

Bachelor of Science in Nursing

Division or Department: College of Nursing (CON)

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

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

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

BSN Program Goals:

1. To prepare beginner, professional nurses who provide direct and indirect care to individuals, families, groups, communities, and populations.
2. To prepare beginner, professional nurses who design, manage, and coordinate care.
3. To prepare novice, professional nurses to become members of the nursing profession.
4. To provide a foundation for graduate education.

BSN Student Learning Objectives (SLO):

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

1. Integrate theory from nursing, the arts, humanities, and sciences to provide culturally sensitive care in the global community.
2. Apply the nursing process using critical thinking, communication, assessment, and technical skills.

3. Collaborate with clients and other members of the interdisciplinary health care team for health promotion, risk reduction, disease prevention, disease management, and health restoration.
4. Utilize information and health care technologies in nursing practice.
5. Integrate research findings to promote evidence-based nursing practice.
6. Incorporate knowledge of economic, legal, ethical, and political factors influencing health care systems and policy to advocate for recipients of nursing care.
7. Apply principles of leadership to design, manage, coordinate, and evaluate health care delivery.
8. Demonstrate professional nursing standards, values, and accountability.
9. Assume responsibility for professional development and lifelong learning.

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

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

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

Finding. Target was met.

Trending.

2024: 100% (153/153)

2023: 100% (202/202)

2022: 100% (163/163)

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 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 in 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. Based on the analysis of the 2023 results, in 2024, 1) faculty developed a simulation exercise (virtual or in person) to enhance therapeutic communication skills with persons with cultural language barriers; 2) students created role playing scenarios to identify realistic challenges and appropriate interventions to increase therapeutic communication with non-English speaking clients; and 3) faculty developed an assignment directed at enhancing cultural competency among students. The assignment required 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.

As a result, in 2024, the target was met with 100% (153/153) of students scoring a 3 or above on the Culture Competency Skills component of the Clinical Evaluation Tool. The analysis of the 2024 results determined there was a 31% increase on the ATI for the percentage of students answering correctly about culturally competent care and communication after completing the virtual assignment regarding health care delivery in a non-English speaking community. Trending shows another ATI metric indicated only 58.3% were competent in performing a cultural assessment.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025: faculty will 1) revise the 4221 Community Health Student Evaluation Form to include evaluation of the cultural assessment performed during the clinical day on each client assessed; and 2) modify the clinical log that requires students to identify not just the cultural group they are serving, but to identify specific needs and challenges within the client's culture to better understand and meet client needs in the clinical area.

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.

2024: 100% (162/162)

2023: 93% (190/203)

2022: 100% (163/163)

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 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: 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.

Beginning in summer 2024, faculty utilized a leadership assignment from the Leadership textbook, Marquis and Houston (Leadership Roles and Management Functions in Nursing) resources to meet this SLO. The assignment was a video case study, *Ethics & End of Life*. This resource covered developmental, cultural and ethical considerations for clinical nurses and nurse leaders to navigate plans of care with optimal patient outcomes.

As a result, in 2024, the target was met with 100% (162/162) of students scoring 3 or above on the Implementation Component of the Clinical Evaluation Tool. The faculty determined that the drop in percentage (93%) for summer and fall 2023 cohorts was an isolated occurrence and does not warrant any changes in student assignments or expectations for this measure. Trending for this measure indicates that students are consistently meeting this outcome measure.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, the faculty will require that students initiate 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.

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.

2024: 98.5% (200/203)

2023: 93% (151/162)

2022: 90% (179/199)

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 2022, the target was met at 90% (179/199). 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. 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 for the course decreased considerably from 266 to 199. Based on analysis of the 2023 results, in 2024, faculty 1) incorporated more active learning activities and used multiple

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learning techniques in the lab to keep students engaged and promote clinical judgment, 2) revised and updated all skill competency rubrics to ensure evidence-based practice guidelines are being followed and 3) ensured content discussed in lecture was covered prior to attending the skills lab by rearranging lecture dates to align with skills lab activities.

In 2024, the target was met with 98.5% (200/203) of students scoring 80% or higher on the Health Assessment Final Comprehensive Practicum. Trending shows a significant increase from 93% in 2023. However, the total number of students also increased from 162 to 203.

Additionally, due to advancements and updates with Lippincott Coursepoint resources new opportunities were presented to enhance skills lab competencies and assignments. Based on these new resources offered by Lippincott Coursepoint faculty

1) Implemented DocuCare in the skills lab. DocuCare is a software program that simulates an electronic health record (EHR). This program allows students to practice charting medications, pertinent assessment data, and nurses notes like what is experienced in the clinical setting. DocuCare helps students to identify and assess the specific areas of a head-to-toe assessment which is a major component of the Final Comprehensive Practicum. 2) Implemented barcode medication administration (BCMA) technology in the skills lab. This technology mimics the experience of administering medications in the clinical setting and encourages clinical judgment and reasoning when administering medications and enhances their ability to provide safe client care. Trended outcomes have risen over the past three years indicating students' understanding of nursing fundamentals. These changes were implemented for the Summer 2024 semester and extended to the Fall 2024 semester.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, faculty will 1) reinforce the assessment information learned in theory and lab in the clinical setting 2) ensure content discussed in lecture and lab are covered in clinical, helping student to connect theoretical health assessment and fundamental nursing concepts with patients and their disease processes 3) incorporate active learning to engage students and promote clinical decision-making.

Measure 2.2.

Assessment Method: Theoretical Models of Nursing Leadership (Module 8; Components 1-4; Coursepoint, narrowed to Coursepoint Module 8.01 in Fall semester in NURB 4230 (Healthcare Management)

Expected outcome: 90% of students will have an average score of 90% or higher.

Finding. Target was met.

Trending.

2024: 98% (159/162)

2023: 97% (194/201)

2022: 93% (151/163)

Analysis. NURB 4230 (Healthcare Management) facilitates learning on Theoretical Models of Nursing Leadership. This is a hybrid face-to-face/online course that utilizes Lippincott's Coursepoint 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 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. In 2023, the target was met.

Based on the analysis of the 2023 results, in 2024, the faculty: 1) revised Interactive Module 8 to a narrower focus (8.01) so that it better correlated with the NCLEX Clinical Judgement Model. Course lectures were modified to reflect this change, 2) scheduled an expert guest lecturer for fall semester to present on the current state of nursing leadership roles, and Louisiana's Recovering Nurse Program (however, the presenter had to cancel due to illness; a recording from a previous semester was used), and 3) increased the number of CoursePoint and ATI modules/practice assessments to improve clinical judgment and content understanding for NCLEX success. Trending indicates that students are consistently meeting the student learning outcome for this measure.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, faculty will: 1) begin using more CoursePoint modules and less ATI resources as the course transitions from ATI to exclusively CoursePoint NCLEX readiness assessments, and 2) use of module 8.01 to monitor future trends.

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.

2024: 94.7% (144/152)

2023: 96% (147/153)

2022: 99% (179/181)

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 reflects BSN students only.

In 2022, the target was met with 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, did not 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) advised 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 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.

In 2023, the target was met. Based on the analysis of the 2023 results, faculty 1) impressed 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) provided 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 reviewed the assignment grading rubric to ensure the data being collected reflects students' ability to meet this measure/SLO. While trended outcomes indicate a slight decline, the students are consistently meeting the goal.

Decision. In 2024, the target was met as 94.7% (144/152) of students achieved 80% or higher (mean of 93%). However, the range was 0-100, 8 students were unsuccessful with the assignment with 4 submitting partially and 4 not submitting it altogether. Based on analysis of the 2024 results, in 2025, faculty teaching ALHE 4520 will 1) develop a comprehensive quiz encompassing previous tested on elements (e.g., qualitative versus quantitative concepts, academic, writing, reputable database searches) in hopes to drive improvement prior to students' EBP submissions 2) emphasize the importance of following APA guidelines and provide resources including "Writing a Literature Review," "Research Proposal Template," and "Lit Review: Relational Words & Phrases" to maintain professionalism and consistency in academic writing, and to support students in mastering APA formatting, and 3) ensure that the assignment rubric is aligned with the desired student learning outcome (SLO) which will be helpful in assessing whether students are successfully following APA formatting and meeting the expected academic standards.

Measure 3.2.

Assessment Method: Planning portion of clinical evaluation tool in NURB 4121

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

Finding. Target was met.

Trending.

2024: 93% (156/168)

2023: 94% (191/204)

2022: 100% (132/132)

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 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 judgments (or effective clinical judgments). 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.

In 2024, the target was met with 93% (153/153) of students scoring ≥ 2.5 on the Planning portion of the clinical evaluation tool in NURB 4121. These scores are slightly lower than 2023. However, trends show that scores have remained consistent with implementation of the Clinical Judgment Model. In 2024, the Clinical Judgment Model was implemented for all 4121 clinical students, on all campuses. Planning scores remained steady with implementation of this model as discussed above.

Decision. Based on the analysis of the 2024 results, in 2025, faculty will 1) require all NURB 4121 students to use the Clinical Judgment Model when completing care plan assignments 2) evaluate planning scores frequently to determine the need for adjustments guided by faculty and student feedback 3) prioritize plans in the patient's electronic health record for inconsistencies compared to the student's care plan. These changes will improve the student's ability to make sound clinical judgments in planning care thereby pushing the cycle of improvement forward.

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.

2024: 100% (153/153)

2023: 100% (202/202)

2022: 100% (163/163)

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

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) assign 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 scores on part of the assignment demonstrate 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. Based on analysis of the 2023 results, in 2024, the following changes were made: 1) provided 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) incorporated 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) revised the instructions and grading rubric for the political project so they are more concise to increase understanding of the objectives.

As a result, in 2024, the target was met with 100% (153/153) of students scoring $\geq 80\%$ on the Political Assignment Project in NURB 4220 (Community Health). However, trending scores still indicate students continue to struggle with identifying a current bill in legislation, differentiating between bills and acts, and who is an appropriate political official to write to for political advocacy on the groups identified issue.

Decision: In 2024, the target was met. Based on analysis of the 2024 results, the plan for 2025 is for 1) faculty to create a graded web matrix that will require each individual student to identify their local government, and their state and national legislators, determine a current bill that has been introduced on the state and national level, and differentiate between and ACT, Bill, or Law to increase understanding and skill on how to navigate these entities.

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.

2024: 100% (132/132)

2023: 100% (100/100)

2022: 95% (72/76)

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 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. Based on the analysis of the 2023 results, in 2024, faculty: 1) stressed the objectives at the beginning and end of each term; 2) ensured all clinical faculty discuss these topics and provided a written explanation of the discussion or activity; 3) reviewed each exam blueprint to ensure these topics are being consistently taught and sufficiently evaluated; and 4) stressed the importance of student completion of the end of semester questionnaire. As a result, in 2024, 100% (132/132) of students met the goal. Trending of outcomes remains consistent, and students can identify economic, legal, ethical, and political factors influencing health care systems.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, faculty will: 1) stress the objectives at the beginning and prior to the end of each term; 2) ensure all clinical faculty discuss these topics and provide a written explanation of the discussion or activity; 3) plan at the beginning of the semester that each of the topics are consistently taught within the course both terms, ensure each exam covers at least one of these topics, and ensure the results are sufficiently evaluated; and 4) stress the importance of student completion of the end of semester questionnaire.

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.

2024: 100% (162/162)

2023: 96% (195/203)

2022: 100% (184/184)

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.

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.

During the 4231 summer and fall 2024 clinical rotations, students attended an interdisciplinary management/patient centered meeting and later reflected on their experience. To better equip the students on interdisciplinary collaboration, the faculty addressed this measure by first identifying the potential student outcomes from exposure to interdisciplinary patient care initiatives. There was already an assignment associated with this measure, *Interdisciplinary Leadership Meeting Reflection*, but the reflection questions were basic and did not challenge students to understand the dynamics of collaboration and leadership. Faculty revised the assignment with questions aimed to stimulate discussions about the importance of interdisciplinary collaboration, leadership strategies, patient-centered care, ethical considerations, and professional development within healthcare teams. This reflection assignment is valuable for Level 5, senior nursing students to focus on integration of diverse perspectives, improving team dynamics and communication, clarification of leadership roles, and continued personal growth and professional development.

As a result, in 2024, the target was met with 100% (162/162) 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?”

Additional data from summer and fall 2024 showed significant improvement in the ATI Comprehensive Predictor Assessment on questions related to collaborative care (85.7%; up from 30.8% in 2023).

Decision. In 2024, the target was met. In 2024, the BSN faculty proposed recommendations to the BSN PCC committee for portfolio revisions to reflect the new 2025 AACN Essentials. The plan for 2025 is that the portfolio will include evidence-based reflections, coursework, clinical experiences, and other professional activities that specifically correspond to the key domains outline in the new Essentials. By strategically aligning the student portfolio reflection questions with the new Essentials and Domains, we ensure that students not only meet the required academic and clinical benchmarks but also develop a comprehensive understanding of how their education translates to professional practice. A BSN PCC subcommittee will spearhead this endeavor setting a goal to implement the new portfolio criteria for the next senior cohort, summer 2025.

Measure 5.2.

Assessment Method: Community Dimensions of Practice component of the Clinical Evaluation Tool in NURB 4221 (Community Health Nursing Practicum)

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

Finding. Target was met.

Trending.

2024: 100% (153/153)

2023: 100% (202/202)

2022: 100% (163/163)

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 on 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. Collaborate 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 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) developed 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 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. Based on the analysis of the 2023 results, in 2024, the faculty 1) revised 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) revised 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) allotted more clinical time for student/instructor collaboration to work on data collection, analysis, planning, implementation and evaluation of their SLP projects. Trending indicates that students are consistently able to identify, collaborate, and participate in community partner activities

Decision. In 2024, the target was met. Based on the 2024 analysis, in 2025, the faculty plan to 1) have students identify 3 community agencies in their assigned areas prior to submitting their topic for their SLP; 2) have students complete a questionnaire to determine what are goals of the agency, what services they provide, what population they serve, what types of programs would be beneficial in the community, and their willingness to partner with a student group for programming; and 3) revise part 2 of the SLP, community needs assessment, to reflect findings from the 3 agencies.

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.

2024: 98% (159/162)

2023: 100% (201/201)

2022: 98% (159/163)

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 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 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.

In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, faculty's plan was to implement Flipgrid for the delegation reflection assignment to improve communication skills. However, the faculty changed to a new faculty in the summer semester and a new edition of the textbook was released. The assignment was adjusted slightly to match the new edition resources to require completion of CoursePoint Module 5.03: Culturally Competent Delegation, which incorporates cultural sensitivity with the leadership skill of delegation. The students took a post-test and needed to score 80% or higher on it to equvalate to the requirement of 8/10 on the previous semester's assignment. As a result, in 2024, 98% (159/162) of students met the goal. Trending of this measure indicates that students can consistently implement skills to help with their ability to delegate.

Decision: In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, faculty plans to 1) implement an additional learning assignment, CoursePoint's *Leadership Module 3.01: Utilizing Interprofessional Collaboration for Quality Care* to facilitate students building their skills in coordinating teams to provide quality care and 2) assign Leadership Module 3.02: Achieving Successful Interprofessional Collaboration.

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 not met.

Trending.

2024: 67% (109/162)

2023: 100% (201/201)

2022: 100% (163/163)

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, 2, and 3 in the textbook.

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. Based on the analysis of the 2023 results, in 2024, the plan was to: 1) use only modules 1.1 and 1.3 in Lippincott, and 2) invite local nurse leaders to speak on current practice leadership. However, faculty changed before 2024 semesters were taught, and the class was significantly revised with all new lectures and grading measures to increase rigor and engagement in the course. There are no longer quizzes in the course, but rather all summative assessments are exams. The first exam in the course evaluates the same content on learning module 1: Chapters 1, 2, and 3. As a result only 67% (109/162) of students met the target. This indicates a 33% declining trend. Faculty believes that the suggested changes for 2025 will increase outcomes for this measure.

Decision. In 2024, the target was not met. Based on the analysis of the 2024 results, in 2025, the plan is to: 1) review and revise exam questions on learning unit 1 as needed for clarity and content, and 2) add additional learning module to exam 1 content: Leadership Module 1.01: Influences on Nursing Leadership Competencies to further reinforce the exam content with more active engagement.

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.

2024: 100% (132/132)

2023: 100% (100/100)

2022: 99% (179/181)

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.

AC 2024-2025 Assessment

The Clinical Evaluation Tool uses a four-point Likert scale rating. Any total scores less than 2.0 are supported with faculty documentation and discussed with the student.

Professionalism is taught throughout the curriculum in all BSN levels. This begins in the 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.

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. Based on the analysis of the 2023 results, in 2024, faculty 1) invited a more diverse group of local nurse leaders from different hospitals to discuss professionalism and interview skills, and 2) reviewed the professionalism component of the clinical evaluation during course orientation and reinforce as needed throughout the semester. Trending remains consistent, indicating that students can demonstrate professionalism.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, 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.

2024: 99% (144/145)

2023: 100% (91/91)

2022: 100% (200/200)

Analysis. The Clinical Evaluation Tool uses a four-point Likert scale. Students must earn at least 2.5 on 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.

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

As a result, in 2024, the target was met with 99% (144/145) 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. The portfolio was added to the evaluation tool which also aided in their client-centeredcare focus. Based on the analysis of the 2024 results, in 2025 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 such as the CJ Sim and case studies in the textbook to increase students' knowledge, skills, and abilities for safe practice. Trending indicates that students are able to successfully plan patient care.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, faculty will: 1) utilize additional Lippincott resources such as the CJ Sim and case studies in the textbook to increase students' knowledge, skills, and abilities for safe practice, 2) utilize more creative active learning methods to encourage client-centered,

problem-based care planning; and 3) utilize problem-based care planning, concept mapping, and review of journal articles as needed.

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

Measure 8.1.

Assessment Method: Graduating Senior's Biographical data "Do you plan to continue your education at some time in the future?" and "Future Educational Goals".

Expected Outcome: 80% of graduating seniors will respond "yes" or indicate plans.

Finding. Target was met.

Trending.

2024: 84% (79/94)

2023: 78% (156/201)

2022: 81% (113/140)

Analysis. As students advance 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 are gathered for the recognition ceremony.

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%. Based on the 2023 results, in 2024, the faculty 1) reinforced lifelong learning in the classroom and clinical setting as topics in the Leadership and Management (4230) and Special Topics in Nursing (4950) courses; 2) offered a link to the Senior Biographical Data questionnaire earlier in the 5th semester of the program; and 3) had the MSN and DNP program directors present to the class about all graduate school options and the career opportunities each may provide.

As a result in 2024, the target was met at 84% (79/94) of students indicating plans for future education. This data was collected from the Summer 2024 semester. For the Fall 2024 semester, there were no responses to the survey that collected this data.

Decision. In 2024, the target was met. Based on the 2024 results, in 2025, the faculty will 1) add statement to all 5th level syllabi indicating that completion of the graduate survey is a requirement for course completion and graduation 2) emphasize and reinforce the importance of lifelong learning in the in the Leadership and Management (4230) and Special Topics in Nursing (4950) courses, and 3) have the MSN (Master of Science in Nursing) and DNP (Doctor of Nursing Practice program directors present to the class about 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.

2024: 100% (162/162)

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 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.

Based on 2023 results, in 2024, the BSN faculty proposed recommendations to the BSN PCC committee for portfolio revisions to reflect the new 2025 AACN Essentials. The portfolio will include evidence-based reflections, coursework, clinical experiences, and other professional activities that specifically correspond to the key domains outline in the new Essentials. By strategically aligning the student portfolio reflection questions with the new Essentials and Domains, we ensure that students not only meet the required academic and clinical benchmarks but also develop a comprehensive understanding of how their education translates to professional practice. A BSN PCC subcommittee will spearhead this endeavor setting a goal to implement the new portfolio criteria for the next senior cohort, summer 2025.

As a result, in 2024, the target was met with 100% (162/162) of students meeting/not meeting the target. The faculty will monitor trending of results of new measures.

Decision. In 2024, the target was met. Currently, the portfolio provides the students with an 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 2025, faculty will implement the new portfolio criteria which will align with the new AACN Essentials for the next senior cohort, summer 2025.

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.

2024: 98% (157/159)

2023: 97% (142/146)

2022: 98% (196/200)

Analysis. 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) demonstrating knowledge and safe practice in medication administration, and 2) prioritizing care based on identified risk factors. The student must be able to utilize information and healthcare technologies to meet these criteria.

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.

AC 2024-2025 Assessment

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 consistently demonstrating the provision of safe nursing care during clinical. Based on the analysis of the 2023 results, in 2024, the plan 1) evaluated software for purchase/implementation that allow for greater focus on competently navigating the electronic health record, 2) administered 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) increased numbers of test items on all 3150 exams that require dosage calculation/IV pump flow rate management to improve student accuracy.

In 2024, the target was met with 98% (157/159) of students earning a score of 3 or higher on the Safety component of the Clinical Evaluation Tool in NURB 3141. This year Lippincott CoursePoint software was purchased after careful evaluation. Analysis of the last two years of data shows that students continue to meet the target, indicating a demonstration of safe care within the clinical setting. Based on analysis of the 2023 results, the measures implemented by faculty continued and results showed a high percentage of students scoring a 3 or better on the Safety component.

Decision. In 2024, the target was met. A new level coordinator was appointed, and the same faculty was added to the instructional curriculum for lecture and clinical. Additionally, the pharmacology book was updated to the latest version (13th). Based on the analysis of the 2024 results, the plan in 2025 is to 1) implement Lippincott CoursePoint software for better understanding, ease, and interaction of the student to patient electronic medical record system and MAR with assignments that encompass safety, 2) administer medications with each student in 3141 once per week for better proficiency of pharmacology as well as 3) include more dosage calculation questions on pharmacology exams and 4) execute various learning strategies within lecture and clinical to enhance the students experience and to accommodate different learning styles.

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.

2024: 94% (157/168)

2023: 93% (189/204)

2022: 100% (132/132)

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

The Evaluation component of the clinical evaluation tool specifically states that the student will link client interventions with client outcomes by identifying level of attainment of client and family goals, including:

- Adjust the 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 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.

In 2024, the target was met with 94% of students (157/168) of students achieving a score of 3 or higher on the Evaluation component of the Clinical Evaluation Tool in NURB 4121 (Complex Nursing Practicum). This result is a slight increase from 2023. Trends reflect students consistently exceed the benchmark for this SLO.

Decision. Based on the analysis of the 2024 results, the plan for 2025 is for faculty to use the Clinical Judgment Model for all NURB 4121 clinical students, on all campuses. Faculty will guide students through 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 judgement to make

decisions and judgments; 3) Take Action-Implement solutions based on generated hypotheses; and 4) Reflect-evaluation personal experience and utilize judgement skills. Trending of scores will direct future input to maintain the set standard.

These changes will help guide students in making sound/effective clinical judgements while evaluating patient care thereby pushing the cycle of improvement forward.

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

The following actions summarize changes implemented to drive the continuous process of seeking improvement in AC 2024. These changes are based on the knowledge gained through the analysis of the AC 2023 results.

First Level. Faculty in NURB 3061: 1) incorporated more active learning activities and used multiple learning techniques in the lab to keep students engaged and promote clinical judgment, 2) revised and updated all skill competency rubrics to ensure evidence-based practice guidelines are being followed and 3) ensured content discussed in lecture was covered prior to attending the skills lab by rearranging lecture dates to align with skills lab activities 4) implemented DocuCare in the skills lab to simulate an electronic health record (EHR) 5) implemented barcode medication administration (BCMA) technology in the skills lab to better mimic the experience of medication administration in the clinical setting. This technology also works congruently with DocuCare.

Second Level. Faculty in 3041 implemented Lippincott/Coursepoint software and textbook resources that allow for greater focus on competently navigating the electronic health record, 2) administered 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) increased numbers of test items on all 3150 exams that require dosage calculation/IV pump flow rate management to improve student accuracy.

Third Level. NURB 3160/ALHE 4520 faculty 1) impressed 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 2) provided 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" and 3) reviewed the assignment grading rubric to ensure the data being collected reflects students' ability to meet this measure/SLO. While trended outcomes indicate a slight decline, the students are consistently meeting the goal. The faculty in NURB 3220/3230 1) stressed the objectives at the beginning and end of each term 2) ensured all clinical faculty discussed these topics and provided a written explanation of the discussion or activity 3) reviewed each exam blueprint to ensure these topics are being consistently taught and sufficiently evaluated; and 4) stressed the importance of

student completion of the end of semester questionnaire. The faculty in NURB 3231 1) invited a more diverse group of local nurse leaders from different hospitals to discuss professionalism and interview skills, and 2) reviewed the professionalism component of the clinical evaluation during course orientation and reinforce as needed throughout the semester. Trending remains consistent, indicating that students can demonstrate professionalism. In NURB 3221 faculty 1) utilized more creative active learning methods to encourage client-centered, problem-based care planning; 2) utilized problem-based care planning, concept mapping, and review of journal articles as needed; and 3) utilized additional Lippincott resources to increase students' knowledge, skills, and abilities for safe practice.

Fourth Level. NURB 4121 faculty implemented the Clinical Judgment Model assignment for all 4121 clinical students on all campuses. Students complete a 3-problem care plan then use the model worksheet alongside required clinical forms to guide them through the clinical decision-making process.

Fifth Level. In 4220/4221, 1) faculty developed a simulation exercise (virtual or in person) to enhance therapeutic communication skills with persons with cultural language barriers; 2) students created role playing scenarios to identify realistic challenges and appropriate interventions to increase therapeutic communication with non-English speaking clients; and 3) faculty developed 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. Additionally, in 4221 faculty 1) revised the Service-Learning Project (SLP). This requires 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) revised 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) allotted more clinical time for student/instructor collaboration to work on data collection, analysis, planning, implementation and evaluation of their SLP projects. Trending indicates that students are consistently able to identify, collaborate, and participate in community partner activities

In NURB 4231, faculty utilized a leadership assignment from the Leadership textbook, Marquis and Houston (Leadership Roles and Management Functions in Nursing) resources to meet this SLO. The assignment was a video case study, *Ethics & End of Life*. This resource covered developmental, cultural and ethical considerations for clinical nurses and nurse leaders to navigate plans of care with optimal patient outcomes.

In NURB 4230, faculty 1) revised Interactive Module 8 to a narrower focus (8.01) so that it better correlated with the NCLEX Clinical Judgement Model. Course lectures were modified to reflect this change; 2) scheduled an expert guest lecturer for fall semester to

present on the current state of nursing leadership roles, and Louisiana's Recovering Nurse Program (however, the presenter had to cancel at due to illness; a recording from a previous semester was used), and 3) increased the number of CoursePoint and ATI modules/practice assessments to improve clinical judgment and content understanding for NCLEX success. Trending indicates that students are consistently meeting the student learning outcome for this measure. Additionally, the faculty implemented a delegation reflection assignment to improve communication skills. Students were required to complete a Culturally Competent Delegation Module from their CoursePoint textbook resource. This module incorporates cultural sensitivity with the leadership skill of delegation. Students were required to take a post-test and score at least 80% or higher.

In NURB 4220, faculty 1) provided 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) incorporated 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) revised the instructions and grading rubric for the political project so they are more concise to increase understanding of the objectives.

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) utilized guest speakers as part of the leadership course.

Plan of action moving forward.

Plans for 2025 for each level:

1st Level. Faculty plan to 1) reinforce the assessment information learned in theory and lab in the clinical setting 2) ensure content discussed in lecture and lab are covered in clinical, helping student to connect theoretical health assessment and fundamental nursing concepts with patients and their disease processes 3) incorporate active learning to engage students and promote clinical decision-making.

2nd level. Faculty plan to: 1) implement Lippincott CoursePoint software for better understanding, ease, and interaction of the student to patient electronic medical record system and MAR with assignments that encompass safety, 2) administer medications with each student in 3141 once per week for better proficiency of pharmacology as well as 3) include more dosage calculation questions on pharmacology exams and 4) execute various learning strategies within lecture and clinical to enhance the students experience and to accommodate different learning styles.

3rd Level. NURB 3160/ALHE 4520 faculty plan to 1) Develop a comprehensive quiz encompassing previous tested on elements (e.g., qualitative versus quantitative concepts, academic, writing, reputable database searches) in hopes to drive improvement prior to students' EBP submissions 2) Emphasize the importance of following APA guidelines and provide resources including "Writing a Literature Review," "Research Proposal Template," and "Lit Review: Relational Words & Phrases" to maintain professionalism and consistency in academic writing, and to support students in mastering APA formatting, and 3) ensure that the assignment rubric is aligned with the desired student learning outcome (SLO) which will be helpful in assessing whether students are successfully following APA formatting and meeting the expected academic standards. Third level course faculty (NURB 3220/3230) plan to: 1) stress the objectives at the beginning and prior to the end of each term; 2) ensure all clinical faculty discuss these topics and provide a written explanation of the discussion or activity; 3) plan at the beginning of the semester that each of the topics are consistently taught within the course both terms, ensure each exam covers at least one of these topics, and ensure the results are 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, and 2) review the professionalism component of the clinical evaluation during course orientation and reinforce as needed throughout the semester 3) utilize additional Lippincott resources such as the CJ Sim and case studies in the textbook to increase students' knowledge, skills, and abilities for safe practice, 4) utilize more creative active learning methods to encourage client-centered, problem-based care planning; and 5) utilize problem-based care planning, concept mapping, and review of journal articles as needed

4th Level. Faculty plan to 1) require all NURB 4121 students to use the Clinical Judgment Model when completing care plan assignments 2) evaluate planning scores frequently to determine the need for adjustments guided by faculty and student feedback 3) prioritize plans in the patient's electronic health record for inconsistencies compared to the student's care plan. These changes will improve the student's ability to make sound clinical judgments in planning care thereby pushing the cycle of improvement forward.

5th Level. Faculty in NURB 4220 plan to: 1) create a graded web matrix that will require each individual student to identify their local government, and their state and national legislators, determine a current bill that has been introduced on the state and national level, and differentiate between and ACT, Bill, or Law to increase understanding and

skill on how to navigate these entities 2) 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; 3) 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 4) 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 4221 Community Health Student Evaluation Form to include evaluation of the cultural assessment performed during the clinical day on each client assessed 2) modify the clinical log that requires students to identify not just the cultural group they are serving, but to identify specific needs and challenges within the client's culture to better understand and meet client needs in the clinical area 3) have students identify 3 community agencies in their assigned areas prior to submitting their topic for their SLP 4) require students to complete a questionnaire to determine what are goals of the agency, what services they provide, what population they serve, what types of programs would be beneficial in the community, and their willingness to partner with a student group for programming 5) revise part 2 of the SLP, community needs assessment, to reflect findings from the 3 agencies. In NURB 4231, the faculty plans to require the students to initiate 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. In NURB 4230, faculty plan to 1) begin using more CoursePoint modules and less ATI resources as the course transitions from ATI to exclusively CoursePoint NCLEX readiness assessments 2) use of module 8.01 to monitor future trends 3) implement an additional learning assignment, CoursePoint's *Leadership Module 3.01: Utilizing Interprofessional Collaboration for Quality Care* to facilitate students building their skills in coordinating teams to provide quality care and 4) assign Leadership Module 3.02: *Achieving Successful Interprofessional Collaboration* 5) review and revise exam questions on learning unit 1 as needed for clarity and content, and 6) add additional learning module to exam 1 content: Leadership Module 1.01: *Influences on Nursing Leadership Competencies* to further reinforce the exam content with more active engagement.