

Bachelor of Science in Nursing

Division or Department: College of Nursing (CON)

Prepared by: Dr. Rebecca N Weston

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Approved by: Dr. Dana Clawson, Dean

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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 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.

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

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 beginner, professional nurses to become members of the nursing profession.
4. To provide a foundation for graduate education

BSN Objectives:

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

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

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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 (both direct & indirect, quantitative & qualitative) are collected by each BSN level coordinator and sent to BSN SLO Assessment Coordinator.
- (2) The BSN SLO Assessment Coordinator collates and documents the data in the Student Learning Outcomes (SLO) database. Faculty analyze data and give input into actions to enhance student learning.
- (3) The results and plan are shared with the Director of Assessment, Program Director, and the BSN Assessment Committee meeting. The committee discusses data analysis, interpretation, actions, trends, results, and future plans to address needed improvements.
- (4) The Assessment committee findings are discussed in the 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: Previously, the Skyfactor survey has been used as a measure of the SLOs and the actions taken to improve student learning and increase student satisfaction were based on the results. In the AC 2019, 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 summer 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 BSN program length (clinical only) for a student graduating on time is 1.75 to two years. Consequently, actions implemented in the first courses would not be evaluated by students in the Skyfactor survey until they graduated, over two years later, and those results would not come to the CON until at least three months later. That would be over a two 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 questions as measures 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 the 2019 report will be different from the 2018 report.

Note²: The BSN program has 5 clinical levels. The entry clinical level is referred to as 1st level. The last level before graduation is 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.

2019: 100% (176/176)

Analysis. This is a new measure for 2019 as the CON BSN faculty and assessment committee decided that the Comprehensive Predictor (previous Measure 1.1) was not the best reflection of how students integrate theory from nursing, the arts, humanities, and sciences to provide culturally sensitive care in the global community. The Cultural Competency Skills component of the Clinical Evaluation Tool in NURB 4221 (Community Health Nursing Practicum) will now be used.

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 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. At the end of the semester/term, students are first required to rate themselves, followed by the instructor providing a rating. To receive a passing grade in the course, students must earn a minimum of 2.5 average on the overall evaluation criteria based on this scale. All individual unsatisfactory (1) scores must be accompanied by faculty documentation. Any total scores less than 2.0 should also be supported with faculty documentation and discussed with the student.

The evaluation tool used for NURB 4221 includes a combination of the competencies required for NSU CON and also includes competencies that are directly related to community/public health practice. The Cultural Competency component of the evaluation tool is based on the following abilities of the student:

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- 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 competence is taught throughout the curriculum in all BSN levels relating to the community and special populations. In 2019, all BSN levels became more deliberate in teaching cultural competence throughout the curriculum based on discussions in BSN curriculum and assessment meetings. In 1st through 4th BSN levels, all course textbooks specifically demonstrate cultural awareness related to various disease processes. Cultural influences in nursing in community health are directly addressed in NURB 4220 and NURB 4221 (Community Health Nursing) in 5th level BSN. Cultural competence is weaved 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 mastery of the content.

In 2019, the target was met with 100% (176/176) of students scoring a 3 or higher on the cultural competency skills evaluation in NURB 4221 Community Health Nursing Practicum.

Decision. In 2019, the target was met. Based on the analysis of the 2019 results, in 2020, cultural competence teaching will continue to be deliberately threaded throughout the BSN program. The 2nd and 4th levels have added a specific Culture & Ethics Case Study Assignment. The assignments are comprised of a Powerpoint Voice Over discussion. The PPVOs are followed by brief questions directed at consideration of related topics. The Culture and Ethics Post-conferences offers instructors several cultural case studies to choose from. This case study analysis involves the discussion of a client who a prisoner who does not speak English as a first language. Questions exploring the culture and care issues shared by non-English speaking patients, incarcerated individuals, the ethical and legal issues of restraint, as well as medical surgical issues surrounding abdominal surgery, are presented. The final section requires the consideration of the nursing care issues surrounding other cultural groups frequently “labeled”: 1) IV drug abusers, 2) LGBTQ individuals, 3) morbidly obese, 4) Moslem, 5) Jewish, 6) geriatric clients, 7) clients with psych-mental health issues, 8) cognitively delayed, and 8) Latinos.

NURB 3230/3231 will add a presentation from the Childlife Specialist from Christus Highland to speak to students regarding care of the parents and stillborn or deceased neonate, regarding communication, comfort and culturally sensitive care, emotional support, and access to additional resources. NURB 3220/3221 will add additional content on providing culturally sensitive care to their End of Life lecture.

Measure 1.2.

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

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

Finding. Target was met.

Trending.

2019: 100% (176/176)

Analysis. This is a new measure for 2019 as the BSN faculty and assessment committee decided that the Implementation component of the Clinical Evaluation Tool in NURB 4231 was a better indicator of SLO 1 than the previous measure of NCLEX-RN. This new component is measured while students are still in school, while the NLCEX-RN results are from after they graduate. Based on these factors, the Implementation component of the Clinical Evaluation Tool in NURB 4231 (Transition to Professional Practice) will now be used.

The Implementation evaluation is a component of the Clinical Evaluation Tool in NURB 4231 (Transition to Professional Practice) in the 5th level of clinical. 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. At the end of the semester/term, students are first required to rate themselves, followed by the instructor providing a rating. To receive a passing grade in the course, students must earn a minimum of 2.5 average on the overall evaluation criteria based on this scale. All individual unsatisfactory (1) scores must be accompanied by faculty documentation. Any total scores less than 2.0 should also be supported with faculty documentation and discussed with the student.

The evaluation tool used for NURB 4231 includes the competencies required for NSU College of Nursing and also includes competencies specifically related to professional nursing practice. 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.

- *Maintain client safety***
- *Coordinate care to maximize nursing efficiency and client response.*
- *Execute individualized teaching plan using developmentally and culturally appropriate tools, evaluations and delivery approach.*

Cultural competence is taught throughout the curriculum in all BSN levels relating to the community and special populations. In 2019, all BSN levels planned and prepared to become more deliberate in teaching cultural competence throughout the curriculum based on discussions in BSN curriculum meetings. Cultural competence is woven throughout the entire course content in that the students are discussing cultural factors related to caring for diverse populations from an acute care perspective. The student's

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cultural competency is assessed throughout this leadership course through the use of CoursePoint assignments and simulations.

Additionally, students and faculty were provided a workshop on LGBT+ advocacy in Spring 2019 to improve diversity and cultural awareness. In 2019 the target was met and 100% (176/176) of students scored a 3 or higher on the Implementation component of the Clinical Evaluation Tool in NURB 4231.

Decision. In 2019, the target was met. Based on the analysis of the 2019 results, in 2020 the plan will be for faculty to thread cultural competence throughout the course content in that the students are discussing cultural factors related to caring for diverse populations from a community perspective throughout. Additionally, 2nd and 4th level BSN will be implementing new Culture & Ethics Case Study Assignments to all students, helping to continue pushing the cycle of improvement forward.

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 not met.

Trending.

2019: 86.4% (210/243)

2018: 96.6% (169/175)

2017: 97.7% (210/215)

Analysis. Lab skills are taught throughout the first level semester via ATI videos, faculty demonstrations, student return demonstrations, and evaluations. Students who are weak in skills or fail a practicum have remediation before retaking a practicum. Students must successfully pass all practicums before the Final Practicum as these skills are essential to providing safe, competent, care in the clinical setting. The Final Practicum incorporates all skills learned in first level. Students are only allowed one attempt on the Final Practicum. The comprehensive practicum is given at the very end of the NURB 3061 course. This practicum tests their 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: urinary catheterization, wound care, SCD's/ted hose, oxygen, restraints, and urine culture and sensitivity collection. This practicum also tests the student's ability to identify nursing problems and prioritize care.

In the 2018 assessment cycle, the target was met. Based on the analysis of the results in 2018, in 2019 the faculty: 1) communicated multiple times weekly via email and telephone to keep everyone updated and obtain input regarding changes, suggestions,

concerns, etc. and implemented a “faculty huddle” prior to beginning practicums to ensure everyone was in agreement and aware of the practicum requirements to ensure consistency; 2) was consistent with teaching content by utilizing Lippincott as the primary resource for standard guidelines, utilizing ATI videos as a secondary resource, and providing a short tutorial on where to find the resources needed; 3) revised all practicum rubrics and physician’s orders to clarify expectations of faculty and students; 4) incorporated the use of the Anatomage table as a teaching tool; 5) revised the process for practicum check offs to eliminate all students having to sit out in the hallway (waiting their turn to test) by offering staggered time slots; 6) randomized sign-ups between lab faculty and students for check-offs, ensuring students were prepared and had decreased wait times; and 7) revised the curriculum by adding one credit hour to the NURB 3061 course. Despite these changes, in 2019 the target was not met for 2019, as 86.4% (210/243) students achieved a score of 80% or higher on their Health Assessment Final Practicum. In analysis of the decrease faculty found: 1) students in the fall semester had more failures on the final practicum, and 2) those student failing the practicum had lower scores in NURB 3060 Health Assessment Across the Lifespan.

Decision. In 2019, the target was not met. Based on the analysis of the 2019 results, in 2020, the plan will be to continue trending data from the Health Assessment Final Practicum in NURB 3061 (Health Assessment & Basic Life Skills Across the Lifespan). In addition, the faculty will implement the following changes in 2020 to drive the cycle of improvement: 1) collaborate closely with Debbie McInnis, Nursing Lab Coordinator, to determine more effective ways to include more students in the use of the Anatomage table to enhance student learning (as only 10 students are allowed at a time); 2) utilize extra lab time from curriculum revision to incorporate more active learning activities in the lab and provide more practice/demonstration time for skills; 3) implement “Kahoot” quizzes in theory classes to improve student skills and test their knowledge; and 4) implement additional course meetings to clarify expectations in faculty and students. It is expected that these changes will improve the student’s ability to apply the nursing process using critical thinking, communication, assessment, and technical skills, and demonstrate those abilities in the final practicum.

Measure 2.2.

Assessment Method: Theoretical Models of Nursing Leadership (Module 8; Components 1-4) in NURB 4230 (Healthcare Management)

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

Finding. Target was met.

Trending.

2019: 96.6% (174/180)

Analysis. This is a new measure for 2019 to take the place of Skyfactor questions (see Note¹). Module 8 in NURB 4230 (Healthcare Management) facilitates learning on Theoretical Models of Nursing Leadership. This is an online course that utilizes Course Point and the Marquis and Huston textbook: *Leadership Roles and Management*

Function in Nursing. Students are assigned Interactive Modules regarding Leadership, the module consists 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 is 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 2019 the target was met, with 96.6% (174/180) of students scoring a 90% or higher on components 1-4 of this assignment in NURB 4230 (Healthcare Management).

Decision. In 2019, the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be for faculty to continue to revise the assignments to help develop the student's leadership skills. Faculty have increased the number of CoursePoint quizzes for the course to four and have also introduced a 25-question examination to continue to assess the student's knowledge of nursing leadership.

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)

Expected Outcome: 90% of students will achieve an 80% or higher

Finding. Target was met.

Trending.

2019: 100% (199/199)

2018: 99.4% (167/168)

2017: 99.4% (172/173)

Analysis. For this project, students are required to perform a quasi-research study on a topic of their choice after approval by the instructor. Students develop the five (5) primary sections of a research study including a research question, problem statement, purpose statement, literature review and conclusion throughout the semester. At the end of the semester, students are required to transfer this material in a research poster and required to present this research material to their classmates and faculty. This is an extensive project that accounts for 23% of their overall course grade. Although the faculty responsible for this course changed in 2019, the research project remained.

In the 2018 assessment cycle, the target was met. Based on the analysis of the results in 2018, in 2019 the presentations were no longer completed as digital poster presentations but as full podium presentations to their classmates and faculty. Additionally, due to the large volume of students enrolled in NURB 3160, students were allowed to complete these research projects in small groups of three to five students. Faculty feedback to students was given continually throughout the semester on each step of the research project (via discussion boards specifically for each major

component). The content regarding the major components of a research project was presented via lecture, and students were tested on this content as well. As a result, in 2019 100% (199/199) of students achieved a score of 80% or higher on their research project in NURB 3160 (Research in Nursing). This met the expected outcome measure for 3.1.

Decision. In 2019, the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be to continue to trend the data of the research project. Based on BSN curriculum changes, this course will be transitioning to an online-only course and be taught by interdisciplinary faculty from both nursing and radiologic sciences. Although the research project will continue, students will no longer be presenting their project physically in front of their classmates. Instead students will submit their posters to faculty and present via a recorded session.

Measure 3.2.

Assessment Method: Quantitative Appraisal Assignment in NURB 3160 (Research in Nursing)

Expected Outcome: 90% of students will achieve an 80% or higher

Finding. Target was not met.

Trending.

2019: 86.4% (172/199)

Analysis. This is a new measure for the 2019 year, taking the place of Skyfactor questions (see Note¹). The Quantitative Appraisal Assignment in NURB 3160 is completed by students midway through their semester. It requires students to choose a quantitative research study (options provided by faculty) and thoroughly analyze the study. A total of 25 questions are asked on this assignment regarding the research study, including identifying the research design, identifying the major components of the study, identifying if data was appropriately presented, examining the literature review, determining if the research was performed ethically, and more. This is an extensive assignment that accounts for 23% of their overall course grade. Although there are numerous faculty members assigned to this course, only one faculty member grades these projects in order to avoid inconsistencies in grading and feedback. The curriculum regarding the quantitative research was presented via lecture, and students were tested on this content as well. In 2019, 86.4% (172/199) of students achieved a score of 80% or higher on the Quantitative Appraisal Assignment in NURB 3160 (Research in Nursing). This did not meet the expected outcome measure for 3.2.

Decision. In 2019, the target was not met. Based on the analysis of the 2019 results, in 2020, the plan will be to change this measure to the 4th level care plan from NURB4230 (Healthcare Management). Rationale: The care plan assignment requires students to demonstrate the use of research in order to effectively create a plan of care. Faculty believe that the care plan assignment will be a better reflection of how students

integrate research findings to promote evidence-based nursing practice, continuing to push 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 in NURB achieve a minimum score of 80% on the political assignment project.

Finding. Target was met.

Trending.

2019: 100% (176/176)

2018: 99% (123/124)

2017: 100% (128/128)

Analysis. This assignment in NURB 4220 requires students to address a political topic of interest in health care and to research it and its affects regarding various factors related to the health of individuals and populations. The most recent assignment for the 2019 assessment year (AY) was to discuss the pros and cons of medicinal and recreational marijuana. Specifically, the students had to discuss/address:

- The pros of legalizing medical marijuana
- The pros of legalizing recreational marijuana
- The cons of legalizing medical marijuana
- The cons of legalizing recreational marijuana
- The positive health benefits (if any) of medical marijuana
- The positive health benefits (if any) of recreational marijuana
- The negative health benefits (if any) of medical marijuana
- The negative health benefits (if any) of recreational marijuana
- Why, despite legalization of medical marijuana, it remains unavailable to most who need it?

This assignment requires analysis and critical thinking related to current political issues affecting healthcare today and how these issues affect the people/patients/communities/ they will serve as registered nurses.

In the 2018 assessment cycle, the target was met. Based on the analysis of the results in 2018, the faculty made the following changes in 2019 to drive the cycle of improvement, including modifying this assignment because the legislature does not meet every year. The modified assignment used in 2019 for NURB 4220 required students to address a political topic in health care and to research it and its affects regarding various factors related to the health of individuals and populations. The nurse's role in understanding the effects of alcohol, tobacco and other drugs on the healthcare system was taught using various sections of the text: *Influences on Health*

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Care Delivery and Nursing. The students are taught and tested on the following content; Ethics in Public and Community Health Nursing Practice; Cultural Influences in Nursing in Community Health; Environmental Health; Government, the Law, and Policy Activism, and Economic Influences; Nursing Practice in the Community: Roles and Functions; Nursing Practice at the local, state, and national level in public health; and Nursing in the Faith community, Home health and Hospice, the schools, and in Occupational Health. While there are not additional specific 'assignments' related to these topics, the material is presented by faculty and discussed, and the students take a multiple-choice exam to determine their understanding of the concepts. As a result of these changes, in 2019 the target was met, with 100% (176/176) of students achieving a score of 80% or higher on the Political Assignment Project in NURB 4220 (Community Health). This met the expected outcome measure for 4.1.

Decision. In 2019, the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be to review and revise the political assignment topic to ensure relevance to the current political realm and continue to analyze this data closely.

Measure 4.2.

Assessment Method: End of Semester Questionnaire collected in 3rd Level BSN "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 higher

Finding. Target was met.

Trending.

2019: 99.9% (109/110)

Analysis. This is a new measure for the 2019 year, taking the place of Skyfactor questions (see Note¹). 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.*" The questionnaire uses a four-point Likert scale rating with a (4) indicating strongly agree; (3) indicating agree; (2) indicating disagree; and (1) indicating strongly disagree. Students are taught how economic, legal, ethical and political factors influence health care systems in a variety of ways throughout third level in both theory and clinical courses. This includes through lecture, assessments and discussions in clinical post-conferences. In 2019 the target was met, with 99.1% (109/110) of students indicating a score of 3 (agree) or higher on the questionnaire. This met the expected outcome measure for 4.2.

Decision. Based on the analysis of the 2019 results, in 2020, the plan will be to implement the following changes in 2020 to drive the cycle of improvement: Since this is a new measure and the target was met, the faculty will utilize current methods to continue to teach economic, legal, ethical and political factors influencing health care systems and trend 2020 data with 2019 data. Faculty will also administer the survey earlier in the semester to promote a high participation rate. Faculty will continue to

teach how economic, legal, ethical and political factors influence health care systems in a variety of ways throughout third level in both theory and clinical courses.

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.

2019: 81.7% (143/175)

Analysis. This is a new measure for the 2019 year, taking the place of Skyfactor questions (see Note¹). The student portfolio is a demonstration of work in progress over the duration of 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*. The benchmark is that the student connects concepts through an interdisciplinary perspective at least at the basic (2) level.

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 have the opportunity to 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 are required to 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 have the opportunity to participate in an interdisciplinary simulation at LSU School of Medicine, where the focus is interdisciplinary public health.

Nurses collaborate with numerous disciplines, including physicians, advanced practice registered nurses, respiratory therapists, radiologic technologists, dieticians, pharmacists, child life specialists, social workers, occupational/behavioral/ speech therapists, unlicensed assistive personnel, phlebotomists, counselors and others. The specific question for BSN Portfolio QEP SLO 1.2 states “Please reflect on your previous

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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?" This assignment is given to students in 2nd through 5th level. It is expected that students will progress in the concepts related to this question as they progress through clinical levels, ultimately achieving a score of at least 3 (mastery). In 2019 this outcome was met, with 81.7% (143/175) of students indicating a score of 3 or higher on the assignment.

Decision. In 2019, the target was met. Based on the analysis of the 2019 results, in 2020, the faculty plan to continue to teach interdisciplinary collaboration throughout all BSN levels and ensure that students experience it and discuss it in the clinical setting. In addition, 3rd level BSN will be implementing an interdisciplinary workshop with local child life specialists to teach students about their role in neonatal and pediatric health, and their collaborative role with nurses. 3rd level BSN will also bring in military personnel to discuss the differences between military life-saving trauma measures and nursing trauma measures, as well as a Master Psychologist and Speech/Language therapist to discuss the importance of understanding autism spectrum disorder for pediatric care. 4th / 5th level BSN will implement an Interdisciplinary Collaboration Education event semiannually in 2020 with various members of the healthcare community, including nursing, radiologic science, respiratory therapy, physicians' assistants and medical students.

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.

2019: 100% (176/176)

Analysis. The Community Dimensions of Practice 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 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. At the end of the semester/term, students are first required to rate themselves, followed by the instructor providing a rating. To receive a passing grade in the course, students must earn a minimum of 2.5 average on the overall evaluation criteria based on this scale. All individual unsatisfactory (1) scores must be accompanied by faculty documentation. Any total scores less than 2.0 should also be supported with faculty documentation and discussed with the student.

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The evaluation tool used for NURB 4221 includes a combination of the competencies required for NSU College of Nursing and also includes competencies that are directly related to community/public health practice. The Community Dimensions of Practice component of the evaluation tool specifically states that the student:

- Identifies community partners for Public Health Nursing (PHN) practice with individuals, families, and groups.
- Collaborates with community health partners to promote the health of individuals and families within a population.
- Participates effectively in activities that facilitate community involvement.
- Maintains client safety

In 2019 this outcome was met, with 100% (176/176) of students scoring a three or higher on this evaluation component. This met the expected outcome measure for 5.2.

Decision. In 2019, the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be for 5th level faculty to implement collaborative clinical days in which Community Health students shadow members of the healthcare team in areas such as interventional radiology, the heart catheterization lab, chemotherapy, occupational health, pharmacy, and others. These changes will improve the student's ability to collaborate with clients and other members of the interdisciplinary health care team for health promotion, risk reduction, disease prevention, disease management, and health restoration. Faculty will also continue trending the data from the Community Dimensions of Practice as a component of the Clinical Evaluation Tool- Community/Public Health in NURB 4221 Community Health Nursing Practicum in the 5th level of clinical, thereby continuing to push the cycle of improvement forward.

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 higher (possible score 0-10)

Finding. Target was not met.

Trending.

2019: 87.2% (157/180)

Analysis. This is a new measure for the 2019 year, taking the place of Skyfactor questions (see Note¹). For this assignment, students are first required to view a CoursePoint 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

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effective means for delegation and discuss the barriers to effective delegation. The possible range of scores for this assignment is 0-10.

This is an online course that utilizes Course Point and the Marquis and Huston textbook: Leadership Roles and Management Function in Nursing. Major topics covered in this online class through modules and discussion boards include: 1) Influences on Leadership Competencies; 2) Organizational Factors that Shape Nursing Leadership; and 3) Nurse as Leader and Manager. In 2019 the target was not met, as 87.2% (157/180) of students achieved a score of 80% or higher on the Delegation and Communication Assignment.

Decision. In 2019, the target was not met. This was a new assignment for both students and faculty this assessment year. Based on the analysis of the 2019 results, in 2020, the plan will be to: 1) require students to review the Nurse Practice Act and the Louisiana State Board of Nursing policies regarding the RNs responsibilities in delegating tasks to both licensed and unlicensed assistive personnel prior to completing this assignment; and 2) 3rd level students will have an additional lecture detailing the differences between registered nurses and both licensed and unlicensed assistive personnel. These changes will help improve the student's ability to effectively delegate and communicate, thereby continuing to push the cycle of improvement forward. In addition, faculty will continue to: 1) teach the principles of leadership to design, manage, coordinate, and evaluate health care delivery throughout all levels of the BSN program and ensure student understanding prior to completing the assignment.

Measure 6.2.

Assessment Method: Leadership ATI Exam

Expected Outcome: 80% of students will score a Level 2 on the ATI Leadership exam.

Finding. Target was not met.

Trending.

2019: 62.5% (112/179)

2018: 40% (59/133)

2017: 64% (68/125)

Analysis. The Assessment Technologies Institute (ATI) Leadership exam is a 70-item test that offers an assessment of basic comprehension and mastery of leadership and management principles. This assessment emphasizes decision-making skills with regard to managing and prioritizing care. Primary principles of the test include 1) Client and staff advocacy, 2) Provider of client care, 3) Supervisor of client care, and 4) Collaborator/planner of client care. This test is given to students in 5th level BSN.

In the 2018 assessment year, the target was not met. Based on the analysis of the results in 2018, in 2019, the faculty utilized Nursing Leadership and Management textbook, Course Point videos, and interactive scenarios and assignments regarding Appropriate Delegation Situations, Delegation and Communication, and Problems in

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Prioritization: Preventing Poor Outcomes to improve learning on leadership. Faculty also developed ATI Practice quizzes for each Module (5 total), including: 1) Priority and Delegation; 2) Coordinating Care; 3) Safety and Education; 4) Delegation; and 5) Psychosocial. In addition, faculty utilized the Leadership Practice A and B in ATI. The Leadership ATI exam counted 18% of the course grade and the practice quizzes counted as 1% per quiz. Despite all of the actions in 2019, the target was not met as only 62.5% (112/179) of students achieved a level 2 on the leadership ATI. However, the percent of students scoring at a level 2 did increase by 22.5% in 2019. The value of this exam has significantly changed since this measure was first utilized and is reflected in the trended results. Students report that they study for the course which is most important at the time, which may not be this exam. Consequently, faculty decided it was time to replace this measure with an assignment that was less comprehensive, but still demonstrated student learning on leadership.

Decision. Based on the analysis of the 2019 results, in 2020, the plan will be to delete this measure and replace it with the following:

6.2 – NURB4230 Post Quiz on Learning Unit 1: Theoretical Models of Nursing Leadership (Quiz 1.1, 1.2 and 1.3). Expected Outcome: 80% of students will achieve a score of 80% or better on each of these quizzes.

Faculty believe that this new assignment will demonstrate the student's ability to apply the principles of leadership to design, manage, coordinate, and evaluate health care delivery, thereby continuing to push the cycle of improvement forward.

SLO 7. Demonstrate professional nursing standards, values, and accountability.

Measure 7.1.

Classification 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.

Finding. Target was met.

Trending:

2019: 100% (165/165)

Analysis. The Professionalism component of the Clinical Evaluation Tool in NURB 3231 Women's Health Practicum is a new measure that is taking the place of Skyfactor questions (see Note¹). 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. At the end of the semester/term, students are first required to rate themselves, followed by the instructor providing a rating. To receive a passing grade in the course, students must earn a minimum of 2.5 average on the overall evaluation criteria based on this scale. All individual unsatisfactory (1) scores

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must be accompanied by faculty documentation. Any total scores less than 2.0 should also be supported with faculty documentation and discussed with the student.

The evaluation tool used for NURB 3231 includes the competencies expected by NSU College of Nursing and related to professional nursing practice. The Professionalism component of the evaluation tool specifically states that 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.

Professionalism is taught throughout the curriculum in all BSN levels. This begins in 1st level BSN, 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, as well as professional behavior, communication, and safety. In 2019 the target was met, with 100% (165/165) of students scoring a 3 or higher on the Professionalism component.

Decision. In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be for faculty to implement the following changes in order to push the cycle of improvement forward: 1) Guest speaker (Marc Pearce, Regional Compliance & Privacy Officer at Christus Health) to present to first level students on compliance and privacy in healthcare. Faculty will also continue to thread Professionalism throughout the entire curriculum in the BSN program. This will include 3rd level BSN Interview Day where guest speakers from local healthcare facilities who have a Leadership role speak to students on professionalism and accountability. Additionally, continue trending data from the Professionalism component of the Clinical Evaluation Tool in NURB 3231 (Women's Health Practicum).

Measure 7.2.

Classification 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.

Finding. Target was met.

Trending:

2019: 99.3% (164/165)

Analysis. The Planning component of the Clinical Evaluation Tool in NURB 3221 Pediatric Nursing Practicum is a new measure that is taking the place of Skyfactor questions (see Note¹). 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. At the end of the semester/term, students

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are first required to rate themselves, followed by the instructor providing a rating. To receive a passing grade in the course, students must earn a minimum of 2.5 average on the overall evaluation criteria based on this scale. All individual unsatisfactory (1) scores must be accompanied by faculty documentation. Any total scores less than 2.0 should also be 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 related to professional nursing practice. The Planning component of the evaluation tool specifically states that the student will Utilize assessment data in individualizing the plan of care.

- Prioritize client problem/nursing diagnoses.
- Plan goals, interventions, and outcomes congruent with nursing diagnosis.
- Identify rationale for teaching as appropriate to client/family needs.
- Develop teaching based on client and family goals and state of health.
- Applies evidence-based practice by use of research and other sources of evidence in care decisions.

In 2019 the target was met, with 99.4% (164/165) of students scoring a 3 or higher on the Planning component in NURB 3221.

Decision. In 2019, the target was met. Based on the analysis of the 2019 results, in 2020, faculty will continue to thread planning and prioritizing throughout the entire curriculum in the BSN program and this will remain a critical behavior in every student evaluation throughout all BSN clinical levels. Faculty will revise and adjust curriculum teaching these behaviors based on feedback provided from local hospitals and clinical agencies in Advisory Council meetings. Advisory Council meetings are held annually, with central Louisiana campuses included in late fall, and northern Louisiana campuses included in early spring. Students will continue to be held accountable for professionalism and faculty will continue to demonstrate professionalism throughout all clinical levels.

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

Measure 8.1.

Assessment Method: Graduating Senior's Biographical data

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

Finding. Target was met.

Trending:

2019: 84.4%% (152/180)

2018: 81% (120/148)

2017: 83% (105/127)

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Trending:

| | 2017 | | 2018 | | 2019 | |
|--------------------|--------------------------|-----|--------------------------|-----|---------------------------|-------|
| Continue Education | Shreveport n = 83/104 | 80% | Shreveport n = 85/100 | 85% | Shreveport n = 107/122 | 87.7% |
| | Alexandria n = 22/23 | 96% | Alexandria n = 21/31 | 68% | Alexandria n = 25/36 | 69.4% |
| | | | Natchitoches 14/17 | 82% | Natchitoches n = 20/22 | 90.9% |
| Total | 105/127 | 83% | 120/148 | 81% | 152/180 | 84.4% |

Analysis. As students' progress through clinical courses, faculty reinforce that the healthcare world is ever changing, and nurses continuously have to learn to keep abreast of current practice. Students are taught in NURB 3030 (a pre-clinical course) of the many educational opportunities that are available to nurses to advance their practice and careers. The measurement for this SLO is obtained from self-report of the student who are 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 plans for the future that is gathered for the recognition ceremony.

In the 2018 assessment year, the target was met with 81% of students reporting plans to continue their education. This drop was due in part to failure to gather data on all graduating students on the Alexandria campus. Based on the analysis of the results in 2018, in 2019, faculty requested the completion of the bio forms from the distance campuses earlier in the semester and reinforced the concept of life-long learning with students in all levels. As a result, in 2019 84.4%% (152/180) of students indicated a plan to further their education in the future.

Decision. In 2019, the target was met. Based on the analysis of the 2019 results, the faculty will implement the following changes to drive the cycle of improvement: 1) continue to trend the data relating to graduating seniors plan to further their education and continue lifelong learning; and 2) reinforce lifelong learning in the clinical and classroom setting.

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:

2019: 81.82% (144/176)

Analysis. This is a new measure for the 2019 year. The student portfolio is a demonstration of work in progress over the duration of 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. The benchmark is that the student connects concepts through an interdisciplinary perspective.

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 what you have experienced at NSU has 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 2019 the target was met, with 81.82% (144/176) of students scoring a 3 or higher on SLO 2.2 of the portfolio.

Decision. In 2019 the target was met. Based on the analysis of the 2019 results, in 2020 the plan will be for the 5th level faculty to increase the minimum score required on this tool to 3.0 indicating a mastery level, (increased from basic [2] in 2019), and to continue trending data from the Student Portfolio Tool QEP SLO 2.2 in order to drive the cycle of improvement forward.

SLO 9. Utilize information and healthcare technologies in nursing practice.

Measure 9.1.

Assessment Method: Culture of Safety Final Assignment in NURB 3260 (Nursing Informatics)

Expected Outcome: 80% of students will achieve a score of 80% or higher

Finding. Target was met.

Trending:

2019: 98.7% (163/165)

Analysis. This is a new measure for the 2019 year. The Culture of Safety assignment is a final assignment in NURB 3260 in which the students are given a safety topic and expected to develop a PowerPoint presentation aimed at educating nursing staff in a healthcare facility. Topics for this assignment specifically related to healthcare technologies include computerized order entry, medication errors, and medication reconciliation, as well as other topics, including adverse events, disruptive and unprofessional behavior, fatigue and sleep deprivation, hand-off and sign outs, and health care associated infections. This assignment counts as 25% of the course grade. Students are required to utilize two to three evidence-based references in this assignment, as well as the Agency for Healthcare Research and Quality (AHRQ) website.

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In addition to this specific assignment, utilizing information and healthcare technologies is threaded throughout all clinical levels. Beginning in 1st level, student gain a “read-only” access to hospital computer systems, and in 5th level students gain read and write access, allowing them to type directly in the patient’s chart. Students also utilize different types of healthcare technology throughout all their clinical levels including IV pumps, chest tubes, ventilators, etc. Faculty also expanded the use of Lippincott products for 1st through 5th level. Products included texts, online resources, quizzes, case scenarios, and virtual simulations. This included Lippincott Course Point for teaching, remediation, and testing in order to assist students in appropriately utilizing information and understanding healthcare technologies.

In 2019 the target was met, with 98.7% (163/165) of students achieving a score of 80% or higher on the Culture of Safety Final Assignment.

Decision. In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be for the faculty to implement the following changes in 2020 to drive the cycle of improvement: 1) 4th and 5th level will begin using iPads for students testing and learning; 2) utilize post conferences in 2nd and 3rd level for students to discuss utilization of technologies and utilization of information in the clinical setting, and 3) allow students to utilize their iPads in the clinical setting to further utilize information and healthcare technologies in nursing practice.

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:

2019: 98.8% (172/174)

Analysis. This is a new measure for the 2019 year, taking the place of a Skyfactor question (see Note¹). 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. At the end of the semester/term, students are first required to rate themselves, followed by the instructor providing a rating. To receive a passing grade in the course, students must earn a minimum of 2.5 average on the overall evaluation criteria based on this scale. All individual unsatisfactory (1) scores must be accompanied by faculty documentation. Any total scores less than 2.0 should also be supported with faculty documentation and discussed with the student.

The evaluation tool used for NURB 4121 includes the competencies expected by NSU College of Nursing and professional nursing practice. The Evaluation component of the clinical evaluation tool specifically states that the student will link client interventions

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with client outcomes by identifying level of attainment of client and family goals, including:

- Adjust plan of care based on client and family response.
- Identify strategies for improving patient care
- Address use of clinical information systems, electronic medical record, and electronic health record in outcome evaluation for individuals
- Participate in self-evaluation at each step of the nursing process.
- Identify areas for self-improvement.

In an effort to improve student's ability to utilize information and healthcare technologies in nursing practice, in 2019 clinical levels 1 through 4 attended simulation experiences. Additionally, the use of iPads was expanded through 4th level for student books, resources, and testing. In 2019 the target was met, with 98.8% (172/174) of students scoring a 3 or higher on the Evaluation component of the Clinical Evaluation tool in NURB 4121.

Decision. Based on the analysis of the 2019 results, in 2020, the plan will be for the faculty to implement the following changes in 2020 to drive the cycle of improvement: 1) By fall 2020, all clinical levels in the BSN program will utilize I-Pads for testing and learning purposes; 2) Increase electronic health record training at multiple healthcare facilities on all campuses; and 3) continue trending data from the Evaluation component of the Clinical Evaluation tool in NURB 4121.

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

In the 2019 assessment year, the BSN 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:

- 95.15% of 2019 graduates passed the NCLEX-RN on the first attempt
- 100% of graduates who sought employment were able to find employment
- 87% of students in cohorts have graduated within 150% of the time – which exceeded the benchmark of 70% graduating within 150% of the time.
- 84.4% of graduating students expressed plans to continue their education

Students take the ATI Comprehensive Predictor in 5th level to assess their readiness to take the NCLEX-RN. The individual student report of strengths and deficits in knowledge generated was utilized to facilitate student remediation on those concepts during 5th Level, thereby helping prepare them for the NCLEX-RN exam. In addition, a live NCLEX-RN review course was scheduled for students in the 5th level. Students have been taught content based on evidence-based practice (EBP), developed

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presentations on EBP, and practiced nursing care based on EBP. As these measures increase the knowledge base of the students, they directly contributed to preparation of students and the graduates being successful on the NCLEX-RN licensing exam.

Below are other measures that contributed to student learning and success in the 2019 assessment year.

- Expanded the use of Lippincott products for 1st through 5th level. Products included texts, online resources, quizzes, case scenarios, and virtual simulations. This included Lippincott Course Point for teaching, remediation, and testing.
- Added Virtual Simulations for teaching assessment skills in 1st level clinical.
- A live ATI NCLEX review was given in 5th level.
- Expanded the use of iPads for student books, resources, and testing in 2019 through 4th level. Worked with ATI, Exam Soft, and NSU technology specialists to resolve problems.
- The ATI Comprehensive Predictor was given in 5th Level.
- Provided a workshop on LGBT+ advocacy for students and faculty in Spring 2019 to improve diversity and cultural awareness.
- Revised rubrics in NURB 3061 to clarify expectations.
- 1st Level BSN implemented a “faculty huddle” prior to beginning practicums to clarify practicum requirements for faculty and students.
- Initiated a new process for clinical practicums in 1st level.
- Incorporated the new Anatomage table in teaching in 1st level.
- All clinical students accessed the electronic health records in healthcare facilities as allowed by the healthcare facilities and as needed in the clinical rotations.
- Research students were taught more in-depth content on features of MS Word program and using APA format.
- Reviewed and revised SLO Measures to more accurately and concisely measure Student Learning Outcomes.
- 1st through 4th BSN levels utilized Lippincott course textbooks which specifically demonstrate cultural awareness related to various disease processes.
- Revised the curriculum to reflect a 30 credit hour year/15 credit hour semester. In addition, the curriculum revision incorporated threading these crucial concepts throughout the curriculum: culture and ethics, informatics, and care of

gerontology patients.

- Six full-time BSN faculty, one adjunct BSN faculty and one Student Success Coordinator are supported/provided through healthcare partnerships.
- Eleven faculty are working on their doctorate.
- Two faculty completed their doctorate degree in 2019.

Continued Initiatives from Previous Year

- Preclinical students were advised to take University 1000 designated for nursing majors and the English 2110 section designed for healthcare majors.
- ATI standardized exams were utilized each clinical level to assess and inform students of content areas of competency and deficiency.
- Use of ATI Resources for teaching, remediation, and testing.
- Students gained experience with presentations in NURB 3160 Research and in clinical post conference in 4th and 5th level.
- Some students participated in Interprofessional Simulation with pharmacy and physician's assistant students.
- Tutoring on course content in each level by tutors and faculty.
- Learning contracts implemented for students not meeting passing criteria throughout the semester.
- Faculty meeting individually with students to review tests and counsel on study habits.
- Utilizing case studies in didactic and clinical courses.
- Student mock interviews (for job employment) in 3rd level BSN.
- Participated in QEP Learning for Life – capstone courses utilizing experiential learning and reflection on learning throughout the clinical nursing courses.
- Faculty support of BSN students desiring to participate in research and present findings.
- Students have access to high fidelity simulation through healthcare partners of NSU – Willis-Knighton Health Systems and Christus St. Frances Cabrini Hospital.
- Faculty advise students pre-clinical and each semester that students are in clinical.
- Working with athletics department on main campus to facilitate students being able to fulfill the requirements for majoring in nursing and participating in athletics.
- Resources reviewed for increase in type and amount of technology-based teaching resources.

Plan of action moving forward.

In the 2020 assessment year, the BSN program will be completing the implementation of all clinical levels (1st through 5th) utilizing iPads for accessing online resources and testing. This will offer much more portability in the resources required for the nursing program. Additionally, the NCLEX-RN is a computerized exam, and students will have much more experience with online testing by the time they take the NCLEX-RN. The use of iPads will decrease the need for costly expansions of the computer labs and the need for updates of computer equipment. Faculty also plan on implementing clinical charting/documentation through the iPads at local clinical sites.

The “Learning for Life” capstone initiative will be in its third year, with graduating students having had more experience at reflective journaling in their lower level clinical courses. Below are additional plans for the 2020 assessment year.

- The BSN Curriculum will continue with additional cohorts using its new curriculum (15-credit hour semester/30 credit hour year) in 2020.
- BS to BSN Program to begin admitting students Summer 2020. This program allows students with a prior Bachelor of Science degree to enter the BSN program on an accelerated path and graduating within approximately 16 months.
- 2nd level BSN (NURB3141) to implement new Culture & Ethics Case Study Assignments for all students.
- 1st Level BSN to; 1) collaborate closely with Debbie McInnis, Nursing Lab Coordinator, to determine more effective ways to include more students in the use of the Anatomatage table to enhance student learning (as only 10 students are allowed at a time); 2) Utilize extra lab time (Increase of one credit hour) from curriculum revision to incorporate more active learning activities in the lab and provide more practice/demonstration time for skills; and 3) Implement “Kahoot” quizzes in theory classes to improve student skills and test their knowledge 4) Implement additional course meetings to clarify expectations of faculty and students.
- NURB3160 Research in Nursing will transition to an online-only course and be taught by interdisciplinary faculty from both nursing and radiologic sciences. Students will no longer be presenting their project physically in front of their classmates. Instead students will submit their posters to faculty and present via a recorded session.
- Administer measure 4.2 survey several weeks earlier in 2020 semesters so that faculty can better track response rates and ensure student participation (goal: 90% participation).

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- 3rd level BSN will implement three interdisciplinary workshops 1) local child life specialists will teach students about their role in neonatal and pediatric health, and their collaborative role with nurses; 2) military personnel will discuss the differences between military life-saving trauma measures and nursing trauma measures; and 3) Master Psychologist and Speech/Language therapist will discuss the importance of understanding autism spectrum disorder for pediatric care.
- 4th / 5th level BSN will implement an Interdisciplinary Collaboration Education event semiannually in 2020 with various members of the healthcare community including nursing, radiologic science, respiratory therapy, physicians' assistants and medical students.
- 5th level faculty will implement collaborative clinical days in which Community Health students shadow members of the healthcare team in areas such as interventional radiology, the heart catheterization lab, chemotherapy, occupational health, pharmacy and others.
- 5th level faculty will increase the minimum score required on the Student Portfolio Tool QEP SLO 2.2 (end of 5th Level) to 3.0, indicating a mastery level.

Summary of planned changes to SLO Measures:

- Measure 3.2 (Quantitative Research Assignment) will be changed to the 4th Level BSN Care Plan assignment. The research assignment is not practice based it is research based, and faculty believe that the care plan assignment will be a better reflection of how students integrate research findings to promote evidence-based nursing practice.
- Measure 6.2 (Leadership ATI Exam) will be changed to NURB 4320 Post Quiz on Unit 1: Theoretical Models of Nursing Leadership. Since students prioritize the effort they put into ATI exams based on other assignments due in other courses and the grades they are making in that semester, there are always students who do not prepare or put forth their best efforts on the exams, making this ATI Leadership Exam an inaccurate reflection of the student learning outcome. Faculty believe that the post quiz will more accurately reflect the student's knowledge base on how to apply the principles of leadership to design, manage, coordinate, and evaluate health care delivery.