

Bachelor of Science in Nursing

Division or Department: College of Nursing (CON)

Prepared by: Dr. Melissa Rennie
Dr. Heather Hayter
Dr. Shaun Wheat

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Approved by: Dr. Aimee Badeaux, Interim Dean

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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.

AC 2023-2024 Assessment

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 on an annual (calendar year) basis.
2. Data is documented and shared with faculty. Faculty analyze data and give input on the implementation, actual learning outcomes, and ideas for future actions to enhance student learning.
3. The results and plan are shared with the Director of Assessment, Program Director, and the BSN (Bachelor of Science in Nursing) Assessment Committee. The committee discusses data analysis, interpretation, actions, trends, results, and needs to address improvements.
4. The BSN Assessment Committee findings are discussed in program curriculum committee meetings. Additional insights and actions are added to the SLOs based on faculty input.
5. Significant findings are reported in the Administrative Council meeting.

Student Learning Outcomes:

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

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)

AC 2023-2024 Assessment

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

Finding. Target was met.

Trending.

2023: 100% (202/202)

2022: 100% (163/163)

2021: 100% (189/189)

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.

In 2021, 100% (189/189) of students achieved a score of 3 or above. 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 used for NURB 4221 and created a weekly clinical log. The log was completed weekly by students and was designed to help them 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

AC 2023-2024 Assessment

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.

In 2022, the target was met. 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.

Based on the analysis of the 2022 results, in 2023, Community Health students participated in more clinical opportunities focused on fostering self-awareness of various cultural challenges that affect the health status and wellbeing of the communities within the region. As a result: 1) students demonstrated increased awareness 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; 2) students partnered with community action agencies, schools, churches, or community clubs to execute their projects and presented them in a poster presentation format for peers, faculty, and administration viewing; 3) students learned how to provide culturally competent care to individuals, families, and groups as part of their clinical practice. In addition, the students presented cultural findings and observations in their community health clinical logs and as part of the presentation on their Community Assessments. Interventions were developed that focused populations rather than individuals; 4) as graduating seniors, NURB 4221 clinical students continued to analyze their own cultures and potential biases towards others that may be encountered in the communities they serve.

As a result, in 2023, the target was met with 100% (202/202) of students scoring a 3 or above on the Cultural Competency Skills component of the Clinical Evaluation Tool. Trending shows the populations that we currently serve have become more culturally diverse within the region, with language barriers becoming a common source of difficulty to providing optimal person-centered care. This is especially difficult in the community setting where resources for facilitation of communication may be lacking. Furthermore, the community health ATI results supported this finding with only 27% of students answering correctly on questions pertaining to communication barriers when caring for non-English speaking clients.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024: 1) faculty will develop a simulation exercise (virtual or in person) to enhance

AC 2023-2024 Assessment

therapeutic communication skills with persons with cultural language barriers; 2) students will create role playing scenarios to identify realistic challenges and appropriate interventions to increase therapeutic communication with non-English speaking clients; and 3) faculty will develop an assignment directed at enhancing cultural competency among students. The assignment will require students to perform a culturally appropriate health assessment on a client in the community setting and identify cultural preferences for health care practices, to provide culturally appropriate health promotion activities.

Measure 1.2.

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

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

Finding. Target was met.

Trending.

2023: 93% (190/203)

2022: 100% (163/163)

2021: 100% (189/189)

Analysis. The evaluation tool used for NURB 4231 includes the competencies required for NSU College of Nursing and competencies 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, the target was met with 100% (189/189) of students achieving 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 student in 4231 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.

In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, faculty developed a new student assignment, a service-learning project with three components:

AC 2023-2024 Assessment

1) a windshield survey, 2) a community assessment, and 3) an implementation plan. The students were required to partner with community agencies to implement a plan of care for an at-risk population. This plan was evaluated and presented as a poster presentation to 5th level students and faculty.

As a result, in 2023, the target was met with 93% (190/203) of students scoring 3 or above on the Implementation Component of the Clinical Evaluation Tool. Results show a decrease in the percentage of students achieving the ELA. However, the 2023 results were still met. It is uncertain as to why this number has dropped slightly. As future data is collected, faculty can determine if this is a trend or if this was an aberration. Currently, students are initiating plans of care with a focus on: (1) client and family stressors, (2) a need for flexibility, and (3) attention to developmental and cultural accommodations.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the faculty will develop a cultural assignment in NURB 4231 focusing on death and dying.

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.

2023: 93% (151/162)

2022: 90% (179/199)

2021: 83% (221/266)

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 target was met. Based on analysis of the 2021 results, in 2022 all practicum rubrics were revised and updated, and faculty adhered to accurate and

AC 2023-2024 Assessment

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. Also, students were given a detailed assignment grid outlining requirements for Lippincott and ATI which facilitated organization and time management for students when completing assignments. Students reported the outline format was more organized and kept 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 teaching 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.

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 year 2022 was the first time in three years that the target was met. Also, the total number of students during 2022 was less than in recent years.

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

As a result, in 2023, the target was met with 93% (151/162) of students scoring 80% or higher on the Health Assessment Final Comprehensive Practicum. Trending shows an increase from 83% to 93% since 2021. However, the total number of students in the course decreased considerably from 266 to 199.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, faculty will: 1) incorporate active learning activities and use multiple learning techniques in the lab to keep students engaged and promote clinical judgment, 2) revise skill competency demonstration and lab assignments as needed to ensure evidenced-based practice guidelines are being followed, and 3) ensure content discussed in lecture is covered prior to attending skills lab and the appropriate content is reflected in skills lab activities.

AC 2023-2024 Assessment

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 higher.

Finding. Target was met.

Trending.

2023: 97% (194/201)

2022: 93% (151/163)

2021: 100% (189/189)

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, the target was met. Based on the analysis of the 2021 results, in 2022, 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. 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 from 2021, but the improvement in the assessment scores on the ATI Leadership Exam showed a great increase.

AC 2023-2024 Assessment

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

As a result, in 2023, the target was met with 97% (194/201) of students scoring a 90% or above on the Theoretical Models of Nursing Leadership Module 8, Components 1-4. Trending shows an increase from 2022.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, faculty will: 1) revise Module 8 to a narrower focus (8.01) so that it better correlates with the NCLEX Clinical Judgement Model. Course lectures will be modified to reflect this change; 2) utilize expert guest lecturers to present on the current state of nursing leadership roles, Louisiana's Recovering Nurse Program, including diversion; and 3) utilize ATI practice and proctored assessments to improve clinical judgment and content understanding for NCLEX success.

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 higher

Finding. Target was met.

Trending.

2023: 96% (147/153)

2022: 99% (179/181)

2021: 75% (147/196)

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.

In 2021 the target was met. Based on the analysis of the 2021 results, in 2022 faculty made the following changes: 1) faculty integrated new resources to facilitate peer review, and electronic tools providing automated feedback for spelling, grammar, academic writing, and more; 2) electronic APA format resources were added to the course; 3) additional resources added included virtual workshops, anonymous peer-

AC 2023-2024 Assessment

review activities, and Feedback Fruits; and 4) 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 positively impact student writing skills and influence results in the coming years. These changes directly impact the student's ability to develop written communication skills, thereby continuing to drive improvement forward.

In 2022, the target was met; 99% (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 2021 result of 75%.

In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, faculty: 1) added exemplars to facilitate writing research projects; 2) provided a discussion board where assignments were divided into portions of the research project. If any deficiencies were noted, assignments were added as needed to ensure the projects were completed correctly; 3) continued to advise students to enroll in the special section ENGL 2110 that incorporates APA format, so that students can enter the program more prepared for professional writing; and 4) required students to peer-review all student paper submissions.

As a result, in 2023, the target was met with 96% (147/153) of students scoring an 80% or higher on the research proposal paper. Trending shows a slight decrease from 2022 (99%) to 2023 (96%), however, this is not statistically significant. Six students in 2023 earned less than 80% on the research proposal paper due to the following explanations: four did not properly follow the APA formatting guidelines; and two did not provide references to support their literature searches.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the faculty will: 1) impress upon students the importance of following APA guidelines/resources that are prominently posted in the ALHE 4520 course that reinforce the importance of adhering to APA format; and 2) provide resources included in the Research Proposal Draft module to improve congruency of APA formatting throughout this assignment. These resources include: "Writing a Literature Review," "Research Proposal Template," and "Lit Review: Relational Words & Phrases." Faculty will review the assignment grading rubric to ensure the data being collected reflects students' ability to meet this measure/SLO.

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.

AC 2023-2024 Assessment

Trending.

2023: 94% (191/204)

2022:100% (132/132)

2021: 99% (216/218)

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.

In 2021, the target was met. Based on the analysis of the 2021 results, in 2022: 1) 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; and 2) 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, such as Lippincott Advisor, course textbook, nursing journal, or class lecture. This method was used to meet the planning criteria noted on the 4th Level Clinical Evaluation Tool. Students had to submit a three-problem care plan for each patient 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.

In 2022 the target was met. Based on the analysis of the 2022 results, in 2023 the faculty used the Clinical Judgement Model (CJM) as a student assignment. After a 3-problem care plan was completed, students used the CJM to aid in planning the daily care of patients. The CJM document aids students in applying the model to the daily patient plan of care and uses questions to guide students in making sound clinical judgment (or effective clinical judgment). Clinical paperwork was formatted to transition students to the electronic health record (EHR) they encountered in the clinical facilities.

As a result, in 2023 the target was met with 94% (191/204) of students scoring ≥ 2.5 on the Planning portion of the clinical evaluation tool in NURB 4121. Trending shows students consistently achieve 2.5 or higher for this indicator. With the implementation of the Clinical Judgement Model, students in one of the 4121 clinical groups piloted the model, using the model's design to guide them in making sound/effective clinical judgments while planning patient care. Statistics for the pilot group showed 100% of the students scoring >2.5 on the Planning portion of the evaluation tool, although future data is required to determine if this is related to the new clinical judgement model.

AC 2023-2024 Assessment

Decision. In 2023 the target was met. Based on the analysis of the 2023 results, in 2024 the plan is to implement the Clinical Judgement Model for all 4121 clinical students, on all campuses. The faculty will use the model's design to help guide students in making sound/effective clinical judgments while planning patient care and students will follow the steps from the model in their planning phase of the nursing process: *Noticing, Interpreting, Generating Solutions, Responding and Reflecting*. Data will be collected to determine if this new model has any effect on student planning scores overall.

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.

2023: 100% (202/202)

2022: 100% (163/163)

2021: 100% (182/182)

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

In 2021, the target was met. Based on the analysis of the 2021 results, in 2022, 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 remained 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.

In 2022, 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

AC 2023-2024 Assessment

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 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.

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

As a result, in 2023, the target was met with 100% (202/202) of students scoring $\geq 80\%$ on the Political Assignment Project in NURB 4220 (Community Health). However, trending of scores on part of the assignment demonstrates that students are struggling with understanding the political systems of government (local, state, and federal) and the role the nurse plays in political activism. Thus, the student groups are unable to accurately identify the appropriate political entity/legislature to address for their advocacy projects.

Decision. In 2023 the target was met. Based on analysis of the 2023 results, the plan for 2024 is to: 1) provide more in-depth discussion regarding the legislative branches of government, how to search and find current pending legislation, and how to identify meaningful health care related topics for advocacy; 2) incorporate active learning strategies that will be utilized in the virtual learning environment to enhance students' understanding of the role nurses play in advocacy, political activism, and how to correctly identify local, state, and federal issues; and 3) revise the instructions and grading rubric for the political project so they are more concise to increase understanding of the objectives.

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.

2023: 100% (100/100)

AC 2023-2024 Assessment

2022: 95% (72/76)

2021: 100% (184/184)

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 various ways throughout the third level in theory and clinical courses. This included lectures, assessments, and discussions in clinical post-conferences. During orientation, guest speakers address current statistics involving maternal newborn morbidity and mortality and how political factors impact maternal newborn healthcare and access to healthcare.

In 2021, the target was met. Based on the analysis of the 2021 results, in 2022, the following changes were implemented: 1) faculty 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 agreed (score of 3 or above) with the statement. 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.

In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, faculty: 1) ensured that the objectives were stressed at the beginning of the semester along with a discussion of their evaluation and their importance at the end of the terms; 2) thoroughly emphasized these topics (economic, legal, ethical, or political factors influencing health care systems) and included at least one of the topics on each test; 3) ensured that clinical faculty discussed these topics in their clinical groups and provided a written explanation of the discussion or activity; and 4) stressed the importance of student participation in the survey at the time the survey information was requested.

As a result, in 2023, the target was met with 100% (100/100) of students agreeing (score of 3 or above) with the statement on the End of Semester Questionnaire. Trending shows the objectives are being met, however, students have reported that the topics are not being consistently discussed among all clinical groups. However, these topics are being thoroughly addressed during course lectures.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, faculty will: 1) stress the objectives at the beginning and end of each term; 2) ensure all clinical faculty discuss these topics and provided a written explanation of the discussion or activity; 3) review each exam blueprint to ensure these topics are being consistently taught and sufficiently evaluated; and 4) stress the importance of student completion of the end of semester questionnaire.

AC 2023-2024 Assessment

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.

2023: 96% (195/203)

2022: 100% (184/184)

2021: 100% (182/182)

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 must 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, the target was met. Based on the analysis of the 2021 results, in 2022, faculty: 1) utilized Lippincott PrepU to enhance didactic content with specific interdisciplinary collaboration assignments, 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?

AC 2023-2024 Assessment

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%.

In 2022 the target was met. Based on analysis of 2022 data, in 2023 the faculty met prior to the summer 2023 semester and reformulated 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. The new questions focused 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.

As a result, in 2023, the target was met with 96% (195/203) of students scoring ≥ 3 on the 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?" Since 2021, trends show students are recognizing and engaging in interprofessional teamwork; in which healthcare professionals with diverse knowledge, skills, and talents are collaborating to achieve common goals. By exposing students to interprofessional collaborative practice, our program recognizes the value of all members of the healthcare team and promotes person-centered care.

Although the target was met, a summative ATI assessment identified a need for improvement. The ATI Comprehensive Predictor Assessment showed students scored low on questions related to collaborative care (30.8%). This percentage indicates the need to strengthen collaborative skills in the clinical setting.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, faculty will design an interprofessional learning activity to help identify opportunities for collaboration.

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.

AC 2023-2024 Assessment

Trending.

2023: 100% (202/202)

2022: 100% (163/163)

2021: 100% (182/182)

Analysis. The Community Dimensions of Practice is a component of the Clinical Evaluation Tool-Community/Public Health in NURB 4221 Community Health Nursing Practicum (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. Identifies 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, the target was met. 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.

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%.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, faculty: 1) guided students in activities that emphasized wellness and prevention in collaboration with community health partners for the students' community health projects and community health clinical experiences, and 2) continued 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.

As a result, in 2023, the target was met with 100% (202/202) of students achieving a score of 3 or higher on the Community Dimensions of Practice component of the Clinical Evaluation Tool in NURB 4221 (Community Health Nursing Practicum). Trending shows that students continue to achieve this SLO in the healthcare setting. Over the last year, CONSAH emphasized the importance of developing stronger networks of community partners so that a wider range of experiences can be offered to

AC 2023-2024 Assessment

students. This focus on developing stronger relationships has helped enhance student knowledge regarding: 1) the importance of population health, and 2) the important role community health plays in access to healthcare, disease prevention, and health promotion. Understanding these concepts helps students with the implementation of their Service-Learning Project (SLP). However, more time is needed in the clinical setting to fully develop collaborative relationships, formulate appropriate goals, implement meaningful projects, and fully evaluate the impact of their project on the community.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024 the faculty plan to: 1) revise the SLP for NURB 4221. This will require student groups to identify a community agency partner for implementation of health promotion activities. The clinical log will reflect the number of collaborative meetings and mutual goals set for the SLP. The collaborative goals will also be visible during their SLP poster presentation; 2) revise the NURB 4221 clinical log to include a category identifying QSEN activities utilized during the clinical experience and how they are implemented in the community setting to keep clients safe; and 3) allot more clinical time for student/instructor collaboration to work on data collection, analysis, planning, implementation and evaluation of their SLP projects.

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.

2023: 100% (201/201)

2022: 98% (159/163)

2021: 95% (180/186)

Analysis. The NURB 4230 online course uses the Marquis and Huston textbook: Leadership Roles and Management Function in Nursing. Resources include Video case conferences, virtual simulations, 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 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

AC 2023-2024 Assessment

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 the percentage of students achieving the goal from the previous year.

In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, faculty identified additional ways students could recognize the role of delegation and management in diverse settings, including research findings, hospital policies, and personal experiences within the clinical setting.

As a result, in 2023, the target was met with 100% (201/201) of students achieving an 8 or above on the Delegation and Communication assignment in NURB 4230 (Healthcare Management). Trending showed increases in scores on delegation and communication with the use of Power Point lectures and Lippincott modules to deliver evidence-based content.

Decision: In 2023, the target was met. Based on the analysis of the 2023 results, in 2024 faculty plan to implement Flipgrid for the delegation reflection assignment to improve communication skills.

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.

2023: 100% (201/201)

2022: 100% (163/163)

2021: 98% (186/189)

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.

In 2021, the target was met. Based on the analysis of the 2021 results, in 2022 faculty: 1) updated supplemental resources, 2) invited nursing leaders 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.

AC 2023-2024 Assessment

In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, faculty: 1) ensured groups of governance were represented as appropriate in activities, 2) allowed students to have opportunities for student representation in nurse faculty meetings, and 3) oriented and mentored new and adjunct faculty in this area of responsibility to serve as resources for students.

As a result, in 2023 the target was met with 100% (201/201) of students achieving an 80% or higher on the NURB 4230 Quiz on Learning Unit 1: Theoretical Models of Nursing Leadership Marquis and Houston (Leadership Roles and Management Functions in Nursing). Trending shows that students continue to score high on the modules, but it was noted on student feedback that only sections 1.1 and 1.3 were helpful to their learning.

Decision. In 2023 the target was met. Based on the analysis of the 2023 results, in 2024, the plan is to: 1) use only modules 1.1 and 1.3 in Lippincott, and 2) invite local nurse leaders to speak on current practice leadership.

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.

2023: 100% (100/100)

2022: 99% (179/181)

2021: 100% (189/189)

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.

AC 2023-2024 Assessment

In 2021, the target was met. Based on the analysis of the 2021 results, in 2022, faculty: 1) followed the ever-evolving COVID-19 protocols, and 2) scheduled leadership from 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.

As a result, in 2022, 99% (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.

In 2022 the target was met. Based on the 2022 results analysis, in 2023 the faculty revised the professionalism and interview skills presentation by including more local hospital leaders representing more facilities. A question-and-answer time was also scheduled during each session to increase student engagement and student-to-nurse leader interaction.

As a result, in 2023, the target was met with 100% (100/100) of students scoring a 3 or higher on the Professionalism component of the Clinical Evaluation Tool. Trending shows that students continue to achieve this SLO at a high level.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, faculty will: 1) invite a more diverse group of local nurse leaders from different hospitals to discuss professionalism and interview skills, and 2) review the professionalism component of the clinical evaluation during course orientation and reinforce as needed throughout the semester.

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.

2023: 100% (91/91)

2022: 100% (200/200)

2021: 100% (189/189)

Analysis. The Clinical Evaluation Tool uses a four-point Likert scale. Students must earn at least 2.5 average on the evaluation criteria based on this scale. Any total scores less than 2.0 are supported with faculty documentation and discussed with the student.

AC 2023-2024 Assessment

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, the target was met. 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.

In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, faculty 1) developed another method (Flipgrid video recording activities as part of post-conference) to encourage client-centered problem-based care planning, and 2) maintained use of problem-based plans of care in the clinical setting to meet the goals.

As a result, in 2023, the target was met with 100% (91/91) of students achieving a score of 3 or higher on the Planning Component of the Clinical Evaluation Tool. Trending shows that students continue to achieve this SLO due to the diligent focus on client – centered care in didactic and clinical courses.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024 faculty will: 1) utilize more creative active learning methods to encourage client-centered, problem-based care planning; 2) utilize problem-based care planning, concept mapping, and review of journal articles as needed; and 3) utilize additional Lippincott resources to increase students' knowledge, skills, and abilities for safe practice.

AC 2023-2024 Assessment

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 unmet.

Trending.

2023: 78% (156/201)

2022: 81% (113/140)

2021: 77% (141/184)

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 available to nurses to advance their practice and careers. The measurement for this SLO is obtained from a self-report from students in their last semester of the BSN program. One data form asks, "Do you plan to continue your education at some time in the future?" Additionally, data is collected from the student report of future educational goals which is gathered for the recognition ceremony.

In 2021 the target was not met. Based on the analysis of the 2021 results, in 2022 the faculty: 1) 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%.

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

As a result, in 2023, the target was unmet with 78% (156/201) of graduating seniors responding yes to the questions: "Do you plan to continue your education at some time in the future?" and "Future Educational Goals" on the Graduating Senior's Biographical data questionnaire. Trending shows that this is consistent with recent years' results ranging from 77-81%.

Decision. In 2023, the target was not met. Based on the 2023 results analysis, in 2024, the faculty will: 1) reinforce lifelong learning in the classroom and clinical setting as

AC 2023-2024 Assessment

topics in the Leadership and Management (4230) and Special Topics in Nursing (4950) courses; 2) offer a link to the Senior Biographical Data questionnaire earlier in the 5th semester of the program; and 3) have the MSN and DNP program directors present to the class about all graduate school options and the career opportunities each may provide.

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.

2023: 100% (203/203)

2022: 100% (163/163)

2021: 100% (182/182)

Analysis. The student portfolio demonstrates work in progress over 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 your experiences at NSU have 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.

In 2021, the target was met. Based on the analysis of the 2021 results, in 2022, faculty maintained actions initiated 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 hear 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.

AC 2023-2024 Assessment

In 2022, the target was met. Based on analysis of the 2022 results, in 2023, faculty: 1) maintained the reflection assignment as part of the portfolio process, and 2) utilized guest speakers as part of the leadership course.

As a result, in 2023, the target was met with 100% (203/203) of 5th level students scoring a 3 or higher on SLO 2.2 of the portfolio. Since 2021, trending shows that 100% of the 5th level students reflect on how their experiences at NSU have affected their perceptions regarding education, and how their educational experiences have provided a foundation for their personal growth and maturity.

Decision. In 2023 the target was met. Based on the analysis of the 2023 results, students continue to demonstrate achievement of student learning objectives. Currently, the portfolio provides the student the opportunity for reflection on perceptions about education, and how they will use this experience as a foundation for personal growth and maturity. Going forward in 2024, the BSN faculty will make recommendations to the BSN PCC committee for revisions to reflect the new AACN Essentials. In the meantime, the plan is to proceed with the reflection assignment and guest speakers for 2023.

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.

2023: 97% (142/146)

2022: 98% (196/200)

2021: 97% (199/205)

Analysis. This was a new measure for the year 2021, 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

AC 2023-2024 Assessment

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.

In 2022, the target was met. Based on analysis of the 2022 results, in 2023, faculty: increased 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).

In 2023, the target was met with 97% (142/146) of students earning a score of 3 or higher on the Safety component of the Clinical Evaluation Tool in NURB 3141. Trending shows that NURB 3141 clinical students are continuing to consistently demonstrate the provision of safe nursing care during clinical.

Decision. In 2023 the target was met. Based on the analysis of the 2023 results, in 2024, the plan is to: 1) evaluate software for purchase/implementation that allow for greater focus on competently navigating the electronic health record, 2) administer medications with each student in 3141 a minimum of once per week to increase proficiency with medication dosage calculation, administration via various routes, and test/improve knowledge of pharmacology, and 3) increase numbers of test items on all 3150 exams that require dosage calculation/IV pump flow rate management to improve student accuracy.

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.

2023: 93% (189/204)

2022: 100% (132/132)

2021: 99.5% (217/218)

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.

AC 2023-2024 Assessment

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, the target was met. 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 at least two problem-based care plans over 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 various healthcare technologies used 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.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, the faculty: 1) piloted the Clinical Judgment Model in one of the 4121 clinical groups. The Clinical Judgment Model guides students in evaluating the daily patient plan of care. This document guides students with questions that must be answered at the different steps of the model, with evaluation as the final step. These questions are specific and therefore, very effective in the development of students' clinical judgment. The students used this model worksheet in conjunction with the required clinical forms they completed on their patients every week in the clinical setting; and 2) sought opportunities for exposure to the variety of technologies available at each agency utilized by our three campuses.

As a result, in 2023, the target was met with 93% (189/206) of students achieving a score of 3 or higher on the Evaluation component of the Clinical Evaluation Tool in NURB 4121 (Complex Nursing Practicum). Though the 2023 result was a decrease from 2022, trending shows that students continue to exceed the benchmark for this SLO.

Decision. In 2023 the target was met. Based on the analysis of the 2023 results, the plan for 2024 is for faculty to implement the Clinical Judgement Model for all NURB

Commented [DC1]: For future reference - this is a very weak action as it does not tell what they found or what they used. We really get no idea of what took place.

AC 2023-2024 Assessment

4121 clinical students, on all campuses. Faculty will use the model's design to help guide students in making sound/effective clinical judgments while evaluating patient care. Students will follow the steps of the model in the evaluation process: 1) Generate Solutions - Generate a set of feasible solutions to handle emergent concerns based on prioritized hypotheses; 2) Respond – Utilize clinical judgment to make decisions and judgments; 3) Take Action - Implement solutions based on generated hypotheses; and 4) Reflect – evaluate personal experience and utilize judgment skills.

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

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:

- 98.84% pass rate for first time test takers for the NCLEX-RN in 2023.
- 100% of graduates who sought employment (of those who responded) were able to find employment (165/201 or 82% of graduates responded).
- 93% of graduates responded to a query asking if the graduate planned to continue their education. 78% of graduates expressed plans to continue their education.
- The Bachelor of Science to BSN program was relabeled Accelerated BSN (aBSN) beginning in Summer 2023 to reflect the acceptance of students who had completed any baccalaureate degree.
- NURB 3230 Pediatrics course changed textbooks to: Tagher, C. G., & Knapp, L. M. (2020). Pediatric nursing: A case-based approach. Wolters Kluwer. ISBN: 9781496394224.
- NURB 3230 incorporated new technology into lectures, including: 1) pediatric escape room via google forms, 2) FLIP video for V-Sim clinical make ups and classroom activities; and 3) Kahoot for in class questions.
- NURB 3230 recorded and posted multiple interdisciplinary speakers during the semester including: 1) pediatric trauma coordinator, 2) child life specialist, 3) pediatric social worker, 4) Gingerbread House, and 5) Human Trafficking during the Beta Chi/CHEN research presentations.
- NURB 3141 faculty invited a dietician from a local hospital to speak to the students in post conference to review therapeutic diets.
- Joshua Hooper, a 3rd level student, won a CHEN scholarship of \$500.00.

AC 2023-2024 Assessment

- NURB 3130 and 3150 updated textbook editions.

The following actions summarize changes implemented to drive the continuous process of seeking improvement in AC 2023. These changes are based on the knowledge gained through the analysis of the AC 2022 results.

First Level. Faculty in NURB 3061: 1) implemented the central line dressing change in place of the sterile dressing change. The rubric was developed using the procedure outlined in the textbook and the policies and procedures from local hospitals. It was felt this procedure was more useful to students in the clinical setting since most facilities were no longer using a sterile dressing change in the manner we were testing this skill; 2) converted and implemented fillable PDFs for all practicum rubrics to support paperless format, promote consistent grading, and permit immediate feedback for students; and 3) provided assignment links in course shells for all Lippincott videos and ATI skills modules. This helped students stay on track with assignments and facilitated grading and tracking of assignment completion by faculty.

Second Level. Faculty in NURB 3141 increased 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).

Third Level. NURB 3160/ALHE 4520 faculty: 1) added exemplars to facilitate writing research projects; 2) provided a discussion board in which assignments were divided into portions of the research project. If any deficiencies were noted, assignments were added as needed to ensure the projects were completed correctly; 3) continued to advise students to enroll in the special section ENGL 2110 that incorporates APA format, so that students can enter the program more prepared for professional writing; and 4) required students to peer-review all student paper submissions. The faculty in NURB 3220/3230: 1) ensured that the objectives were stressed at the beginning of the semester along with a discussion of their evaluation and their importance at the end of the terms; 2) thoroughly emphasized these topics (economic, legal, ethical, or political factors influencing health care systems) and included at least one of the topics on each test; 3) ensured that clinical faculty discussed these topics in their clinical groups and provided a written explanation of the discussion or activity; and 4) stressed the importance of student participation in the survey at the time the survey information was requested. The faculty in NURB 3231 revised the professionalism and interview skills presentation by including more local hospital leaders representing more facilities. A question-and-answer time was also scheduled during each session to increase student engagement and student-to-nurse leader interaction. In NURB 3221, faculty: 1) developed another method (Flipgrid video recording activities as part of post-conference) to encourage client-centered problem-based care planning, and 2) maintained use of problem-based plans of care in the clinical setting to meet the goals.

Fourth Level. Faculty in NURB 4121 used the Clinical Judgement Model (CJM) as a student assignment. After a 3-problem care plan was completed, students used the CJM to aid in planning the daily care of patients. The CJM document aids students in applying the model to the daily patient plan of care and uses questions to guide

AC 2023-2024 Assessment

students in making sound clinical judgment (or effective clinical judgment). Additionally, this document guides students with questions that must be answered at the different steps of the model, with evaluation as the last step. These questions are specific and therefore effective in developing students' clinical judgment. The students used this model worksheet with the required clinical forms they completed on their patients weekly in the clinical setting. Faculty also sought opportunities for exposure to the variety of technologies available at each agency utilized by our three campuses. Clinical paperwork was formatted to transition students to the electronic health record (EHR) they encountered in the clinical facilities.

Fifth Level. In 4220/4221, Community Health students participated in more clinical opportunities focused on fostering self-awareness of various cultural challenges that affect the health status and wellbeing of the communities within the region. In NURB 4231, faculty developed a new student assignment, a service-learning project with three components: 1) a windshield survey, 2) a community assessment, and 3) an implementation plan. The students were required to partner with community agencies to implement a plan of care for an at-risk population. This plan was evaluated and presented as a poster presentation to 5th level students and faculty. In NURB 4230, faculty: 1) used outside speakers to present current evidence-based practices on Leadership Roles, the Recovery Nurse Program, and Diversion to help develop future nurse leaders, 2) revised the delegation assignment to require more active learning utilizing Flipgrid for posts and replies, and 3) used ATI practice assessments and proctored assessments to prepare clinical judgment and content understanding for NCLEX success and future clinical practice. In NURB 4220, faculty: 1) enhanced teaching by addressing topics that scored less than 50% on the Community Health ATI exam, which were substance abuse, hospice care, and nutrition; 2) provided students with additional resources for areas on the ATI exam that scored below 80%; and 3) continued the political activism project as revised with an emphasis on identifying areas for advocacy that also relate to Healthy People 2030 goals. In NURB 4221, faculty: 1) guided students in activities that emphasized wellness and prevention in collaboration with community health partners for the students' community health projects and community health clinical experiences, and 2) continued 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. In NURB 4230, faculty identified additional ways students could recognize the role of delegation and management in diverse settings, including research findings, hospital policies, and personal experiences within the clinical setting. Also in NURB 4230, faculty: 1) ensured groups of governance were represented as appropriate in activities, 2) allowed students to have opportunities for student representation in nurse faculty meetings, and 3) oriented and mentored new and adjunct faculty in this area of responsibility to serve as resources for students. To improve collection of graduating senior data, faculty: 1) improved communication to inform students of options to continue their education, 2) encouraged students interested in advanced practice nursing about options and opportunities that exist, and 3) invited students to attend BSN PCC meetings to play a role in nursing education. Regarding the Student Portfolio, faculty: 1) maintained the reflection assignment as part of the portfolio process, and 2)

AC 2023-2024 Assessment

utilized guest speakers as part of the leadership course.

Plan of action moving forward.

- Incorporated growth, development, and nutrition lessons in lecture and post conferences throughout the BSN program in response to NCLEX reports
- One BSN faculty member received their Ed.D. degree in 2023.
- Three BSN Faculty attended the AACN Essentials workshop in November 2023 to assist in adding competency-based education throughout the curriculum.
- One BSN faculty member received Certified Nurse Educator certification.

Plans for 2024 in each level:

1st Level. Faculty plan to: 1) incorporate active learning activities and use multiple learning techniques in the lab to keep students engaged and promote clinical judgment, 2) revise skill competency demonstration and lab assignments as needed to ensure evidenced-based practice guidelines are being followed, and 3) ensure content discussed in lecture is covered prior to attending skills lab and the appropriate content is reflected in skills lab activities.

2nd level. Faculty plan to: 1) evaluate software for purchase/implementation that will allow for greater focus on competently navigating the electronic health record, 2) administer medications with each student in NURB 3141 a minimum of once per week to increase proficiency with medication dosage calculation, administration via various routes, and test/improve knowledge of pharmacology, and 3) increase numbers of test items on all NURB 3150 exams that require dosage calculation/IV pump flow rate management to improve student accuracy.

3rd Level. NURB 3160/ALHE 4520 faculty will: 1) impress upon students the importance of following APA guidelines/resources that are prominently posted in the ALHE 4520 course; and 2) provide resources included in the Research Proposal Draft module to improve congruency of APA formatting throughout this assignment. These resources include: "Writing a Literature Review," "Research Proposal Template," and "Lit Review: Relational Words & Phrases." Faculty will review the assignment grading rubric to ensure the data being collected reflects students' ability to meet this measure/SLO. Third level course faculty (NURB 3220/3230) plan to: 1) stress the objectives at the beginning and end of each term; 2) ensure all clinical faculty discuss economic, legal, ethical, and political factors influencing health care systems and provide a written explanation of the discussion or activity; 3) review each exam blueprint to ensure these topics are being consistently taught and sufficiently evaluated; and 4) stress the importance of student completion of the end of semester questionnaire. Third level clinical faculty (NURB 3231/3221) plan to: 1) invite a more diverse group of local nurse leaders from different hospitals to discuss professionalism and interview skills, 2) review

AC 2023-2024 Assessment

the professionalism component of the clinical evaluation during course orientation and reinforce as needed throughout the semester; 3) utilize more creative active learning methods to encourage client-centered, problem-based care planning; 4) utilize problem-based care planning, concept mapping, and review of journal articles as needed; and 5) utilize additional Lippincott resources to increase students' knowledge, skills, and abilities for safe practice.

4th Level. The faculty plans to implement the Clinical Judgement Model for all NURB 4121 clinical students, on all campuses. Faculty will use the model's design to help guide students in making sound/effective clinical judgments while planning and evaluating patient care. First, students will follow the steps from the model in their planning phase of the nursing process: *Noticing, Interpreting, Generating Solutions, Responding and Reflecting*. Data will be collected to determine if this new model has any effect on student planning scores overall. Second, students will follow the steps of the model in the evaluation phase of the nursing process: 1) *Generate Solutions* - Generate a set of feasible solutions to handle emergent concerns based on prioritized hypotheses; 2) *Respond* – Utilize clinical judgment to make decisions and judgments; 3) *Take Action* - Implement solutions based on generated hypotheses; and 4) *Reflect* – evaluate personal experience and utilize judgment skills.

5th Level. Faculty (NURB 4220/4221) plan to: 1) develop a simulation exercise (virtual or in person) to enhance therapeutic communication skills with persons with cultural language barriers; 2) provide students with opportunities to create role playing scenarios to identify realistic challenges and appropriate interventions to increase therapeutic communication with non-English speaking clients; and 3) develop an assignment directed at enhancing cultural competency among students. In NURB 4220 faculty plan to: 1) provide more in-depth discussion regarding the legislative branches of government, how to search and find current pending legislation, and how to identify meaningful health care related topics for advocacy; 2) incorporate active learning strategies that will be utilized in the virtual learning environment to enhance students' understanding of the role nurses play in advocacy, political activism, and how to correctly identify local, state, and federal issues; and 3) revise the instructions and grading rubric for the political project so they are more concise to increase understanding of the objectives. In NURB 4221, faculty plan to: 1) revise the SLP to require student groups to identify a community agency partner for implementation of health promotion activities. The clinical log will reflect the number of collaborative meetings and mutual goals set for the SLP. The collaborative goals will also be visible during their SLP poster presentation; 2) revise the NURB 4221 clinical log to include a category identifying QSEN activities utilized during the clinical experience and how they are implemented in the community setting to keep clients safe; and 3) allot more clinical time for student/instructor collaboration to work on data collection, analysis, planning, implementation and evaluation of their SLP projects. In NURB 4231, the faculty plan to develop a cultural assignment focusing on death and dying. In NURB 4230, faculty plan

AC 2023-2024 Assessment

to: 1) revise Module 8 to a narrower focus (8.01) so that it better correlates with the NCLEX Clinical Judgement Model. Course lectures will be modified to reflect this change; 2) utilize expert guest lecturers to present on the current state of nursing leadership roles, Louisiana's Recovering Nurse Program, including diversion; 3) utilize ATI practice and proctored assessments to improve clinical judgment and content understanding for NCLEX success, 4) implement Flipgrid for the delegation reflection assignment to improve communication skills; 5) use only modules 1.1 and 1.3 in Lippincott, and 6) invite local nurse leaders to speak on current practice leadership. Faculty also plan to: 1) reinforce lifelong learning in the classroom and clinical setting as topics in the Leadership and Management (NURB 4230) and Special Topics in Nursing (NURB 4950) courses; 2) schedule informational in-class/WebEx sessions for the graduate faculty to speak with the senior students on future educational goals and program opportunities available at NSU; 3) offer a link to the Senior Biographical Data questionnaire earlier in the 5th semester of the program; and 4) have the MSN and DNP program directors present graduate school options and the career opportunities each may provide. For the Student Portfolio, the BSN faculty plan to: 1) make recommendations to the BSN PCC committee for revisions to reflect the new AACN Essentials; and 2) design an interprofessional learning activity to help identify opportunities for collaboration.