients' problems, including the outcomes. They also provided at least one journal article addressing current evidence-based practices for the clients during a post-conference.

As a result, in 2022, 100% (200/200) of students achieved a score of 3 or higher on the Planning component of the Clinical Evaluation Tool in NURB 3221. The target of 90% was surpassed.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, faculty plan to: 1) develop another creative or engaging method to encourage client-centered problem-based care planning, and 2) maintain use of problem-based plans of care in the clinical setting to meet the goals.

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

Measure 8.1.

Assessment Method: Graduating Senior's Biographical data "Do you plan to continue your education at some time in the future?" and "Future Educational Goals".
Expected Outcome: 80% of graduating seniors will respond "yes" or indicate plans.

Finding. Target was met.

Trending.
2022: 81% (113/140)
2021: 77% (141/184)
2020: 84% (147/175)

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

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

Based on the analysis of the 2021 results, in 2022 the faculty maintained reinforcement of lifelong learning in the clinical and classroom setting, 2) presented a video to the graduating class identifying graduate nursing programs and tracks available at NSU, and 3) sent out the link to gather data earlier in the semester. As a result, in 2022, 81% (113/140) of students indicated a plan to continue their education at some point in the future. This was an increase in the 2021 result of 77%.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, the plan is for faculty to: 1) improve communication with students to inform students of options to continue their education, 2) encourage students interested in advanced practice nursing about options and opportunities that exist, 3) invite students to attend BSN PCC meetings to play a role in nursing education.

Measure 8.2.
Assessment Method: Student Portfolio Tool QEP SLO 2.2 (end of 5th Level)
Expected Outcome: 80% of students will score a 3 or higher on SLO 2.2 of the portfolio.

Finding. Target was met.

Trending.
2022: 100% (163/163)
2021: 100% (182/182)
2020: 100% (177/177)

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

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

Based on the analysis of the 2020 results, in 2021 faculty facilitated student discussion on the SLO 2.2 topic in post conference. Students initially responded to the prompt: "Reflect upon your undergraduate experience, both clinical and nonclinical, and discuss how what you have experienced at NSU has changed your perceptions about education, and how you will use this experience as a foundation for personal growth and maturity." After completion of this assignment, students discussed responses in post conference. As a result, in 2021, 100% (182/182) of students scored a 3 or higher on the portfolio assignment. Education and changes to scores saw improvement in scores from 2019 through 2021, while student numbers increased slightly.

Based on the analysis of the 2021 results, in 2022 faculty continued actions from 2021, and invited graduate students to speak to leadership students.Topics included in this discussion were how elements of nursing school contributed to their maturity and readiness for their profession. The 2022 graduating cohort had the opportunity for a guest speaker as part of their Leadership course. The Vice President of Nursing for a multi campus health system provided a leadership lecture for students on all campuses. Students documented their responses as part of their final portfolio submission. As a result, in 2022, 100% (163/163) of students scored a 3 or higher on the portfolio assignment. Trended results have been maintained at 100% from 2020 through 2022, demonstrating student achievement of student learning objectives.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, the plan is to: 1) maintain the reflection assignment as part of the portfolio process, and 2) use guest speakers as part of the leadership course.

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

Measure 9.1.

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

Finding. Target was met

Trending.
2022: 98% (196/200)
2021: 97% (199/205)

Analysis. This was a new measure for the 2021 year, taking the place of a Culture of Safety Final Assignment in NURB 3160. Nursing students are expected to practice safety in the clinical setting. NURB 3141 students have completed the foundational nursing courses and are practicing in the clinical setting. The components of the Safety section include: 1) demonstrate knowledge and safe practice in medication administration, and 2) prioritize care based on identified risk factors. The student must be able to utilize information and healthcare technologies to meet these criteria.

In 2021, the target was met with 97% of students achieving a score of 3 or higher. This was a new measure; thus, no trending data was available.

Based on the analysis of the 2021 results, in 2022, the faculty looked for new and different Quality and Safety Education for Nurses (QSEN) activities to utilize in the clinical setting. This included working in small groups to reinforce the culture of safety content. Domains of safety were reinforced by full-time and adjunct faculty when students administered medications in the clinical setting. This also included prioritizing risks associated with patient management including physical, physiological, and psychosocial aspects.

In 2022 the target was met with 98% (196/200) of students achieving a score of 3 or higher. The last 2 years of trended data have shown the goal being met indicating that students are demonstrating safe nursing care in the clinical setting.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results, in 2023 the plan is to increase the use of safety activities in both clinical (adding a safety assessment during first week of clinical) and in classroom activities (incorporating unfolding case studies in at least 3 more lectures).

Measure 9.2.
Assessment Method: Evaluation component of the Clinical Evaluation Tool in NURB 4121 (Complex Nursing Practicum)
Expected Outcome: 90% of students will achieve a score of 3 or higher.

Finding. Target was met.

Trending.
2022: 100% (132/132)
2021: 99.5% (217/218)
2020: 99.5% (199/200)

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

The Evaluation component of the clinical evaluation tool specifically states that the student will link client interventions with client outcomes by identifying level of attainment of client and family goals, including:
- Adjust plan of care based on client and family response.
- Identify strategies for improving patient care
- Address use of clinical information systems, electronic medical record, and electronic health record in outcome evaluation for individuals
- Participate in self-evaluation at each step of the nursing process.
- Identify areas for self-improvement.

In 2021, faculty: 1) guided students to Course Point resources related to problem-based care plans, and 2) discussed in post conference healthcare technologies that have been more heavily utilized in the COVID-19 pandemic. As a result, in 2021, the target was met with 99.5% (217/218) of students scoring a three or higher on the Evaluation component of the Clinical Evaluation Tool in NURB 4121. The trends of the results have remained steady, while student numbers have increased.

Based on the analysis of the 2021 results, in 2022, the faculty: 1) assigned students to complete two problem-based care plans and present at post conference, and 2) discussed new healthcare technologies that were being more heavily utilized in clinical during post conferences. Students completed a minimum of two problem-based care plans over the course of the semesters and presented the findings in their individual post conference settings. The students were required to state rationales with documentation of the evidenced-based source, ie, Lippincott Advisor, course textbook, nursing journal, or class lecture. This method was used to meet the evaluation criteria, progressing or not progressing, and noted on the 4th Level Clinical Evaluation Tool. In

2022, with 90 hours of clinical practice, NURB 4121 students were exposed to a variety of healthcare technologies utilized in complex care environments.

As a result, in 2022, 100% (132/132) of students achieved 3 or higher for the evaluation component of the Clinical Evaluation Tool in NURB 4121. Thus, the target of 90% was met.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results, the plan for 2023 is for faculty to: 1) begin using the Clinical Judgment Model document in evaluating students' daily patient plan of care. This particular document guides students with questions that need to be answered at the different steps of the model, with evaluation as the final step of this particular model. These questions are specific and therefore very effective in the development of students' clinical judgment. The students will use this model worksheet in conjunction with the required clinical forms they complete on their patients every week in the clinical setting; and 2) seek opportunities for exposure to the variety of technologies available at each agency utilized by all three campuses.

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

Based on the analysis of the 2021 results, in the 2022, the BSN program implemented many plans to enhance student learning with the overall goals of students demonstrating student learning outcomes, graduating, passing the NCLEX-RN, and finding employment. Statistics related to these goals are:

- 89.73% pass rate for first time test takers for the NCLEX-RN in 2022.
- 100% of graduates who sought employment (of those who responded) were able to find employment (138/161 or 86% of graduates responded).
- 77% of students in cohorts have graduated within 150% of the time – which exceeded the benchmark of 70% graduating within 150% of the time.
- 70% of graduates responded to a query asking if the graduate planned to continue their education. 81% of graduates expressed plans to continue their education.
- The Alexandria campus admitted BSN cohorts for the first time in the Spring 2022 semester.
- The Bachelor of Science to BSN program admission criteria were changed to admit students with any Baccalaureate degree (not just a Bachelor of Science); discussion has been to retitle the program as the Accelerated BSN program beginning in Summer 2023.
- Accelerated BSN program was able to increase enrollment on the Shreveport

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campus with additional students enrolled on the Alexandria campus; an Accelerated BSN coordinator was hired on the Alexandria campus

- Were able to offer clinical positions to all BSN applicants who met all eligibility criteria in 2022.

The following actions summarize changes implemented to drive the continuous process of seeking improvement in AC 2022. These changes are based on the knowledge gained through the analysis of the AC 2021 results.

NURB 4221 Community health project was revised by having students perform a community assessment and interventions; presentations of their findings were shared during a designated senior undergraduate service-learning project day.

NURB 4231 students completed a Lippincott module on Community Cultural Awareness Builds Report

NURB 3061 practicum rubrics were revised and updated, with concise written comments to aid in faculty transparency in evaluating students

NURB 4230 course focused on student weaknesses identified in the ATI Leadership exam; provided guest speakers including a representative from the Recovering Nurse Program from the LSBN and a Senior VP of Nursing from a local hospital. These speakers strengthened the student's learning about professional responsibilities and delegation.

NURB 3160 was substituted with the ALHE 4520 course. BSN students were taught by interdisciplinary faculty and were provided new resources to aid in writing an evidence-based research project. This included a special section of ENGL 2110 which used APA format instead of MLA format.

NURB 4121 provided resources for adjunct faculty to assist students in completing problem-based care plans, including expert full-time faculty to answer questions. Students were given current literature on the problem-based care plan methodology and resources to assist with rationales were found in their books.

NURB 4220 reviewed assignments to ensure assignments maintained political relevance and enhanced teaching on topics which students scored below 50%. Community topics on substance abuse and addictive disorders were discussed in more detail and were assigned learning modules.

NURB 3220/3230 utilized enhanced teaching methods to educate students about economic, legal, ethical, and political factors influencing healthcare with guest speakers. Faculty also provided surveys earlier in the semester to increase the response rate.

Faculty utilized Lippincott resources to supplement interdisciplinary collaboration assignments and had students attend multi-disciplinary simulation events at various

facilities. Students also attended interdisciplinary management meetings at their respective clinical sites to complete an assignment.

NURB 4221 found new community partners to collaborate with and created new clinical agencies to provide students to practice Public Health Nursing concepts in vulnerable populations

NURB 4230 updated lectures which differentiated proper versus improper delegation. This course also updated supplemental resources and invited guest speakers to talk about nursing leadership and required students to address a reflection piece of previous clinical experiences as it related to delegation.

NURB 3231 scheduled leadership speakers in healthcare facilities to talk to students about professionalism and accountability. The topics covered included interview skills with and question and answer session for students.

NURB 3221 utilized problem-based care plans in all clinical levels and used Course Point "Watch and Learn" videos to augment student learning on the problem-based plan of care. Students were also required to complete a care map and discuss the components in a post conference setting.

NURB 3030 faculty presented students with video describing the graduate nursing program offerings at NSU and sent links to gather student information to indicate if continuing their education was an option in their future.

Faculty in 5th Level invited current graduate students to speak to the graduating undergraduate students. A Vice-President of Nursing from a multi-campus healthcare system provided a leadership lecture for all nursing students.

NURB 3141 faculty derived activities from Quality and Safety Education for Nurses (QSEN) to reinforce culture of safety content. The application of this content was used when administering medications in a clinical setting in addition to patient prioritization and management.

NURB 4121 faculty delegated students to complete two problem-based care plans; the care plans were presented in post conferences. New healthcare technologies used in clinical settings were discussed in the post conference setting.

Plan of action moving forward.

- Plan to increase Natchitoches admission placements in Spring 2023.

- 1st Level Practicums to be changed to Competencies to reflect changes in AACN Essentials (Competency Based Nursing Education).

- Plan to offer on campus notary for graduating nursing students who require

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paperwork to be notarized; notary currently;on Shreveport campus only, however, notary will travel to satellite campuses as needed.

- Faculty to complete at least five webinars on the NURSE TIM ® website.

- Plan to increase faculty at Natchitoches and Alexandria campuses with assistance of grant funding from Blue Cross Blue Shield.

- Schedule pre-nursing testing exams through Bookings application; the scheduling will be done on the College of Nursing website; will send several reminders to students.

- Encourage and promote faculty interested in administrative roles to attend Coordinator and Advisory Council meetings as guests; this will assist in succession planning for retiring faculty.

- Review and revise Admission, Progression, Dismissal and Graduation (APDG) policy to include all undergraduate concentrations; updates to be posted in the University Catalog.

- Remove fingerprinting fees for students by obtaining machines on the Natchitoches and Alexandria campuses.

- Travel folders for students in clinical component of BSN program to be changed electronic files to save paper and expenses.

- Increase community partnerships with plans to have a multidisciplinary workshop in 2023.

- **1st Level.** Faculty will: 1) implement the central line dressing change in place of the sterile dressing change; 2) convert and implement fillable PDFs for all practicum rubrics to support paperless format, promote consistent grading, and permit immediate feedback for students; and 3) provide assignment links in course shells for all Lippincott videos and ATI skills modules.

- **3rd Level.** ALHE 4520 faculty will aid students by adding exemplars to assist students when writing their research project and provide a discussion board where assignments will be divided into portions of the research project. 3rd level faculty will: 1) ensure objectives are stressed at the beginning of the semester along with a discussion of their evaluation and importance; 2) put more emphasis on the topics of economic, legal, ethical, or political factors influencing health care systems, including at least one of the topics on each test; and 3) stress the importance of student participation in surveys at the time the survey information is requested; 4) revise the professionalism and interview skills presentation by including a larger number of local hospital leaders representing more facilities; 5) add a question-and-answer time will also be scheduled during each session to increase student engagement and student-to-nurse leader interaction; and 6)

develop another creative or engaging method to encourage client-centered problem-based care planning.

- **5th Level.** Faculty will: 1) enhance teaching in NURB 4220 in topics that scored less than 50% on the Community Health ATI exam, which are substance abuse, hospice care, and nutrition; 2) provide students with additional resources for areas on the ATI exam that scored below 80%; 3) continue the political activism project as revised with an emphasis on identifying areas for advocacy that also relate to Healthy People 2030 Goals, 4) enhance clinical experience of community health students to foster awareness of various cultural challenges that affect the community, 5) use the Clinical Judgement Model (CJM) with the 3-problem care plan as a student assignment, 6) add a service-learning project in NURB 4231, 7) guide students in activities that emphasize wellness and prevention in collaboration with community health partners for the students' community health projects and community health clinical experiences, 7) use outside speakers to present current evidence-based practices on Leadership Roles, 8) revise the delegation assignment to require more active learning utilizing Flipgrid for posts and replies, 9) use ATI practice assessments and proctored assessments to prepare clinical judgment and content understanding for NCLEX success and future clinical practice, 10) find additional ways students can recognize the role of delegation and management in diverse settings, and 11) meet prior to the summer 2023 semester to reformulate new target questions for the interdisciplinary meeting assignment to further enhance the student experience.