Associate of Science in Nursing (400)

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

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

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

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

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

(1) Data from assessment tools (direct & indirect, quantitative & qualitative) are collected by faculty and documented in the end of semester course reports.

(2) Faculty review and analyze data on an annual basis (calendar year), 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.
2023: 100% (176/176)
2022: 98% (105/107)
2021: 96% (93/97)

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 which provide a list of components for students. Rubrics promote consistency in grading and increase guidance to students.

In 2021 the target was met. 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, demonstrating students' ability to implement teaching utilizing evidence-based information.

Based on the analysis of the 2022 results, in 2023, faculty revised the teaching plan rubric to ensure consistency across all campuses and to provide consistency between levels of the ASN program. Full-time course faculty ensured that all part-time clinical faculty were provided with instructions on the new rubric and updated guidelines. One student withdrew before mid-term in Spring 2023 and therefore was not included in the data results. One student was dismissed before mid-term in Fall 2023 and was not included in the data. As a result, in 2023, the target was met with 100% (176/176) of students achieving a score of 80% or higher. Trending shows that students continue to achieve this SLO measure ranging from 96-100%. The past three years showed an upward trend.

This SLO measure was an area of development documented in the 2022 ACEN Accreditation visit report due to the teaching plan being utilized for two measures. Additionally, site visitors suggested that faculty look at the evaluation measure to ensure that what was measured was specific to the SLO. In 2023, faculty discussed changing the Teaching Plan as an assessment measure for 1.1 and voted to change this measure to

Critical Element III.a. on the end of the semester Clinical Evaluation Tool in NURA 2110. This criterion evaluates if the student "Utilizes evidence-based practice to prepare and deliver therapeutic nursing interventions."

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, exemplars and resources will be reviewed and updated as needed and this measure will be changed to:
Assessment Method: Critical Element III.a. "Utilizes evidence-based practice to prepare and deliver therapeutic nursing interventions" on the Clinical Evaluation Tool in NURA 2110.
Expected Outcome: 100% of students will score "satisfactory"

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.
2023: 100% (176/176)
2022: 100% (107/107)
2021: 100% (93/93)

Analysis. All students in 3rd level complete a patient daily profile (PDP) which addresses 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, based on patient specific data, and show prioritization of needs. 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).

In 2021, the target was met. 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 development and utilization of a 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.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, faculty: 1) ensured that students developed problem-based care plans in all clinical areas, 2) utilized the revised clinical evaluation tool in all clinical areas, and 3) trained all new full-time and part-time clinical faculty on utilization of the problem-based care plan. As a result, in 2023 the target was met with 100% (176/176) of students scoring a "satisfactory" on the care plan assignment. As mentioned above, one student dropped in

Spring 2023 and is not included in the data results. One student was dismissed in Fall 2023 and is also excluded from the data results.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the faculty will: 1) provide exemplars in the LMS shell to guide students in development of the problem-base care plan with evidence-based practice evident, and 2) review the clinical evaluation tool criteria so that students fully understand the expectation for utilizing evidence-based practice to provide therapeutic nursing care.

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.
2023: 94% (134/142) ELA 75%
2022: 92% (134/146) ELA 75%
2021: 75% (114/153) 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 reflects 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. The ATI Comprehensive Predictor counts as a percentage of the NURA 2500 course grade.

In 2021, the target was not met. 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 (ATI Comp Predictor) 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.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, faculty: 1) provided the students with a suggested list of ATI assignments to be completed each week; 2) encouraged students to review as many ATI Next Generation NCLEX (NGN) questions as they could to help prepare them for the ATI comprehensive predictor graded test, as well as prepare them for the NCLEX; 3) added all new question types to unit exams to prepare the students to take NGN questions in both ATI and on the NCLEX; 4) required ATI live reviews towards the end of the semester; 5) required the students to take the ATI comprehensive practice test as a proctored test; 6) encouraged the students to remediate themselves on the practice test and turn remediation paperwork into faculty; 7) recorded a new instructional video demonstrating to students how to utilize the remediation strategies provided in ATI, making it easier for students to remediate themselves after taking the ATI Comprehensive Predictor practice exam; 8) required students to bring their ATI transcripts to be able to sit for the Proctored Comprehensive Predictor Exam; 9) moved ATI Live to shortly after taking the ATI Comprehensive Predictor Practice to assist in enhanced remediation; and 10) administered the ATI Comprehensive Predictor after the Course final exam in an effort to determine if students were more focused on the ATI.

As a result, in 2023, the target was met with 94% (134/142) of students scoring ≥ 94-95% on the ATI Comprehensive Predictor. Two of the eight students who did not score ≥ 94-95% on the ATI Comprehensive Predictor Trending, stopped coming to class but did not drop the course. The percentage of successful students demonstrates a continued trend of increasing numbers of students scoring ≥ 94-95% on the ATI Comprehensive Predictor and shows an increase in Comprehensive Predictor Scores overall which reflect students' ability to perform caring interventions to meet patient's needs.

This SLO measure was an area of development documented in the 2022 ACEN Accreditation visit report due to the use of the whole ATI Comprehensive Predictor score as the measure. Site visitors suggested that faculty look at the components of the ATI Comprehensive Predictor results to determine a measure that was more specific to SLO 2. In 2023, faculty discussed and voted on changing the measure from the ATI Comprehensive Predictor score to the QSEN Criterion "Patient Centered Care" group score on the ATI Comprehensive Predictor.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the faculty will: 1) administer a proctored practice test, 2) refine and enhance remediation processes, 3) administer the ATI Comprehensive Predictor before the course final exam since some students in 2023 did not give their best effort to the test knowing they would ultimately fail the course, and 4) use the revised Measure and ELA for 2024:
Assessment method: QSEN Criterion "Patient Centered Care" group score on the ATI Comprehensive Predictor
Expected outcome: The group score for each semester will be 80% or higher.

Measure 2.2.
Assessment Method: Clinical Evaluation (4th level, NURA 2510)
Expected Outcome: At least 90% will achieve a final grade of "PASS".

Finding. Target was met.

Trending.
2023: 98.6% (140/142)
2022: 98.6% (144/146)
2021: 100% (246/246); 2nd level 100% (93/93) and 4th level 100% (153/153)

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 mean of 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 students regarding their progress toward meeting those goals for the rest of the semester.

In 2021, the target was met. 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.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023 faculty: 1) gave students frequent feedback, both negative and positive, with opportunities on how to correct any negative behaviors; 2) updated clinical paperwork to mimic computer charting as much as possible; 3) maintained the utilization of two interprofessional collaboration assignments in NURA 2510; 4) gave additional education to adjunct faculty on specific behaviors that constitute a pass or fail on the clinical evaluation rubric; 5) gave students daily feedback on their progress in clinical with additional feedback if faculty perceived an area for improvement; and 6) required students that were having difficulty with clinical performance be evaluated by more than one faculty member in more than one clinical setting so that students could benefit from multiple faculty perspectives.

As a result, in 2023, the target was met with 98.6% (142/144) of students scoring "PASS" on the Clinical Evaluation. Trending shows that the students continue to exceed the ELA for this measurement. The two unsuccessful students ceased coming to class but did not drop the course.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the faculty will: 1) provide additional training to adjunct faculty regarding the clinical evaluation rubric, 2) identify at risk students and provide them additional faculty guidance and feedback in an alternate clinical setting, 3) complete daily clinical evaluations on students, and 4) utilize updated clinical paperwork to give the students a more realistic view of electronic medical record documentation.

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

Measure 3.1.
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. Target was met.

Trending.
2023: 100% (142/142)
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.

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% (142/142) of students achieving a score of ≥ 80% on the 1st attempt.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, faculty: 1) utilized the QSEN Clinical Focus Assignment rubric across all campuses and ensured all faculty were trained in use, 2) allowed students to take the lead in the direction of the QSEN assignment, and 3) encouraged students to include the technology piece in

developing the assignment. As a result, in 2023, the goal was met with 100% (144/144) of students achieving a score of $\geq$ 80% on the 1st attempt. Trending shows that the students continue to exceed the ELA for this measurement at 100%.

Decision: In 2023 the target was met. Based on the analysis of the 2023 results, in 2024, faculty will: 1) guide students in selecting an appropriate focus area for the analysis of interprofessional collaboration process, 2) provide exemplars of satisfactory assignments with a technology-based component to direct students, and 3) ensure clinical faculty seek out opportunities for student's involvement in the interprofessional collaboration process.

Measure 3.2.
Assessment Method: Clinical Evaluation (4th Level): Critical Element #2 Communication: "Demonstrates therapeutic verbal and written communication skills with faculty, clients, family/significant others, and health care team members with minimal assistance."
Expected Outcome: $\geq$ 90% will achieve a final grade of "Satisfactory."

Finding. Target was met.

Trending.
2023: 98.6% (140/142)
2022: 98% (144/146)
2021: 100% (153/153)

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.

In 2021 the target was met. 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.

In 2022, the target was met, based on the analysis of the 2022 results, in 2023, faculty: 1) added active learning interprofessional collaboration activities during clinical

orientation at the beginning of the semester, 2) required two interprofessional collaboration assignments per clinical rotation, and 3) emphasized the communication occurring between the interprofessional providers in care of the client. As a result, in 2023, the target was met with 98.6% (140/142) of students scoring a "satisfactory" on critical element #2 of the Clinical Evaluation Tool. Trending this data shows that students continue to exceed the ELA for this measure. The two students who were not successful stopped coming to class but did not drop the course.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, faculty will: 1) develop additional active learning interprofessional collaboration activities to be utilized during clinical orientation and 2) ensure all new faculty are trained in implementing the activities and evaluating students for critical element #2 of the Clinical Evaluation Tool.

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

Measure 4.1.
Assessment Method: Teaching Plan (3rd Level)
Expected Outcome: At least 80% of students will achieve a score of ≥ 3

Finding. Target was met.

Trending.
2023: 100% (176/176**)**
2022: 100% (107/107)
2021: 100% (119/119)

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 other communication assignments. 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.

In 2021 the target was met. 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.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, faculty encouraged students to incorporate additional resources available to clients in the teaching plan. Students identified ways in which teaching could be improved, such as different locations or settings for teaching to occur, different visual aids, or providing teaching in broken sessions rather than one long session. Students addressed cultural considerations in the development of the teaching plan. However, faculty determined that students could use improvement in that area. As a result, in 2023, the target was met with 100% (176/176) of students scoring "≥ 3 on the Teaching Plan. Trending shows that students continue to exceed the ELA for this measure, demonstrating the ability to provide health education to promote the health of patients.

This SLO measure was an area of development documented in the 2022 ACEN Accreditation visit report due to two measures utilizing the Teaching Plan. Site visitors suggested that faculty look at the components of the rubric used to grade the Teaching Plan to determine if a component of the rubric was more specific to this SLO. In 2023, faculty revised the rubric for grading the Teaching Plan and voted to use all components (overall grade) of the teaching plan to measure 4.1.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the faculty will:1) require students to provide faculty at least one way to expand or improve upon the teaching plan, 2) require students to identify alterations needed in the teaching plan for diverse cultures and populations, 3) continue to encourage students to incorporate more technology in treating the client, and 4) consider altering the teaching plan assignment for other populations or clinical experiences. Additionally, in 2024, measure 4.2 *Expected Outcome* will be: At least 90% of students will achieve a score of 80% or higher on the first attempt.

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.
2023: 100% (176/176) (3rd level)
2022: 100% (107/107) (3rd level)
2021: 100% (93/93) (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 healthy food choices to a group in the community (e.g., seniors, youth groups).

In 2021, the target was met. 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.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, faculty 1) assisted students with identifying needs in the community for service-learning opportunities, and 2) ensured that full-time and part-time faculty were all consistent in the expectations for the service-learning projects. As a result, in 2023, 100% (176/176) of students achieved a score of "pass" on the service-learning project. Service-learning projects were presented to peers on each campus at the end of the semester. Trending the data for this measure shows that students continue to exceed the ELA.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, faculty will: 1) provide exemplars of the documentation and sample project ideas which are acceptable for service-learning at this level, 2) provide a template for the service-learning slide show that is shared with peers on individual campuses, and 3) continue to identify potential community partners and community needs 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 your unit (from Scenario list)?
Expected Outcome: 2023-present - At least 90% of students will score at least a 40/50 on Item #1 of the Discussion Board Rubric.
Expected Outcome: 2021-2022 - 90% of students will achieve a score of $\geq$ 80% on the assignment.

Finding. Target was met.

Trending.
2023: 93% (102/110)
2022: 88% (105/119)
2021: 68% (91/134)

Analysis. The Utilizing Resources discussion board is a component of NURA 2550 Humanistic Nursing Care. The discussion board prompts: "You are preparing to attend the case management meeting for your unit. What interdisciplinary collaboration, referrals/ consultations, and discharge planning is needed for each patient on your unit

(from Scenario list)? Be specific and use the list format." Faculty evaluate knowledge via active student participation in a Discussion Board forum which the faculty grade via rubric. Students have learned the information through clinical, participating in an interprofessional collaboration assignment, participating in interprofessional simulation, and reading assigned textbook material.

In 2021, the target was not met. 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%). In Spring 2023, the ASN PCC approved the change to the expected outcome.

In 2022, the target was not met. Based on the analysis of the 2022 results, in 2023 faculty: 1) discussed and approved the changing of measure 5.1 to evaluate outcomes for only the content area (Criteria #1 on rubric) of the assignment as of January 2023; 2) changed the new measure question to have students also address financial and technological resources; 3) thoroughly reviewed the syllabus, as well as each assignment with students, so they more fully understand expectations; and 4) added additional detailed instructional videos for students on faculty expectations for the discussion board assignment. These changes resulted in 92.7% of students scoring at least a 40/50 on Item #1 of the Discussion Board Rubric.

As a result, in 2023, the target was met with 92.7% (102/110) of students scoring at least a 40/50 on Item #1 of the Utilizing Resources Discussion Board. Two of the eight unsuccessful students stopped coming to class but did not drop the course. Trending shows that the changes discussed in 2022 and agreed upon in 2023 resulted in exceeding the ELA for measure 5.1 for the first time in three years. The change in measurement shows a more accurate reflection of the student's knowledge and understanding of the nursing concepts at the center of the assignment.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the faculty will: 1) utilize the new measurement for 5.1, 2) utilize the new instructional videos, and 3) track student performance and progress to determine how the videos benefit students.

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: 2023-present: At least 90% of students will score at least a 40/50 on Item#1 of the Discussion Board Rubric.
Expected Outcome: *2020-2022:* 90% of students will achieve a score of $\geq$ 80%

Finding. Target was met.

Trending.
2023: 93% (102/110)
2022: 88% (105/119)
2021: 68% (91/134)

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 2021, the target was not met. 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. As a result, in 2022, 88% (105/119) of students achieved a score of ≥ 80% on the discussion board assignment. Additionally, in December 2022, this measure was discussed in the ASN Assessment meeting. This discussion revealed that the assignment rubric contained elements such as submission 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 suggestion was forwarded to the ASN PCC for discussion and consideration of adoption for 2023.

In 2022, the target was not met. Based on the analysis of the 2022 results, in 2023 faculty: 1) discussed and agreed upon changing the expected outcome to "At least 90% of students will score ≥ 40/50 on criteria #1 on the Utilizing Resources Discussion Board 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; 2) thoroughly reviewed the syllabus, as well as each assignment, so that students understood expectations; and 3) added additional detailed instructional videos for students on faculty expectations for the discussion board assignment. Measuring student success on Item #1 of the discussion board provided a more direct and accurate measure of student understanding.

As a result, in 2023, the target was met with 93% (102/110) of students scoring at least a 40/50 on Item #1 of the Utilizing Resources Discussion Board. Two of the eight unsuccessful students stopped coming to class but did not drop the course. Trending shows that the changes discussed in 2022 and agreed upon in 2023 resulted in exceeding the ELA for this measure 5.1 for the first time in three years. The change in measurement shows a more accurate reflection of the student's knowledge and understanding of the nursing concepts at the center of the assignment.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the faculty will: 1) utilize the new measurement for 5.1, 2) utilize the new instructional videos, and 3) track student performance and progress to see how the videos are benefiting students.

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: Critical Element IV on the Clinical Evaluation tool (NURA 2100 all rotations) "Consistently demonstrates professional behaviors through adherence to professional standards of practice including University, College of Nursing, and agency policies and procedures, HIPAA, OSHA, etc." and "Consistently demonstrates accountability, responsibility, honesty, and integrity in providing nursing care within the student's scope of practice and in interactions with faculty and health care team members."
Expected Outcome: At least 90% of students will achieve a score of "satisfactory" for all rotations.

2022 and Prior
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.
2023: 100% (176/176) Critical Element IV on the Clinical Evaluation tool
2022: 100% (107/107) Clinical Evaluation Item #4 (NURA 2110)
2021: 100% (119/119) Clinical Evaluation Item #4 (NURA 2110)

Analysis. Critical Element IV on the Clinical Evaluation Tool is a component of the Clinical Evaluation tool in NURA 2110. Students are evaluated on demonstration of accountability, responsibility, honesty, and integrity when providing care based on professional standards of practice, as well as CONSAH and agency policies and protocols. During clinical orientation, faculty discuss professionalism with students, as well as review the CONSAH and agencies policies and procedures.

In 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.

In 2021, the target was met. 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. The change in the evaluation measure was the result of the revision to the Clinical Evaluation Tool. As a result, in 2022 the target was met with 100% (107/107) of students scoring a "satisfactory" on Clinical Evaluation Critical Element IV.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, the faculty: 1) increased the number of guest speakers to promote interdisciplinary collaboration, 2) incorporated one diversity and inclusion active learning activity, 3) continued the use of problem-based care plans, 4) maintained use of guest speakers from community partners, and 5) began utilizing the Critical Element IV on the Clinical Evaluation tool 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. (Again, this measure changed after faculty revised the clinical evaluation tool to be more reflective of student's performance.) 6) consistently reviewed the clinical evaluation tool with new full-time and/or adjunct faculty and with students so that the students are made aware of expectations 7) provided hospital orientation to students at the beginning of each level to ensure that agency policies and expectations were clear to students as well as provided an orientation to NURA 2110 to ensure students understand CONSAH policies and procedures.

As a result, in 2023, the target was met with 100% (176/176) of students scoring "Satisfactory" on Critical Element IV on the Clinical Evaluation tool. Trending shows that students consistently score well on Critical Element IV on the Clinical Evaluation tool. All students who complete the clinical experience in level 3 have scored a satisfactory score on Critical Element IV on the Clinical Evaluation tool for the past three years.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the faculty will: 1) provide extensive hospital and clinical orientation to students 2) train all faculty (new and/or adjunct) on the use of the clinical evaluation tool, 3) ensure students area aware of the tool and how they will be evaluated, and 4) incorporate professional standards of practice into NURA 2110 assignments and homework.

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.
2023: 95% (105/110)
2022: 87% (103/119)
2021: 96% (128/134)

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

In 2021, the target was met. 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.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023 faculty 1) researched alternate discussion board formats with a plan to change in the Fall 2023,

and 2) updated the assignment incorporating current research, and 3) added additional detailed instructional videos for students on faculty expectations for the discussion board assignment. The faculty researched other methods of evaluation rather than the discussion board forum, but after research and discussion, decided to continue using the discussion board format. The faculty felt that this was the most effective way to evaluate student's understanding of the legal and ethical standards of practice. The faculty did, however, evaluate their current evaluation methods for assignments and determined that utilizing Flipgrid in certain instances was beneficial and offered students some variety, while meeting the needs of all student learning methodologies.

As a result, in 2023, the target was met with 95% (105/110) of students scoring ≥ 80% on Legal, Ethical, Standards of Practice Discussion Board. Trending shows consistency in exceeding the ELA for this measure, with a marked increase in performance from 2022.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the faculty will: 1) discuss changing the current expected outcome for 6.2 from "80% of students will achieve a score of $\geq$ 80%" to "At least 90% of students will score at least a 40/50 on Item#1 of the Discussion Board Rubric". The faculty feel that this would be a more accurate measure of student understanding and would be congruent with the discussion board expected outcomes in measure 5.1 and 5.2; 2) utilize the new instructional videos and track student performance and progress to see how the videos are benefiting students, and 3) utilize Flipgrid to offer students some variety.

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

Based on the analysis of the 2022 results, in the 2023 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:

- The pass rate for the NCLEX-RN of 1st time test takers is 97.97% (97/99).
- Employment of 2023 graduates – 100% of those responding were employed; Response Rate – 84%.
- Plans to continue education – 91% of 2023 graduates plan to continue their education.

In the 2023 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:

- Revised teaching plan rubric to ensure consistency across all campuses and levels of the ASN program.
- Full time course faculty ensured that all part-time/ adjunct faculty were provided

with instructions on revised teaching plan rubric and updated guidelines.

- Instituted a revised measure for EOPSLO 1, Measure 1.1: Critical Element III.a on the end of the semester Clinical Evaluation Tool in NURA 2110: "Utilizes evidence-based practice to prepare and deliver therapeutic nursing interventions.
- All levels utilized the revised clinical evaluation tool in all clinical areas.
- All full-time and part-time clinical faculty received training on utilization of problem-based care planning.
- All levels included various types of Next Generation (NGN) NCLEX questions to unit exams to include SATA, Drag and Drop, Bowtie, Case Study, Matrix, Matching, Hot spot etc.
- Faculty participated in several CE events to enhance teaching effectiveness and student evaluation.
- Faculty recorded and posted all class lectures for students.
- Developed a contract for Medic/Paramedic hybrid attendance and piloted program for hybrid format in Spring 2023.
- Developed a contract for LPN to ASN hybrid attendance and piloted program for hybrid format in Fall 2023.
- Faculty began offering partial credit to applicable NGN format questions in Examsoft.
- Faculty in all levels provided rationales for test questions within Examsoft.
- Faculty in all levels utilizing flipped classroom activities.
- In 1st level, faculty updated the remediation strategies to allow for students to direct their own learning through various learning formats and methodologies.
- 1st level began conducting White Coat Ceremony for 1st level students.
- In 2nd level, faculty agreed upon changing pharmacology to hybrid format, with testing still proctored in person; first online offering in Spring 2024.
- In 3rd level, faculty ensured that students developed problem-based care plans in all clinical rotations.
- In 3rd level, faculty encouraged students to incorporate additional resources available to clients in the teaching plan.
- In 3rd level, faculty assisted students in identifying ways in which their teaching could be improved taking into consideration location, setting, visual aids, and timing.
- In 3rd level, faculty assisted students in addressing cultural considerations within the teaching plan.
- In 3rd level, faculty assisted students with identifying needs of the community for service-learning opportunities.
- In 3rd level, faculty ensured consistency among all full-time and part-time faculty regarding expectations of the service-learning project.
- In 3rd level, faculty increased the number of guest speakers to promote interprofessional collaboration and maintained use of guest speakers from community partners.
- In 3rd level, faculty incorporated one diversity and inclusion active learning activity

- Faculty approved the change in measure 6.1 to Critical Element IV on the Clinical Evaluation Tool 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.
- In 3rd level, faculty provided hospital orientation to students at the beginning of each level to ensure that agency policies and expectations were clear, as well as provided an orientation to NURA 2110 to ensure student understanding of CONSAH policies and procedures.
- In 4th level, faculty provided the students with a suggested list of ATI assignments to be completed each week.
- In 4th level, faculty encouraged students to review as many ATI NGN NCLEX questions as possible to help prepare students for the ATI Comprehensive Predictor and the NCLEX.
- In 4th level, required ATI live reviews towards the end of the semester.
- In 4th level, students were required to take the ATI Comprehensive Predictor Practice exam in a proctored setting.
- In 4th level, faculty encouraged students to complete remediation for ATI Comp predictor and submit to faculty.
- In 4th level, faculty recorded an instructional video to assist students in completing remediation for the ATI Comp Predictor practice exam.
- In 4th level, students were required to submit ATI transcript prior to sitting for the ATI Comp Predictor exam.
- In 4th level, faculty moved ATI live review to shortly after the ATI Comp Predictor Practice exam.
- In 4th level, faculty administered the ATI Comp Predictor after the course final exam in an effort to determine if students were more focused on the ATI.
- In 4th level, faculty provided ongoing feedback regarding positive and negative clinical behaviors in addition to opportunities for correcting behaviors if needed.
- In 4th level, faculty updated clinical paperwork to closely mimic computer charting.
- In 4th level, faculty maintained the utilization of two interprofessional collaboration assignments in NURA 2510.
- In 3rd and 4th level, faculty provided additional instruction to adjunct clinical faculty on specific behaviors that constitute a pass or fail on the clinical evaluation rubric.
- In 4th level, students who were having difficulty with clinical performance were required to be evaluated by more than one faculty member in more than one clinical setting.
- In 4th level, the faculty utilized the QSEN Clinical Focus Assignment rubric across all campuses and ensured all faculty were trained on its use.
- In 4th level, faculty allowed students to take the lead in the direction of the QSEN assignment and encouraged the students to include a technology piece in the assignment.
- In 4th level, faculty added active learning interprofessional collaboration activities during clinical orientation at the beginning of the semester.

- In 4th level, faculty required two interprofessional collaboration assignment per clinical rotation and emphasized communication between interprofessional providers in clinical.
- In 4th level, the faculty discussed and approved the changing of measure 5.1 and 5.2 to Criterion #1 on discussion board grading rubric of the assignment to ensure measurement of content only.
- In 4th level, faculty changed the new measure 5.1 question to require students to include financial and technological resources.
- In 4th level, faculty thoroughly reviewed the syllabus and Discussion board assignments with students.
- In 4th level, faculty included the use of research in the 2550 discussion board assignments.
- In 4th level, faculty conducted exam reviews in the classroom after exams.
- In 4th level, faculty utilized Flipgrid in NURA 2550 to offer students variety in meeting their learning styles.

Faculty

- Two ASN faculty continue to work toward a doctoral degree.
- Faculty across all levels made every effort to provide in person, in facility clinical hours for students who have missed clinical.

Plan of action moving forward.

In 2024, the Medic/Paramedic track will continue to admit students twice a year on four campuses with the expansion to the Baton Rouge location. LPN to ASN students will be able to attend classes and clinicals on four campuses with the addition of the Natchitoches location.

A progressive test plan consistent across the curriculum will be utilized to ensure increasing levels of difficulty as students advance through the program, including NextGen NCLEX-RN test items.

Additional training and an orientation process will be provided for new faculty and adjunct faculty to include utilization of the clinical evaluation rubric, daily clinical evaluations, and assignment expectations.

A more extensive hospital orientation will be provided to all students throughout the program to ensure satisfactory experiences and opportunities. Clinical orientation will also include a review of the clinical evaluation tools used in courses to ensure students understand how they will be evaluated.

A variety of active learning strategies will be included in all courses across the curriculum to provide a more engaging learning environment for students. New strategies will be explored to provide alternatives and keep students excited about learning.

AC 2023-2024 Assessment

Below are additional plans for the 2024 assessment year based on the analysis of the 2023 results.

- In 3rd level, ensure that exemplars of the problem-based care plan and patient daily profile are uploaded to the LMS shell.

- In 3rd level, review the clinical evaluation tool with students to ensure an understanding of the expectation for utilizing evidence-based practice to provide care.

- In 3rd level, ensure students receive opportunities for involvement in interprofessional collaboration while in the clinical setting.

- In 3rd level, require students to self-critique teaching plans for ways to improve and changes needed for diverse populations.

- In 3rd level, encourage students to utilize technology in the provision of patient care.

- In 3rd level, provide a template for the service-learning slideshow and exemplars to guide students during creation of the presentation piece of assignment.

- In 3rd level, expand opportunities for community partnerships and collaboration with community organizations to meet student and community needs through service-learning or other experiences.

- In 3rd level, ensure professional standards of practice are incorporated into assignments throughout the course.

- In 4th level, develop additional active learning interprofessional collaboration activities for student participation.

- In 4th level, provide exemplars of assignments with a technology-based component.

- In 4th level, administer a proctored ATI Comprehensive practice exam and administer the ATI Comprehensive Predictor exam before the course final.

- In 4th level, refine and enhance the remediation process for students for the ATI Comprehensive Predictor exam.

- In 4th level, provide at-risk students with additional feedback and guidance in an alternate clinical setting.

- In 4th level, adapt clinical paperwork to provide more realistic view of electronic medical record documentation.

- In 4th level, provide instructional videos for student utilization in completing assignments while tracking student performance and progress in completing the video series through the course.

    Faculty and Administration

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