College of Nursing and School of Allied Health

Associate of Science in Nursing

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

College of Nursing's Mission. Northwestern State University College of Nursing (CON) serves the people of Louisiana and in so doing improves the health of its citizens while advancing the mission of Northwestern State University through excellence in accessible undergraduate, graduate, and continuing education programs that are designed to assist individuals in achieving their professional goals as responsible and contributing members of their profession and society.

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

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

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

(1) Data from assessment tools (both direct & indirect, quantitative & qualitative) are collected and documented by the level coordinators in end of semester course reports.
(2) Faculty review and analyze data, making decision on actions for the next year.
(3) The findings are discussed in the program curriculum committee (PCC) meetings Additional insights and actions are added to the SLOs based on faculty input.
(4) The results are shared with the Director of Assessment and the program director for review and input.
(5) Significant findings are reported in the Administrative Council meeting.

Student Learning Outcomes:

Note[1]: Previously, Skyfactor survey questions were used as measures of the SLOs and

the actions taken to improve student learning and increase student satisfaction were based on the results. In the 2019 assessment cycle (AC), the CON faculty became very cognizant of the time delay associated with the results from the Skyfactor survey and the impact that time delay has on the evaluation of actions taken to improve student learning. Graduating students from the fall and spring semesters are asked to complete the Skyfactor survey. Results are aggregated by Skyfactor and reported to the CON in the following fall semester. Consequently, results seen in the annual fall report are reflections of evaluations of the previous year. Actions implemented in the past have been initiated in courses throughout the curriculum. The average ASN program length for a student graduating on time is two years. Consequently, actions implemented in the first courses would not be evaluated by students in the Skyfactor survey until they graduated, at least two years later, and those results would not come to the CON until at least six months later. That would be at least a two-and-a-half-year delay in getting an evaluation of actions taken to improve student learning. Therefore, the CON decided to discontinue the use of the Skyfactor survey as a measure of Student Learning Outcomes (SLOs), but to continue to trend Skyfactor results, being mindful of the time delay in the evaluation of the program. New measures have been developed to replace the previous measures of Skyfactor questions. Additionally, all measures were reviewed to determine if they were the best measure for the SLO. If faculty felt another measure would better measure the SLO, the measure was revised/replaced with a more appropriate measure. Therefore, some Measures seen in this report (2019 AC) will be different from last year's report (2018 AC).

SLO 1. Provide nursing care founded upon selected scientific principles and evidence-based research utilizing the nursing process.

Measure 1.1.
Assessment Method: Teaching Plan (2nd Level)
Expected Outcome: At least 90% of students will score $\geq$ 80%

Finding. Target was met.

Trending.
2020:
2019: 100% (126/126)

Analysis. This is a new measure for the 2019 year, taking the place of a Skyfactor question. The teaching plan helps students to identify a priority concern for populations across the lifespan in the hospital setting. Student learning goals are achieved by identifying threats to client's health using evidence-based practice research articles to support teaching. Students submit the teaching plan to faculty for review and receive feedback before implementing the plan. Teaching plans are graded based on the teaching plan guidelines and instructions that give a list of components to students.
      In 2019, 100% (126/126) of students scored ≥ 80%. On review of faculty grading the teaching plan, faculty realized that there was not a rubric for this project. A rubric would promote consistency in grading and increase guidance to students.

Decision. In 2019, the target was met. Based on the analysis of the 2019 results, the plan for fall 2020 will be to: 1) develop a rubric for the teaching plan, 2) instruct faculty [FT and adjunct] on use of rubric to increase consistency in grading, and 3) provide students with the grading rubric.

Measure 1.2.
Assessment Method: Care Plans (2nd Level)
Expected Outcome: At least 90% will achieve a final score of "satisfactory"

Finding. Target was met.

Trending.
2019: 100% (127/127)
2018: 100% (123/123)
2017: 100% (55/55)

Analysis. This measure was previously composed of data from 2nd and 4th level students on their first and final attempt. In 2019 this measure was revised to reflect data from 2nd level students only on their final attempt. Previous data analysis revealed that 100% of students were reaching the expected outcome on the first attempt. As faculty work with students to ensure student success, it was determined that collecting data from 2nd level student would be sufficient for this measure.

For the care plan assignment, students utilize the nursing process to analyze a patient's health record, perform a physical assessment, and develop a plan of care for the assigned patient. The care plan must be individualized and based on patient specific data. If students do not receive a "satisfactory" on the first care plan submission, they are given feedback and allowed to resubmit the assignment. Students must obtain a "satisfactory" score on the care plan as it is a critical behavior (meaning a student must achieve a "satisfactory" to pass the course).

In 2018, the target was met. All of 2nd level students (123/123) and 100% (128/128) of 4th level students achieved a score of "satisfactory" on the care plan assignment. All students in 2nd through 4th level completed a patient daily profile (PDP) which addressed the client's priority problems and correlating diagnoses and interventions. This activity helps students prepare for the care plan. Consequently, by the time students complete the care plan, they have received ample feedback on the entire nursing process and generally do well on the care plans. Based on analysis of the 2018 results, in 2019 faculty implemented this plan: 1) for 1st level students to complete three practice care plans before turning in the graded care plan, 2) faculty to give feedback on each care plan submission, and 3) continue to track success in achieving a score of satisfaction on first attempt of the graded care plan. As a result of the interventions, in 2019 100% (127/127) of students scored "satisfactory" on their final care plan in 2nd level. The changes implemented gave students the practice and feedback needed to successfully demonstrate knowledge of the nursing process through developing an individualized care plan for their patient.

Decision. In 2019, the target was met with at least 90% of students achieving a final score of "satisfactory". Based on the analysis of the 2019 results, the plan for 2020 will be to: 1) review and revise rubric as needed, 2) provide more resources for students, and 3) show students how to utilize resources available for students.

SLO 2. Perform caring interventions which assist the person to achieve dynamic equilibrium by facilitating the satisfaction of needs.

Measure 2.1.
Assessment Method: ATI Comprehensive Predictor (4th Level)
Expected Outcome: At least 85% will achieve a score of $\geq$ 94-95% predictor of passing the NCLEX-RN

Finding. Target was not met.

Trending.
2019: 76% (119/157)
2018: 84.4% (108/128)
2017: 85.4% (76/89)

Analysis. This measure was previously 2.3. The ATI Comprehensive Predictor is a standardized exam given for the purpose of predicting success on the NCLEX-RN licensing exam. The score on the exam provides the probability that the student will be able to pass the NCLEX-RN and provides information on the student's strong and weak content areas. This report is used for remediation to strengthen areas of weakness. The ATI Comprehensive Predictor is given in 4th Level and the student's score counts as a part of the NURA 2500 course grade. The material tested on the ATI Comprehensive Predictor is a reflection of student learning throughout the ASN program.

In the 2018 assessment year, students were required to complete weekly ATI exams and submit their ATI transcript. Students were given the opportunity to attend a live ATI NCLEX-RN review in 4th level. The review was not mandatory; therefore, some students did not attend. In the 2018 assessment year, 84.4% of students scored at the 94-95% on the ATI Comprehensive Predictor. The target was not met by 0.6%. Based on analysis of the results, in 2019 faculty 1) provided all 4th level ASN students the opportunity to attend the ATI review, and 2) required all students to complete the Hurst review. As a result, in 76% (119/157) of students achieved a score of $\geq$ 94-95 percent.

Decision. In 2019, the target was not met. Based on the analysis of the 2019 results, the plan for 2020 will be to: 1) require all student to attend the ATI live review in 4th level, 2) proctor the ATI comprehensive predictor practice tests, and 3) provide a second review, the Hurst review, that will be optional. These actions will give students more opportunities for learning and provide more than one method of presenting the information, which will enhance the learning process for students.

Measure 2.2.
Assessment Method: Clinical Evaluation (2nd and 4th levels)
Expected Outcome: At least 90% will achieve a final grade of "PASS".

Finding. The target was met.

Trending.
2019: 100% (127/127) 2nd Level and 99% (156/157) 4th level
2018: 100% (123/123) 2nd Level and 100% (128/128) 4th level
2017: 100% (55/55) 2nd Level and 100% (89/89) 4th level

Analysis. This measure was previously 2.4. Students are taught to provide caring interventions in the clinical setting throughout the program and receive feedback on their ability to do so during clinical. Students are evaluated in the clinical setting using a tool (which scores the students on a scale of 1-5, where 1=unsafe and 5=proficient without assistance) based on the following behavioral expectations: 1) explains to client the rationale for nursing measures performed, 2) performs nursing measures according to accepted procedure and professional standards, 3) actively listens to client's perception of his/her needs, 4) provides effective patient care without allowing one's own value system to interfere, 5) demonstrates a caring and respectful attitude to client while delivering care, 6) verbalizes and examines own emotional response to interactions, and 7) selects an effective response appropriate for the situation. Students must score a 3.0 to pass. If a student is not meeting a criterion on the evaluation tool, faculty meet with the student to institute a learning contract outlining specifically what the student is lacking and what needs to happen for that student to pass the course. Feedback is given to the student regarding their progress toward meeting those goals for the rest of the semester.

In the 2018 assessment year, the expected outcome was met. All students (251/251) achieved a "pass" on the clinical evaluation. Based on analysis of the results, in 2019, faculty: 1) assessed students achievement of a final score of 4 or above each clinical rotation; 2) encouraged students in first level to use Advisor for Education (a resource from Course Point Plus) which assists students in determining patient teaching needs based on the patient's diagnoses, medication, etc. This resource also provides printable information for use in patient teaching; 3) provided 1st level students the opportunity to observe 2nd level service-learning presentations; and 4) provided a LGBT+ advocacy presentation for faculty and students in Spring 2019. As a result, in 2019, 99% (156/157) of students achieved a "pass" on the clinical evaluation. As a result of the actions taken in 2019, verbal feedback from 1st level students were positive with regards to learning advanced teaching techniques that will be required of them as they progress to 2nd level.

Decision. In 2019, the target was met. Based on the analysis of the 2019 results, the plan for 2020 will be for students to use hands-on and electronic interactive tutorials. The use of these tutorials will enhance the student knowledge by placing the student

into a scenario-based simulation where they can apply those behavioral expectations of the criterion of the clinical evaluation in order to provide effective caring interventions according to accepted professional standards in order for the patient to achieve equilibrium and meet patient needs.

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

Measure 3.1.
Assessment Method: Nurse Process Recording (1st Level)
Expected Outcome: At least 80% will achieve a score of $\geq$80% on the 1st attempt

Finding. Target was met.

Trending.
2020:
2019: 97% (112/116)

2019 Analysis. This is a new measure for 2019, taking the place of Skyfactor questions. For students to accomplish this measure, they must be able to therapeutically communicate (verbally and nonverbally) with clients and evaluate the experience from both the student's and client's perspective. Students learn therapeutic communication skills through didactic lecture, faculty demonstration, and student-student practice. The nurse process recording (NPR) is a reflective assignment that allows students to reflect on their first conversation with a client in the hospital setting. Reflections include but are not limited to identification of therapeutic and nontherapeutic communication techniques and ways in which to correct nontherapeutic communication.
        In 2019, 97% (112/116) of students scored an 80% or higher on the first attempt. Students who did not meet the goal verbalized that they saw the assignment as insignificant as compared to other work that needed to be completed, therefore it was not a high priority.

Decision. In 2019, the target was met. Based on the analysis of the 2019 results, the plan for 2020 will be to: 1) further emphasize with students the importance of this assignment in learning communication skills which will facilitate meeting the needs of the client throughout the nursing program and their career, and 2) update course requirements so that students must achieve a score of $\geq$ 80% on this assignment to pass the course. Students who do not achieve a passing score must redo the assignment based on faculty feedback until a passing score is achieved.

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

Finding. Target was met.

Trending.
2019: 99% (156/157)
2018: 100% (128/128)
2017: 100% (89/89)

Analysis. ASN faculty teach communication skills throughout the ASN program. Students demonstrate communication skills each clinical day by communicating with patients, faculty, nurses, and other health care providers. In addition, students communicate by written means through documenting assessments, nursing notes (patient care documentation), care plans, process recordings (analysis of a conversation), and teaching plans. Students are initially taught the principles of therapeutic communication in the first clinical courses and use those principles more in depth in subsequent nursing courses. The ability to communicate efficiently is a critical behavior in clinical courses. On the clinical evaluation tool, students must score a satisfactory to pass the course. If a student is not meeting the criteria for this element during the semester, faculty counsel the student regarding the deficit and develop a plan of action for the student to be successful. The faculty and the student sign a learning contract outlining specific behaviors that must be demonstrated to be successful and pass the course.

In the 2018 assessment year, faculty initiated interprofessional simulation training in the last semester of the program. In these simulations, students were able to interact and communicate with students from other professions. However, not all students were able to attend interprofessional simulation, as space was not available for all students due to several factors (e.g. scheduling, student availability from different professions, and facility availability). Consequently, fourth level faculty presented a lecture on interprofessional communication, presented a post conference focused on interprofessional collaboration in the clinical setting, and added a discussion board in NURA 2550 focused on interprofessional collaboration. Feedback from students on interprofessional simulation was positive. Comments from students about the interprofessional simulation included: "It was helpful seeing the other side of things and challenged us as nurses to think critically and be an advocate", "It felt more real world and experiencing collaboration was fun", "This was fun and informative. It was nice to have the collaboration with the PA students." In the 2018 assessment year, 100% of students achieved a satisfactory on Critical Element #2 Communication of the clinical evaluation tool. This met the expected outcome of 90%, therefore, the target was met. All students had demonstrated the ability to communicate effectively.

Based on the analysis of the results in 2018, in 2019 the faculty 1) reviewed and revised the interprofessional content initiated in 4th level during 2018, and 2) integrated virtual-simulation in each level of the ASN program as each simulation requires the student to communicate with the patient and other healthcare providers and demonstrate professional communication with the patient and other healthcare providers. As a result, in 2019, 99% (156/157) of students achieved a "satisfactory" on Critical Element #2.

Decision. In 2019, the target was met. Based on the analysis of the 2019 results, the plan for 2020 will be to implement virtual simulations via CoursePoint+. These actions will improve the student's ability to critically think though nursing scenarios thereby enhancing student learning.

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

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

Finding. Target was met.

Trending.
2019: 99.38% (162/163)
2018: 100%
2017: 100%

Analysis. ASN faculty teach communication skills throughout the ASN program. Students learn these communication skills through didactic courses, faculty demonstration of communication, practicing communication with patients and their significant others, and when analyzing documented conversations (process recording assignment). In addition, students are evaluated on communication skills each semester in clinical and identify teaching needs for patients in all clinical levels.

Students demonstrate their ability to provide health education for patients through teaching plan assignments and in providing nursing care for patients. The teaching plan assignment requires the student to assess the patient and identify a knowledge deficit, research and learn about the topic, develop a teaching plan, get approval from faculty, implement the teaching plan, and document evaluation of the teaching. For students to score a "3" on a 1-5 scale on the teaching plan, they must communicate well with the patient and evaluate the effectiveness of their teaching.

In the 2018 assessment year, students developed and implemented a teaching plan while in their psych/mental health rotation in 3rd level. Staff at the clinical facilities reported to faculty that the increased interactions between students and patients were beneficial and requested the students continue this assignment. All students (100%) in the third level clinical rotations passed the teaching plan assignment in their mental health rotation. In the 2018 assessment year, 100% of students achieved a score of 3 or better on the teaching plans required in 3rd level. This exceeded the expected outcome of 80%. Therefore, the target was met.

Based on analysis of the 2018 results, in 2019 faculty encouraged students to use the Lippencott resources from Course Point, which include Advisor for Education, texts, and a care plan resource. In 2019, 99.38% (162/163) of students achieved a score of $\geq$ 3. The students gave positive verbal feedback on how they were able to gain confidence with teaching patients. Many students also verbalized how they realized the

patients did not always understand or know as much about the subjects as they thought prior to the teaching.

Decision. In 2019, the target was met. Based on the analysis of the 2019 results, the plan for 2020 will be to: 1) show students the teaching aids that assist students in identifying needs and communicating with diverse populations, and 2) trend the results of the second year.

Measure 4.2.
Assessment Method: Service-Learning Project (2nd Level)
Expected Outcome: At least 95% of students will achieve a score of "PASS."

Finding. Target was met.

Trending.
2019: 100% (126/126)
2018: 100% (123/123)
2017: 100% (55/55)

Analysis. The service-learning project involves groups of students performing a community needs assessment, identifying a project from the needs assessment, obtaining faculty approval, developing a teaching plan, and presenting the project incorporating various presentation formats. Groups consist of three to four students who select a project, such as teaching health food choices to a group in the community (e.g. seniors, youth groups).
　　　In the 2019 assessment year, the student presentation formats varied due to the newly implemented grading rubric which allowed for more diverse teaching methods. Student feedback supported using Advisor for Education in identifying patient teaching resources to meet the identified project needs for the community. Also, first level student feedback indicated a better understanding of their future 2nd level service-learning project expectations. In the 2019 assessment year, 100% (126/126) of students achieved a score of "Pass" on their service-learning project, exceeding the expected outcome of 95%. Therefore, the target was met.

Decision. In 2019, the target was met. Based on the analysis of the 2019 results, the plan for 2020 will be to: 1) update exemplars provided to students, and 2) review and guide students to references in eResources provided on iPads, and 3) develop a teaching plan rubric. These actions will facilitate learning by providing updated information in order for students to provide health education to reduce risk, promote and maintain optimal health.

SLO 5. Manage nursing care effectively utilizing human, physical, financial, and technological resources to meet the needs of the person.

Measure 5.1.
Assessment Method: Utilizing Resources discussion board (NURA 2550). "You are preparing to attend the case management meeting for your unit. What interdisciplinary

collaboration, referrals/ consultations, and discharge planning is needed for each patient on you unit (from Scenario list)? Be specific and **use the list format**."

Expected Outcome*:* 90% of students will achieve a score of $\geq$ 80%

Finding. Target was met.

Trending.
2019: 91% (72/79)

Analysis. This is a new measure for 2019 taking the place of Skyfactor questions. The Utilizing Resources discussion board is a component of NURA 2550 Humanistic Nursing Care. Faculty evaluate knowledge via active participation in a Discussion Board posting. The faculty grade the assignment via rubric. The students have learned the information by attending clinical, participating in an interprofessional collaboration assignment, participating in interprofessional simulation, and reading assigned textbook material. In Fall 2019, 91% (72/79) of students scored 80% or higher. Therefore, the target was met.

Decision. In 2019, the target was met. Based on the analysis of the 2019 results, the plan for 2020 will be to: 1) change discussion board each semester to reflect current healthcare topics, and 2) trend results.

Measure 5.2.
Assessment Method: Utilizing Resources discussion board (NURA 2550). "How will your ensure that each of the needs mentioned above is met in a timely, organized manner? What memebers of the interdisciplinary team will you need to call on? Who will be responsible for ensuring all referrals are completed and discharge planning is initiated or carried out to completion? Remember, you are not alone!"
Expected Outcome: 90% of students will achieve a score of $\geq$ 80%

Finding. Target was met.

Trending.
2019: 91% (72/79)

Analysis. This is a new measure for 2019 taking the place of Skyfactor questions. The Utilizing Resources discussion board is a component of NURA 2550. Faculty are evaluating knowledge via active participation in a Discussion Board posting. The faculty are grading the assignment by using a rubric. The students have learned the information by attending clinical, participating in an interprofessional collaboration assignment, participating in interprofessional simulation, and by utilizing their textbook.
        In Fall 2019, 91% (72/79) of students scored 80% or higher. Therefore, the target was met.

Decision. In 2019, the target was met. Based on the analysis of the 2019 results, the plan for 2020 will be to: 1) require students to submit their discussion board post prior to viewing and responding to their classmates. This will enhance learning by requiring students to critically think about the topic before being influenced by their peers' thoughts; and 2) trend results.

SLO 6.   Demonstrate professional behaviors including adherence to standards of practice and legal and ethical codes of nursing conduct and accountability to the profession of nursing and society.

Measure 6.1.
Assessment Method: Clinical Evaluation Item #4 (NURA 2110) "Formulate appropriate plan of nursing interventions which adequately meets client needs relevant to formulated goal(s)."
Expected Outcome: 90% of students will achieve a score of "satisfactory."

Finding. Target was met.

Trending.
2019: 99.38% (162/163).

Analysis. This is a new measure for 2019, taking the place of a Skyfactor question. Item #4 is a component of the Clinical Evaluation tool in NURA 2110. Students are evaluated on demonstration of accountability, responsibility, honesty and integrity when providing care based on professional standards of practice as well as CONSAH and agency policies and protocols. During clinical orientation faculty discuss professionalism with students as well as review the CONSAH and agencies policies and procedures.
        In 2019, 99.38% (162/163) of students scored "satisfactory." One student withdrew due to LSBN issues.

Decision. In 2019 the target was met. Based on the analysis of the 2019 results, the plan moving forward will be to continue to: 1) have a guest speaker from our mental health partner for an orientation on dealing with this specialized patient population, 2) review the CONSAH and agency policies and procedures with students, and 3) implement a professionalism exercise into clinical orientation.

Measure 6.2.
Assessment Method: Legal, Ethical, Standards of Practice discussion board (NURA 2550)
Expected Outcome: 80% of students will achieve a score of $\geq$ 80%

Finding. Target was met.

Trending.
2019: 90% (71/79)

Analysis. This is a new measure for 2019 taking the place of a Skyfactor question. The Legal, Ethical, Standards of Practice discussion board is a component of NURA 2550. Students are given a discussion board topic with scenarios on how they would handle legal, ethical, and standards of practice. The students are required to utilize their textbook and an additional source, as well as participate in a response to their fellow classmates. The faculty have provided additional information on the discussion board to support learning. The faculty evaluate this assignment by using a rubric. In 2019, 90% (71/79) of students scored 80% or higher.

Decision. In 2019, the target was met. Based on the analysis of the 2019 results, the plan for 2020 will be to: 1) update discussion board to reflect current information and examples of ethical and legal standards of practice, and 2) trend results of the assignment for the second year.

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

In the 2019 assessment year, the ASN program implemented several actions to enhance student learning, achieve programmatic student learning outcomes, aid students graduating on-time, successfully passing the NCLEX-RN, and becoming employed as registered nurses. Evidence supporting achievement of these goals include:

1st Level ASN
- Implemented iPad testing for all NURA 1100, 1110, and 1160 classes on all campuses.
- Participated in Simulation Day at the Willis Knighton Innovation Center.
- Started accepting students into the Medic/Paramedic program.
- Incorporated a new "Delegation" lecture into NURA 1100 course content.
- Observed 2nd Level present their Service Learning Projects
- Required students to complete three practice, one problem care plans before completion of the graded care plan project.
- Integrated interprofessional collaboration in didactic lectures, lab content, as well as the hospital setting.
- Adopted use of the Lippincott Fundamentals Textbook 9th edition with CoursePoint+ electronic resources.
- Completed CoursePoint+ adaptive quizzes on content that enhanced concurrent course material.
- Taught students how to use the following online resources that are available through CoursePoint+: NANDA Diagnosis and Care Plans, Pharmacology, Diagnostic tests, and Diseases and Conditions.
- Incorporated CoursePoint+ videos as student preparation activities before coming to lab.
- Revised curriculum requirements to include NURA 1160 Methods of Medication Dosage Calculation. Change took effect Fall 2019.

- First cohort of Medic-Paramedic to RN students admitted to the Shreveport and Leesville Campuses Fall 2019.

2nd Level ASN
- Initiated steps to begin IPAD usage in Spring 2020.
- Adopted use of Lippincott online e-book with resources.
- Learned how to use the following online resources that are available through CoursePoint+: NANDA Diagnosis and Care Plans, Pharmacology, Diagnostic tests, and Diseases and Conditions.
- Reevaluated and reassigned ATI assignments.
- Revised curriculum pattern to require NURA 1550 Pharmacology. Change took effect Fall 2019.
- Started accepting students into the Medic/Paramedic program.
- Students were encouraged to use different presentation modalities to enhance dissemination of their service-learning projects.
- Presented Service learning projects to 1st level students.

3rd Level ASN
- Third Level students developed care plans in each clinical rotation (Psych, Neuro, and Women's Health).
- Third Level mental health students developed and implemented a teaching plan for patients related to improving coping skills. Nurses at the facility requested that the students continue to conduct teaching plans for patients.

4th Level ASN
- All students were required to attend NCLEX review.
- A live ATI NCLEX-RN review was offered to all students in their last semester (4th level) prior to administering the ATI Comprehensive Predictor.
- The ATI Comprehensive Predictor (predictive test of success on the NCLEX-RN) given in fourth level produced individualized student reports of strengths and deficits in knowledge which were utilized to facilitate student remediation on those concepts in 4th Level, thereby helping students prepare for the NCLEX-RN exam.
- Fourth Level students were required to take practice exams before taking the ATI Comprehensive Predictor exam.
- Changed discussion boards to reflect current healthcare topics.
- Students in 4th level video-taped themselves answering interview questions, posted the video to the course Moodle shell, and provided feedback to all students on the posted videos. Faculty and students loved the assignment and thought it gave great feedback and assistance in learning how to interview in a professional manner.

All Students
- Attended LGBTQ+ advocacy training for students and faculty in 2019.
- All clinical students gained access to Electronic Health Records in all health care

facilities.
- Students participated in interprofessional simulation for the 2019 assessment year.
- Students participated in ethical decision-making simulations and debates.

Faculty
- One ASN faculty applied for PhD program.
- Two ASN faculty continued work in doctoral program.
- Two ASN faculty graduated from doctoral program.
- Five faculty achieved CNE certification.
- Two ASN faculty positions were funded through the healthcare partnership with the Willis-Knighton Health Systems.
- Faculty implemented Vsim assignments for students who missed hospital clinical hours. These assignments included a Vsim found in the students' online resources, written physical assessment, drug cards, pathophysiology card, care plan, etc. Students spend equivalent time on this assignment as they would in the hospital setting and are required to make a score of >80% in 1st level with scores increasing progressively with each level. This assignment is completed at the student's home campus and not at home.

Plan of action moving forward.

In the 2019 assessment year, the ASN program will admit its second cohort of students into the Medic/Paramedic to RN program. Additionally, the ASN program will utilize iPads for student testing and course resources in the first three clinical levels. By Spring 2021, all levels will be utilizing iPads for testing and course resources. iPad usage will make student resources more accessible, portable, and offer many more resources for the student.

The ASN program will also be implementing the revised ASN curriculum, which adds the NURA 1160 Dosage Calculations and NURA 1550 Pharmacology courses. Below are additional plans for the 2020 assessment year.

1st Level
- Implement 1 VSIM as an assignment for all students.
- Requires 1st level students on the Shreveport campus to attend the Beta Chi Research Conference on March 17, 2020.
- Further emphasize the importance of adequately completing the nurse process recording
- Update course requirements so that students must achieve a score of ≥ 80% on their Nurse Process Recording (NPR) this assignment to pass the course.
- Incorporate a new "Grief & Dying" lecture into NURA 1100 course content.

2nd Level
- Initiate IPAD testing and use with electronic resources
- Develop a rubric for the teaching plan

- Instruct faculty [FT and adjunct] on use of rubric to increase consistency in grading
- Provide students with the teaching plan grading rubric
- Update exemplars provided to students
- Review and guide students to references in eResources provided on iPads

3rd Level
- Initiate iPAD testing and use with electronic resources
- Review CONSAH and agency policies and procedures
- Provide mental health guest speaker to orientate students to specialty
- Incorporate a professionalism exercise
- Broaden student knowledge of teaching plan aids

4th Level
- Prepare to implement iPADs in Spring 2021
- Require all student to attend the ATI live review
- Proctor the ATI comprehensive predictor practice tests
- Provide a second review, the Hurst review, that will be optional
- Have students post individual response to interdisciplinary collaboration discussion board before reading classmates responses.
- Implement virtual simulations via CoursePoint+
- Update discussion boards to reflect current healthcare topics

Faculty
- Increase teaching with virtual simulations in all level.
- Facilitate faculty in earning their CNE