Associate of Science in Nursing

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

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

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

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

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

(1) Data from assessment tools (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 report based on faculty input.
(4) The results are shared with the Director of Assessment and the program director for review and input.
(5) Significant findings are reported in the Administrative Council meeting.

Assessment Cycle 2020

Note: During Assessment Cycle 2020-2021, the COVID-19 virus forced Northwestern State University to reevaluate how to execute its mission. Through deliberate planning, the College of Nursing substantially modified courses, programs, facilities, services, and resources to enhance learning while protecting the health and safety of students, faculty, and staff.

Assignments and student learning assessments were modified to maximize the principles of equitable evaluation and assure the highest quality in-person classes, online delivery of courses, and hybrid face-to-face and virtual studies. Technological equipment and resources were updated and expanded to provide high academic quality and flexibility while using lower bandwidth.

Student learning outcomes guide the design and delivery of instruction to ensure student learning. While the assessment process continues, it would be naïve to assume this academic program assessment has not been affected – the degree of which is based on individual courses and student. However, because of the tireless efforts of the faculty and staff, we continue strive to provide extraordinary academic and experiential student learning opportunities despite these trying times.

Student Learning Outcomes:

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: 100% (99/99)
2019: 100% (126/126)

Analysis In 2019, this measure was implemented and took the place of a Skyfactor question. Teaching plans are important as they help students to identify a priority concern for populations across the lifespan in the hospital setting. Student learning goals are achieved by identifying threats to client's health using evidence-based practice research articles to support teaching. Students submit the teaching plan to faculty for review and receive feedback before implementing the plan. Teaching plans are graded based on the teaching plan guidelines and instructions that give a list of components to students. It was noted that a rubric would promote consistency in grading and increase guidance 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 provide guidance for requirements of the assignment to faculty and students. Based on the analysis of the 2019 results, in 2020 faculty developed an approved NSU Quality Matters teaching plan rubric, instructed fulltime and part-time faculty on use of rubric, and provided the rubric to students for use developing their teaching plan. As a result, in 2020, 100% (99/99) of students scored ≥ 80% on their teaching plan. Therefore, the target was met.

Decision. In 2020, the target was met. Based on the analysis of the 2020 results, the plan for 2021 will be to provide students with exemplars of previous students graded assignments.

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.
2020: 100% (99/99)
2019: 100% (127/127)
2018: 100% (123/123)

Analysis. All students in 2nd level completed a patient daily profile (PDP) which addressed the client's priority problems, correlating diagnoses, and interventions. This activity helps students prepare for the care plan. Students utilize the nursing process to analyze a patient's health record, perform a physical assessment, and develop a plan of care for the assigned patient. The care plan must be individualized 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 2019 100% (127/127) of students achieved a final score of "satisfactory" on the care plan assignment in second level; therefore, the target was met. In 2019, students in 1st level completed three practice one-problem care plans before submitting their final care plan project. Therefore, they received a significant amount of faculty feedback prior to the final care plan project being submitted. This assisted 1st level students when progressing to 2nd level with regards to care plan knowledge base. Based on the analysis of the 2019 results, in 2020, faculty: 1) reviewed the care plan rubric [no revisions made], 2) provided links to electronic resources to assist with writing care plans, and 3) reviewed with students how to utilize resources provided. As a result, in 2020, 100% (99/99) of students achieved a final score of "satisfactory" on the care plan assignment in second level, meeting the expected outcome.

Decision. In 2020, the target was met with at least 90% of students achieving a final score of "satisfactory". Based on the analysis of the 2020 results, the plan for 2021 will be to provide additional internet resources for care plan development.

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.
2020: 55% (96/176)
2019: 76% (119/157)
2018: 84% (108/128)

Analysis. The ATI Comprehensive Predictor is a standardized exam given for the purpose of predicting success on the NCLEX-RN licensing exam. The material tested on the ATI Comprehensive Predictor is a reflection of student learning throughout the ASN program. The score on the exam provides the probability that the student will be able to pass the NCLEX-RN and provides information on the student's strong and weak content areas. The report generated is used for remediation to strengthen areas of weakness. In past years, the ATI Comp Predictor was a high stakes test which students had to pass to graduate. However, the ATI Comprehensive Predictor now counts as a percentage of the NURA 2500 course grade.

In 2019, the target was not met. The plan for the 2020 assessment year included: 1) students being required to complete weekly ATI exams and submit their ATI transcript, and 2) faculty proctoring students taking the ATI Comprehensive Predictor practice exams. In Spring 2020, the students were unable to take the normal proctored ATI exam because campuses were closed due to COVID. The ATI test generator was utilized so that the students could evaluate their knowledge. The class scored poorly which was reflected in the scores. Students were proctored and received tools for self-remediation. The previously required Hurst Live review was not completed due to the COVID shutdown; however, an ATI live review was provided, as it occurred prior to the shutdown. The required Hurst live review was then offered online as optional alternative. Attendance for the Hurst review was poor, with about half the class (40) participating. It was believed the reviews would give students more opportunities for learning and provide more than one method of reviewing the information, which would enhance the learning process for students.

As a result, in 2020, 55% (96/176) of students achieved a score of $\geq$ 94-95%, which did not meet the expected outcome. This was the second year that the target was not met

and the second year for a decrease in the actual outcome. Many potential factors could have contributed to this result, with no specific cause identified. Potential factors: 1) decreased clinical hours in health care facilities due to COVID restrictions in the Spring of 2020, 2) transitioned abruptly to internet-based instruction for most of 2020, 3) new faculty, 4) cancelled in-person NCLEX-RN reviews in Spring 2020, and individual student value placed on exam. It is also noted that the NLCEX-RN pass rate decreased for the CY 2020, dropping from 94% in 2019 to 89% in 2020.

Decision. In 2020, the target was not met. Based on the analysis of the 2020 results, the plan for 2021 will be to: 1) require all students to attend the ATI live review in 4th level; 2) require all students to remediate their comprehensive practice tests using the remediation tools in ATI; 3) provide the students with NCLEX type review questions during the semester; 4) provide the students with a presentation from the HURST review company (optional for students), and 5) form a NCLEX-RN taskforce comprised of ASN coordinators to address falling NLCEX-RN rates. These actions will give students more opportunities for learning and provide them with more information on where to focus their studies for the Comprehensive Predictor and the NCLEX-RN. Giving the students an option to attend a HURST or another review course will enhance the learning process by giving the students material that is presented in a variety of ways. Additionally, the PCC will discuss if this is still a good measure, since factors related to the exam and the value students place on the exam have changed over recent years.

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.
2020: 100% 275/275; 2nd level 100% (99/99) and 4th level 100%(176/176)
2019: 99.6% 283/284; 2nd level 100% (127/127) and 4th level 99% (156/157)
2018: 100% 251/251; 2nd level 100% (123/123) and 4th level 100% (128/128)

Analysis. Students are taught to provide caring interventions in the clinical setting throughout the program and receive feedback on their ability to do so during clinical. Students are evaluated in the clinical setting using a tool (which scores the students on a scale of 1-5, where 1=unsafe and 5=proficient without assistance) based on the following behavioral expectations: 1) explains to client the rationale for nursing measures performed, 2) performs nursing measures according to accepted procedure and professional standards, 3) actively listens to client's perception of his/her needs, 4) provides effective patient care without allowing one's own value system to interfere, 5) demonstrates a caring and respectful attitude to client while delivering care, 6) verbalizes and examines own emotional response to interactions, and 7) selects an

effective response appropriate for the situation. Students must score a 3.0 to pass. If a student is not meeting a criterion on the evaluation tool during the semester, faculty meet with the student to initiate a learning contract outlining specifically what the student is lacking and what needs to happen for that student to pass the course. Feedback is given to the student regarding their progress toward meeting those goals for the rest of the semester.

In 2019, 99.6% (283/284) of students achieved a final grade of "pass" on the clinical evaluation in second and fourth level. Therefore, the target was met. Based on the analysis of the 2019 results, in 2020, faculty required students to use hands-on and electronic interactive tutorials. The use of these tutorials enhanced the student knowledge by placing the student into a scenario-based simulation where they could provide effective caring interventions according to accepted professional standards in order for the patient to achieve equilibrium and meet patient needs. As a result, in 2020 100% (275/275) of students achieved a final grade of "pass" on the clinical evaluation in second and fourth level. Therefore, the target was met.

Decision. In 2020, the target was met as 100% of students achieved a "Pass" on their clinical evaluations. Based on the analysis of the 2020 results, the plan for 2021 will be for the 2nd and 4th level students to participate in case studies in the clinical setting. These case studies will increase the students critical thinking skills by giving them real scenarios and having them think through the process of what they need to do for care for the patient.

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: 98% (125/127)
2019: 97% (112/116)

Analysis. 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, the target was met with 97% (112/116) of students achieving a score of 80% or higher on the first attempt. Based on the analysis of the 2019 results, the plan for 2020 included: 1) further emphasizing to students the importance of this assignment in learning communication skills which would facilitate meeting the needs of the client throughout the nursing program and their career, and 2) updating course requirements to include a required score of ≥ 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.

In 2020, the syllabi was updated to include the required score of ≥ 80% on the Nurse Process Recording in order to pass the course. Faculty emphasized this change when presenting the assignment. The two students who did not achieve an 80% stated they forgot they had to achieve a minimum score of 80%. These students did repeat the assignment and both achieved a score higher than 80%. In 2020, 98% (125/127) of students scored an 80% or higher on the first attempt, meeting the expected outcome.

Decision. In 2020, the target was met. Based on the analysis of the 2020 results, the plan for 2021 will be to: 1) keep emphasizing 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, 2) ensure that faculty are clear when presenting the assignment/course's expectations concerning the minimum score of 80% to students, and 3) update exemplars provided for student reference.

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: ≥90% will achieve a final grade of "Satisfactory."

Finding. Target was met.

Trending.
2020: 100% (176/176)
2019: 99% (156/157)
2018: 100% (128/128)

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

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conversation), and teaching plans. Students are initially taught the principles of therapeutic communication in the first clinical courses and use those principles more in depth in subsequent nursing courses. The ability to communicate efficiently is a critical behavior in clinical courses. On the clinical evaluation tool, students must score a satisfactory to pass the course. If a student is not meeting the criteria for this element during the semester, faculty counsel the student regarding the deficit and develop a plan of action for the student to be successful. The faculty and the student sign a learning contract outlining specific behaviors that must be demonstrated for the student to pass the course.

In 2019 the target was met with 156/157 (99%) students achieving a final grade of "satisfactory". Based on the analysis of the 2019 results, the plan for 2020 was to implement virtual simulations via CoursePoint+. These actions would improve the student's ability to critically think though nursing scenarios thereby enhancing student learning. In 2020, the plan was partially carried out as virtual simulations were assigned more at the end of the Spring 2020 semester. Student feedback indicated that CoursePoint+ virtual simulation was not helpful to student learning. Also, students were allowed back into the clinical setting in Fall 2020; thus, students were able to achieve all clinical hours in the clinical setting. As a result, in 2020 100% (176/176) of students achieved a final grade of "satisfactory" on Critical Element #2. The target was met for 2020.

Decision. In 2020, the target was met. Based on the analysis of the 2020 results, the plan for 2021 will be to: 1) participate in live simulations, as available, based on COVID protocol; and 2) require interprofessional collaboration for each student during clinical with experiences documented on the interprofessional collaboration report sheet. This collaboration will increase the student's confidence and boost their professional communication skills with other disciplines across the healthcare system.

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.
2020: 100% (164/164)
2019: 99.4% (162/163)
2018: 100% (136/136)

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 2019, 99.4% (162/163) of students achieved a score of ≥ 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. The plan for 2020 included showing students the teaching aids that assist students in identifying needs and communicating with diverse populations. The 2020 plan was carried out as faculty showed students various teaching aids that assisted them in identifying needs and communicating with diverse populations. As a result, in 2020 100% (164/164) of students achieved a score of three or higher. Therefore, the target was met.

Decision. In 2020, the target was met. Based on the analysis of the 2020 results, the plan for 2021 will be to: 1) encourage students to identify on the teaching plan how diversity has impacted teaching and 2) encourage students to provide faculty at least one-way students can improve teaching in specified population.

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.
2020: 100% (99/99)
2019: 100% (126/126)
2018: 100% (123/123)

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, 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. Based on the analysis of the 2019 results, in the 2020 assessment year, students were provided updated service-learning project exemplars and teaching plan grading rubric, as well as access to eResources. In the 2020 assessment year, 100% (99/99) of students achieved a score of "Pass" on their service-learning project, exceeding the expected outcome of 95%. Therefore, the target was met.

Decision. Based on the analysis of the 2020 results, the plan for 2021 will be to: 1) provide exemplars that have been graded utilizing new grading rubric, and 2) revamp eResources for student use.

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.
2020: 99% (169/170)
2019: 91% (72/79)

Analysis. The Utilizing Resources discussion board is a component of NURA 2550 Humanistic Nursing Care. The discussion board prompts: "You are preparing to attend the case management meeting for your unit. What interdisciplinary collaboration, referrals/ consultations, and discharge planning is needed for each patient on you unit (from Scenario list)? Be specific and use the list format." Faculty evaluate knowledge via active student participation in a Discussion Board forum which the faculty grade via rubric. Students have learned the information 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. Based on the analysis of the 2019 results, in 2020, the faculty changed the discussion board to reflect current healthcare topics that included an interprofessional collaboration component. In 2020, interprofessional collaboration was added to the discussion board's grading rubric. As a result, in 2020, 99% (169/170) of students scored 80% or higher.

Decision. In 2020, the target was met. Based on the analysis of the 2020 results, the plan for 2021 will be to: 1) require students to participate in interprofessional collaboration activities each semester, and 2) require students to share with their peers' instances in which they witnessed interprofessional collaboration and offer ways in which the collaboration could have been better.

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 members of the interdisciplinary team will you need to call on? Who will be responsible for ensuring all referrals are completed and discharge planning is initiated or carried out to completion? Remember, you are not alone!"
Expected Outcome: 90% of students will achieve a score of $\geq$ 80%

Finding. Target was met.

Trending.
2020: 99% (169/170)
2019: 91% (72/79)

Analysis. The Utilizing Resources discussion board is a component of NURA 2550. This discussion board prompt is "How will your ensure that each of the needs mentioned above is met in a timely, organized manner? What members of the interdisciplinary team will you need to call on? Who will be responsible for ensuring all referrals are completed and discharge planning is initiated or carried out to completion? Remember, you are not alone!" Faculty evaluate student knowledge via active participation in a Discussion Board posting and grade the assignment utilizing a rubric. Students learn the information through assigned readings, attending clinical, participating in an interprofessional collaboration assignment, and participating in interprofessional simulation.

In 2019, the target was met with 91% (72/79) of students achieving a score of 80% or higher. Based on the analysis of the 2019 results, the plan for 2020 included requiring students to submit their discussion board post prior to viewing and responding to their classmates. This would enhance learning by requiring students to critically think about the topic before being influenced by their peers' thoughts. In 2020, discussion boards were turned off so that students could not view other students' posts until after they posted. This decreased plagiarism and increased more original work and better student discussions. As a result, in 2020, 99% (169/170) of students scored 80% or higher. Therefore, the target was met.

Decision. In 2020, the target was met. Based on the analysis of the 2020 results, the plan for 2021 will be to: 1) require students to respond to at least one other student by adding a substantial response. The student can offer additional information to the discussion or ask a question of the original poster in an effort to stimulate discussion and enhance their critical thinking skills when speaking to their fellow students; and 2)

require one faculty member to grade each individual assignment. This gives the students continuity in grading and one person they can go to for questions about the assignment.

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.
2020: 100% (164/164)
2019: 99.4% (162/163)

Analysis. 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, 99.4% (162/163) of students scored "satisfactory." Based on the analysis of the 2019 results, the plan for 2020 was to have a guest speaker from our mental health partner for an orientation on dealing with this specialized patient population, review the CONSAH and agency policies and procedures with students, and implement a professionalism exercise into clinical orientation. In Spring and Fall of 2020, the Director of Nursing at Brentwood and The Education Supervisor at Brentwood were guest speakers, respectively. In 2020, 100% (164/164) of students achieved a score of "satisfactory". Therefore, the target was met.

Decision. In 2020, the target was met. Based on the analysis of the 2020 results, the plan for 2021 will be to: 1) schedule a guest speaker(s) from our mental health partners 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 > 80%

Finding. Target was met.

Trending.
2020: 99% (169/170)
2019: 90% (71/79)

Analysis. The Legal, Ethical, Standards of Practice discussion board is a component of NURA 2550. Students are given a discussion board topic with scenarios on how they would handle legal, ethical, and standards of practice. 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, the target was met with 90% (71/79) of students achieving a score of 80% or higher. Based on the analysis of the 2019 results, the plan for 2020 included updating discussion board to reflect current information and examples of ethical and legal standards of practice. In 2020, faculty updated discussion board to include current information and examples of ethical and legal standards of practice. As a result, in 2020 99% (169/170) of students achieved a score of 80% or higher. Therefore, the target was met.

Decision. In 2020, the target was met. Based on the analysis of the 2020 results, the plan for 2021 will be to: 1) add ethical dilemmas (justice) related to diversity to the discussion board, 2) require students to discuss times in which they have been involved in an ethical dilemma, and 3) require students to discuss any biases they have witnessed and how those biases could compromise patient care.

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

Based on the analysis of the 2019 results, in the 2020 assessment year, the ASN program implemented many plans to enhance student learning with the overall goals of students graduating, passing the NCLEX-RN, and finding employment. Statistics related to these goals are:

- 89% of graduates passed the NCLEX-RN on the first attempt
- 100% of graduates who sought employment were able to find employment
- 94% of graduating students expressed plans to continue their education

Assessment Cycle 2020

In the 2020 assessment year, the ASN program implemented several actions to enhance student learning, achieve programmatic student learning outcomes, aid students graduating on-time, pass the NCLEX-RN, and become employed as registered nurses. Evidence supporting achievement of these goals include:

- Implemented and/or continued iPad testing for all ASN courses.

- Administered end of semester ATI Exams which provided students with feedback on areas of weakness and strength.

- Participated in Simulation Day at the Willis Knighton Innovation Center.

- Continued accepting students into the Medic/Paramedic program.

- Required students to complete three practice, one problem care plans before completion of the graded care plan project in first level.

- Integrated interprofessional collaboration in didactic lectures, lab content, as well as the hospital setting.

- Continued use of the Lippincott Fundamentals Textbook 9th edition with CoursePoint+ Enhanced Version with electronic resources, adaptive quizzing, and lab videos.

- Encouraged students to use different presentation modalities to enhance dissemination of their service-learning projects.

- Second level students presented Service-learning projects to 1st level students.

- 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. Health and Wellness nurses at the facility requested that the students continue to conduct teaching plans for patients.

- Developed new rubric for 2nd level teaching plans.

- All 4th level students were required to attend NCLEX review.

- 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.

- Required fourth level students to take proctored 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

- All clinical students gained access to Electronic Health Records in all health care facilities.

- Students participated in interprofessional simulation for the 2020 assessment year.

- Students participated in ethical decision-making simulations and debates.

Faculty
- One ASN faculty continued to work toward PhD.

- Two ASN faculty continued to work toward DNP.

- Two ASN faculty graduated from doctoral program.

- Two ASN faculty positions continued to be 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 2021, we will continue to admit students into the medic/paramedic program. Additionally, the ASN program will continue to utilize iPads for student testing in all levels. Testing capabilities in ExamSoft with be upgraded to include testing modalities as on NextGen NCLEX tests. iPad usage continues to allow the student resources to be more accessible, portable, and offer many more resources for the student.

The ASN program will also be implementing the revised ASN curriculum, which added NURA 1160 Methods of Medication Dosage Calculation and NURA 1550 Pharmacology courses.

Below are additional plans for the 2021 assessment year.

- Provide 2nd level students with exemplars of previous students graded teaching plans using the new grading rubric.

- Provide additional internet resources for care plan development.

- Require all students to attend the ATI live review in 4th level.

- Require all students to remediate their comprehensive practice tests using the remediation tools in ATI.

- Provide the students with NCLEX type review questions during the semester.

- Provide the students with a presentation from the HURST review company, with class registration being (optional).

- Form a NCLEX-RN taskforce comprised of ASN coordinators to address falling NLCEX-RN rates.

- Require all 4th level students to remediate their comprehensive practice tests using the remediation tools in ATI.

- Provide all 4th level students with NCLEX type review questions during the semester.

- Implement case studies into clinical setting during 2nd and 4th level.

- Keep emphasizing to 1st level 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.

- Ensure that faculty are clear when presenting the assignment/course's expectations concerning the minimum score of 80% to students.

- Update NPR exemplars provided for student reference.

- Continue the virtual simulations via CoursePoint+.

- Participate in live simulations, as available, based on COVID protocol.

- Require interprofessional collaboration for each 2nd level student on each clinical day.

- Encourage students to identify on the teaching plan how diversity has impacted teaching.

- Provide faculty feedback that includes at least one way the students can improve teaching in specified population.

- Provide 2nd level student with updated teaching plan exemplars that have been graded utilizing new grading rubric.

- Require 4th level students to participate in interprofessional collaboration activities each semester.

- Require students to share with peers instances in which they witnessed interprofessional collaboration and offer ways in which the collaboration could have been better.

- Require students to respond to at least one other student by adding a substantial response. The student can offer additional information to the discussion or ask a

question of the original poster in an effort to stimulate discussion and enhance their critical thinking skills when speaking to their fellow students.

- Require one faculty member to grade each individual assignment. This gives the students continuity in grading and one person they can go to for questions about the assignment.

- Schedule a guest speaker(s) from our mental health partners for an orientation on dealing with this specialized patient population.

- Review the CONSAH and agency policies and procedures with 4th level students.

- Implement a professionalism exercise into clinical orientation.

- Add ethical dilemmas (justice) related to diversity to the discussion board.

- Require students to discuss times in which they have been involved in an ethical dilemma.

- Require students to discuss any biases they have witnessed and how those biases could compromise patient care.

- Implement active learning opportunities into the didactic classroom setting.

- Update 1st level clinical practicum rubrics to include a "professional" aspect.

- Initiate NextGen NCLEX questions on exams starting with 1st level in fall 2021.

- Add 1 extra hour of service/professional learning.

- Continue IPAD testing and use with electronic resources.

- Develop a rubric for the 2nd level teaching plan.

- Review and guide students to references in eResources provided on iPads.

- Continue iPAD testing and use with electronic resources for 1st, 2nd, & 3rd levels.

- Broaden student knowledge of teaching plan aids.

- Implement iPADs testing for 4th level students in Spring 2021.

- Proctor the ATI comprehensive predictor practice tests.

- Have 4th level students post individual response to interdisciplinary collaboration. discussion board before reading classmates responses.

- Implement virtual simulations via CoursePoint+ in all levels.

- Update 4th level discussion boards to reflect current healthcare topics.

Faculty

- Increase teaching with virtual simulations in all levels.

- Facilitate faculty in earning their CNE.

- Facilitate faculty in earning higher degrees.