

## Bachelor of Science in Nursing

**Division or Department: College of Nursing (CON)**

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

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

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

### **BSN Program Goals:**

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

### **BSN Student Learning Objectives:**

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

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

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5. Integrate research findings to promote evidence-based nursing practice.
6. Incorporate knowledge of economic, legal, ethical, and political factors influencing health care systems and policy to advocate for recipients of nursing care.
7. Apply principles of leadership to design, manage, coordinate, and evaluate health care delivery.
8. Demonstrate professional nursing standards, values, and accountability.
9. Assume responsibility for professional development and lifelong learning.

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

1. Data from assessment tools (both direct & indirect, quantitative & qualitative) are collected by each BSN (Bachelor of Science in Nursing) level coordinator and recorded in course reports.
2. Data is documented and shared with faculty. Faculty analyze data and give input on the implementation, actual learning outcomes, and ideas for future actions to enhance student learning.
3. The results and plan are shared with the Director of Assessment, Program Director, and the BSN (Bachelor of Science in Nursing) Assessment Committee. The committee discusses data analysis, interpretation, actions, trends, results, and needs to address improvements.
4. The BSN Assessment Committee findings are discussed in program curriculum committee meetings. Additional insights and actions are added to the SLOs based on faculty input.
5. Significant findings are reported in the Administrative Council meeting.

### Student Learning Outcomes:

**Note<sup>1</sup>:** The BSN program has 5 clinical levels. The entry clinical level is referred to as 1<sup>st</sup> level. The last clinical level is referred to as 5<sup>th</sup> level.

**Note<sup>2</sup>:** During the 2020 Assessment Cycle, 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.

### **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 above

**Finding.** Target was met.

#### **Trending.**

**2020:** 99% (175/176)

**2019:** 100% (176/176)

**Analysis.** In 2019 the target was met with students scoring a 3 or higher on 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 5<sup>th</sup> level of clinical. The Cultural Competency component of the evaluation tool is based on the following abilities of the student:

- Provides culturally competent care to individuals, families, and groups.
- Utilizes the social and ecological determinants of health to work effectively with diverse individuals, families, and groups.
- Adapts public health nursing care to individuals, families, and groups based on cultural needs and differences.
- Demonstrates culturally appropriate public health nursing practice with individuals, families, groups, and community members; contributes to promoting culturally responsive work environment.

Cultural competence is taught throughout the curriculum in all BSN levels relating to the community and special populations. In 1<sup>st</sup> through 4<sup>th</sup> 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 5<sup>th</sup> level. 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.

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In 2019 the target was met with 100% (176/176) of students scoring a 3 or higher. Based on the analysis of the 2019 results, in 2020, faculty in 2<sup>nd</sup> and 4<sup>th</sup> levels added a specific Culture & Ethics Case Study Assignment. The assignments were comprised of a Powerpoint Voice Over (PPVO) discussion. The PPVOs were followed by brief questions directed at topics. The Culture and Ethics Post-conferences offered instructors several cultural case studies to choose from. The selected case study analysis involved the discussion of a client who is a prisoner and does not speak English as a first language. Questions explored 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. The last section required the consideration of the nursing care issues surrounding other cultural groups frequently “labeled”: 1) IV drug abusers, 2) Lesbian, Gay, Bisexual, Transexual, Queer (LGBTQ) individuals, 3) morbidly obese, 4) Muslim, 5) Jewish, 6) geriatric clients, 7) clients with psych-mental health issues, 8) cognitively delayed, and 8) Latinxs. As a result, in 2020 the target was met with 99% (100/4101) of students scored a three or higher.

Another planned action was for a Childlife (CL) Specialist from Christus Highland to speak regarding care of the parents with a stillborn or deceased neonate including communication, comfort and culturally sensitive care, emotional support, and access to additional resources. Due to the pandemic in B term, the CL specialist was unable to produce a video (work engagements persisting).

**Decision.** In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan is to: 1) evaluate how cultural competence is threaded throughout all levels of nursing courses through reporting by each in end of semester course report, and 2) request a child life specialist to prepare a video presentation that can be provided to students in 3<sup>rd</sup> level. This will allow for presentation to be viewed in both NURB 3220 and NURB 3230.

### **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 above.

**Finding.** Target was met.

### **Trending.**

**2020:** 99% (174/176)

**2019:** 100% (176/176)

**Analysis.** The evaluation tool used for NURB 4231 includes competencies required for NSU College of Nursing and also includes competencies specifically related to professional nursing practice. The Clinical Evaluation Tool uses a four-point Likert scale. At the end of the semester/term, students were first required to rate themselves,

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followed by the instructor providing a rating. All individual unsatisfactory (1) scores must be accompanied by faculty documentation.

The evaluation tool used for NURB 4231 included 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.*

In 2019 the target was met with 100% (176/176) achieved a score of 3 or higher. Based on the analysis of the 2019 results, in 2020, faculty threaded cultural competence throughout the course content with the students discussing cultural factors related to caring for diverse populations from a community perspective throughout. Additionally, 2<sup>nd</sup> and 4<sup>th</sup> level BSN implemented new Culture & Ethics Case Study Assignments to all students, helping to push the cycle of improvement forward. In 2020, evaluation of Professionalism on clinical evaluation, 100% (176/176) met the target with a 3 or higher.

In Spring 2020, only the pilot group in NURB 3141(2<sup>nd</sup> level) completed the culture case study post-conference. The pandemic shut down clinical before it was rolled out to the rest of the groups. The culture case study was completed in Fall 2020 for all 6 groups of 20 students. As a result, in 2020 the target was met with 174/176 (99%) scoring a 3 or higher on the Implementation component of the Clinical Evaluation Tool in NURB 4231 (Transition to Professional Practice).

**Decision.** In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan is to: 1) incorporate a culture case study in NURB 4231 during post conference, and 2) incorporate a culture case study in NURB 3141 during post conference.

**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.**

**2020:** 83% (219/264)

**2019:** 86.4% (210/243)

**2018:** 96.6% (169/175)

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**Analysis.** NURB 3061 Health Assessment and Basic Life Skills Across the Lifespan (Lab) incorporates all skills learned in 1<sup>st</sup> level courses (NURB 3060 Health Assessment Across the Lifespan and NURB 3040 Foundations of Nursing). Students are allowed one attempt on the Final Practicum in NURB 3061. The comprehensive practicum is given at the end of the NURB 3061 course. This practicum tests student's skills and knowledge on all the content learned throughout the semester. This includes vital signs, a head-to-toe assessment, medication administration, and a minimum of two skills from the following: 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 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.

Based on the analysis of the 2019 results, in 2020, faculty had planned to utilize the Anatomage table more, incorporate more active learning activities in the lab, and implement "Kahoot" quizzes in the theory classes. However, the COVID-19 pandemic resulted in many other changes. Due to COVID-19, lab content transitioned to online only. Many students reported difficulty aligning content with lab activities due to the lab course being moved online in the Spring semester. Students were unable to practice learned assessment skills in class due to quarantine social distancing restrictions. WebEx lectures were conducted at regular class times and were recorded and posted for students in the Spring. In the spring semester, all NURB 3061 students received an incomplete until they completed the course requirements in the summer semester. In the Fall semester, students attended NURB 3061 in person. In NURB 3060 and NURB 3040 students rotated attendance either face-to-face or virtually (Hyflex). In 2020, the measure was not met with only 83% of students achieving a score of 80% or higher. This is a decline from the previous years which had 86.4% (2019) and 97% (2018). The inability of the students to participate in face-to-face lab skills and practice affected the remaining practicum scores. In addition, the pre-clinical nursing courses

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NURB 3030 and 3050 were provided virtually in the spring 2020 and Hyflex in the fall semester. It is unknown what all factors contributed to the decline, but faculty observed that students in the Fall 2020 semester had a more difficult time grasping concepts than previous cohorts.

**Decision.** In 2020 the target was not met. Based on the analysis of the 2020 results, in 2021, the plan is to: 1) continue Hyflex Fall methodology in Spring 2021, 2) move to face-to-face courses as soon as safely possible, 3) provide access to faculty recorded videos of assessment skills needed for practicums, and 4) allow students to have access to the clinical skills lab during holidays when possible.

### **Measure 2.2.**

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

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

**Finding.** Target was met.

### **Trending:**

**2020:** 96% (169/176)

**2019:** 96.6% (174/180)

**Analysis.** NURB 4230 (Healthcare Management) facilitates learning on Theoretical Models of Nursing Leadership. This is an online course that utilized Course Point and the Marquis and Huston textbook: Leadership Roles and Management Function in Nursing. Students were assigned Interactive Modules regarding Leadership, the modules consisted 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 was 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. Based on the analysis of the 2019 results, in 2020, faculty revised NURB 4230 content to include six major assignments with case studies, power points, and quizzes. Topics included: Management, Leadership Succession and Creating a Motivating Climate, Legal and Legislative Issues, Time Management, Staffing Shortage, Delegation, Delegation and Communication, Organizing Patient Care, Quality Control in Creating a Culture of Patient Safety, Decision Making, Problem Solving, and Critical Thinking, and Clinical Reasoning: Requisites, Conflict, Workplace Violence, and Negotiation, Key Concepts of Conflict Management, Ethics and End-of-Life Care, Ethical Issues, Problem Employees: Rule Breakers, Marginal Employees, and the Chemically or Psychologically Impaired. As a result, in 2020, 96% (169/176) of students scored 90% or higher, meeting the expected outcome.

**Decision.** In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan is to enhance student learning on areas of weakness (less than 50% correct) identified from the results of the ATI Leadership Exam. The plan will be for faculty to: 1) include an assignment on delegation to assistive personnel and add questions to delegation quiz, 2) include an assignment on professional responsibilities when reassigned to another unit (float) and add questions on quiz, and 3) include an assignment on performance improvement process and add questions on quiz.

**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 above in the Evidence Based Research Project

**Finding.** Target was met.

**Trending.**

**2020:** 92% (90/98) (only offered in Fall semester this year)

**2019:** 100% (199/199)

**2018:** 99% (167/168)

**Analysis.** 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 were 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.

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.

Based on the analysis of the 2019 results, in 2020, NURB 3160 course was transitioned to an online-only course and taught by interdisciplinary faculty from both nursing and radiologic sciences. The interdisciplinary approach to teaching will provide

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students a different lens to learn about research and evidence-based practice. As a result, in 2020, 92% (90/98) of students scored an 80% or higher on individual project. Therefore, the expected outcome was met.

**Decision.** In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan is: 1) students will evaluate articles related to interdisciplinary health disparities, and 2) students will submit a research proposal with focused research question, problem statement, and literature review.

### **Measure 3.2.**

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

*Expected Outcome:* 90% of students will achieve a 2.5 or higher

**Finding.** Target was met.

### **Trending.**

**2020:** 99.5% (199/200)

**Analysis.** In 2019, measure 3.2 was the Quantitative Appraisal Assignment in NURB 3160. Based on the analysis of the 2019 results, the measure was changed in 2020 to the Planning (care plan) portion of the 4th level student evaluation in NURB 4121. Rationale: The Planning portion of the clinical evaluation tool requires students to demonstrate the use of research in order to effectively create a plan of care. The Planning evaluation will be a better reflection of how students integrate research findings to promote evidence-based nursing practice. Students learn and practice the nursing process in all levels of the program. The nursing process includes planning care for patients. In 2020, 99.5% (199/200) of students scored a 2.5 or higher on the Planning portion of the clinical evaluation.

**Decision.** In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan is to: 1) use Lippincott guide for developing problem-based care plans in all levels, and 2) provide recording of how to complete problem-based care plans for 1<sup>st</sup> level students. Problem-based care plans are a new methodology from what was previously utilized. Problem-based care plans will help prepare students for the NextGen NCLEX-RN that will be implemented in 2023.

**SLO 4. Incorporate knowledge of economic, legal, ethical, and political factors influencing health care systems and policy to advocate for recipients of nursing care.**

### **Measure 4.1.**

*Assessment Method:* Political Assignment Project in NURB 4220 (Community Health)

*Expected Outcome:* 90% of students will achieve a minimum score of 80% on the political assignment project.

**Finding.** Target was not met.

**Trending.**

**2020:** 84% (148/177)

**2019:** 100% (176/176)

**2018:** 99% (123/124)

**Analysis:** In 2019 the assignment was modified due to nature of action in the legislature cycle. The assignment 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 Care Delivery and Nursing*. Students are also instructed 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% (177/177) 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.

Based on the analysis of the 2019 results, in 2020, faculty plan was to review and revise the political assignment topic to ensure relevance to the current political realm and continue to analyze this data closely. The first NURB 4220 class was Summer 2020, the pandemic was then directing how courses were presented. With the change in political climate as a result of pandemic, the assignment was changed to reflect the issues affecting the people/patients/communities/ they will serve as registered nurses. The following questions were developed:

1. Discuss the economic impact of the COVID-19 virus on the US economy, provide monetary figures.
2. Discuss the impact of COVID-19 virus on educational facilities in Louisiana.
3. Calculate and discuss the case fatality rate for COVID-19 in the US and globally, provide facts and data to support your discussion.
4. Discuss the impact COVID-19 had/is having in acute care hospitals. What happened, why did it happen?
5. Discuss the impact of the COVID-19 virus on the US Public Health infrastructure. What is/was the impact?
6. Discuss the differences between COVID-19 and MERS COv and SARS COv.

7. Discuss the Centers for Disease Control (CDC) response to COVID-19 and tell the audience why you believe it was appropriate or inappropriate. Provide rationales for your choice.
8. Discuss the World Health Organization (WHO) response to COVID-19 and tell the audience why you believe it was appropriate or inappropriate. Provide rationales for your choice.
9. Discuss the US government's response to COVID-19 and tell the audience why you believe it was appropriate or inappropriate. Provide rationales for your choice.
10. Track the spread of the COVID-19 virus and discuss how progression of the virus could have been reduced.

As a result, in 2020, 84% (88/101) of students achieved a score of 80% or higher. This did not meet the expected outcome of 90%. Faculty observed a failure of students to follow directions. Several of students failed to follow the instructions that required them to register for their topic on Signup Genius with a partner and decided to do the assignment individually. This resulted in a significant loss of points. In addition, they failed to review the rubric and ensure that they followed the criteria presented in the rubric, such as covering each criterion in their presentation, adhering to established time limits, etc. When combined, these errors cost the students points. The loss was preventable since the rubric was succinct and provided to the students at the time the project was assigned.

**Decision.** In 2020 the target was not met. Based on the analysis of the 2020 results, in 2021, the plan is to: 1) review the assignment to ensure relevance to the current political climate, and 2) enhance teaching in NURB 4220 on content areas of the ATI Community exam in which students scored at or below 50%. Content areas will include regulations for reporting and regulations regarding substance abuse and addictive disorders: heroin intoxication.

**Measure 4.2.**

*Assessment Method:* End of Semester Questionnaire collected in 3<sup>rd</sup> Level BSN "To what extent were economic, legal, ethical and political factors influencing health care systems integrated into your 3<sup>rd</sup> level semester?"

*Expected Outcome:* 80% of students will indicate a score of 3 (agree) or above.

**Finding.** Target was met.

**Trending.**

**2020:** 98% (142/145)

**2019:** 99.4% (159/160)

**Analysis.** The End of Semester Questionnaire specifically states: "Rate your agreement with the following statement: Economic, legal, ethical and political factors influencing health care systems were integrated into 3<sup>rd</sup> level." 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 included lecture, assessments, and discussions in clinical post-conferences.

In 2019 the target was met, with 99.4% (159/160) of students indicating a score of 3 (agree) or higher on the questionnaire. Based on the analysis of the results, in 2020 faculty had planned to maintain current teaching on economic, legal, ethical, and political factors influencing health care systems, but to give the survey earlier in the semester. Spring semester surveys were sent out prior to finals week with 99% (109/110 scored a 3 or higher); fall semester surveys were sent out after finals, resulting in a lower response rate, with only 35 responding. Of those 35, 33 (95%) scored a 3 or higher. In 2020 the target was met with 142/145 (98%) responding agree (3) or strongly agree (4) on the questionnaire.

**Decision** In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan is to: 1) utilize current methods to continue to teach economic, legal, ethical, and political factors influencing health care systems, and 2) send out survey two weeks before finals to get a better response rate.

**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.**

**2020:** 99% (175/176)

**2019:** 82% (143/175)

**Analysis.** Interdisciplinary collaboration is taught throughout the curriculum starting in 1<sup>st</sup> level and continuing through 5<sup>th</sup> level. It is taught via lecture, tested via exams, experienced, and discussed in the clinical setting in every level. More specifically, 4<sup>th</sup> level students can attend interprofessional simulation comprised of nursing students, pharmacy students and radiologic science students. All 5<sup>th</sup> level BSN (Bachelor of Science in Nursing) 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, 5<sup>th</sup> level BSN students can participate in an interdisciplinary simulation at LSU School of Medicine, where the focus is interdisciplinary public health.

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In 2019 students in 2<sup>nd</sup> through 5<sup>th</sup> level were given the assignment to reflect and write on the QEP SLO 1.2 question. It is expected that students would progress in the concepts related to this question as they progressed through clinical levels, ultimately achieving a score of at least 3 (mastery). In 2019 the outcome was met with 82% (143/175) of students earning a score of 3 or higher on the assignment.

Based on the analysis of the 2019 results, in 2020, faculty planned to continue to teach interdisciplinary collaboration throughout all BSN levels and ensure that students consciously experienced it and discussed it in the clinical setting. In Spring 2020 this was in progress at the beginning of semester. Mid semester the COVID-19 pandemic brought about restricted access to clinical sites. Faculty created a collaboration with the Registered Student Organizations/Leadership (RSO) on the Natchitoches campus to provide teaching on a 'Safe Return to Campus'. There were twenty-five RSO members with each having specific needs related to a safe return to campus based on its unique identity and functional roles. Each student team from all campuses, along with their respective faculty member met with the leadership from the RSOs and completed a needs assessment, as each entity had different educational needs. The general plan for each RSO was for BSN students and faculty members to meet with the RSO representative and complete an individual needs assessment. Based on the individual RSOs needs, the students prepared educational materials/documents that addressed a safe return to campus and presented the materials to the RSO leadership for distribution to the RSO membership. Students and RSO leadership collaboratively established a plan to address the educational deficits and then executed the plan on all campuses. As a result, in 2020 99% (175/176) of students achieved a score of 3 or higher, meeting the expected outcome.

**Decision.** In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan is to: 1) return to healthcare facilities and reestablish interdisciplinary team meetings in NURB 4231, and 2) enhance didactic content with specific interdisciplinary collaboration examples.

### **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:**

**2020:** 99% (175/176)

**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 5<sup>th</sup> level clinical. To receive a passing grade in the course, students

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must earn a minimum of 2.5 average on the overall evaluation criteria based on this scale. The Community Dimensions of Practice component of the evaluation tool specifically states that the student:

- 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. Based on the analysis of the 2019 results, the plan for 2020 was for 5<sup>th</sup> level faculty to implement collaborative clinical days for Community Health students. Students would shadow members of the healthcare team in areas such as interventional radiology, heart catheterization lab, chemotherapy, occupational health, pharmacy, and other disciplines. During the COVID-19 pandemic, the plan changed during the summer semester. During the summer semester, faculty created a collaboration with the Registered Student Organizations/Leadership (RSO) on the Natchitoches campus to provide teaching on a 'Safe Return to Campus'. There were twenty-five RSO members with each having specific needs related to a safe return to campus based on its unique identity and functional roles. Each student team from all campuses, along with their respective faculty member met with the leadership from the RSOs and completed a needs assessment, as each entity had different educational needs. The general plan for each RSO was for BSN students and faculty members to meet with the RSO representative and complete an individual needs assessment. Based on the individual RSOs needs, the students prepared educational materials/documents that addressed a safe return to campus and presented the materials to the RSO leadership for distribution to the RSO membership. Students and RSO leadership collaboratively established a plan to address the educational deficits and then executed the plan on all campuses.

In the fall semester of 2020, faculty and students worked with community partners at Willis-Knighton (WK) and CHRISTUS healthcare facilities to offer screening services at all entrances. Clinical days were lengthened to 12 hours in NURB 4221 to facilitate obtaining required clinical hours. As a result, in 2020, 175/176 (99%) scored a three or higher on the Community Dimensions of Practice component of the Clinical Evaluation Tool in NURB 4221, meeting the expected outcome.

**Decision.** In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan is to: 1) return to community facilities as allowed under the pandemic guidelines incorporating COVID-19 protocols, and 2) have students assist in administration of vaccines at community sites.

**SLO 6. Apply the principles of leadership to design, manage, coordinate, and evaluate health care delivery.**

**Measure 6.1.**

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*Assessment Method:* Delegation and Communication assignment in NURB 4230 (Healthcare Management)

*Expected Outcome:* 90% of students will achieve a score of 8 or above (score 0-10)

**Finding.** Target was met.

**Trending:**

**2020:** 98% (173/176)

**2019:** 87% (157/180)

**Analysis.** NURB 4230 online course using Marquis and Huston textbook: Leadership Roles and Management Function in Nursing and the resources included, Video case conference, virtual simulation, and quizzes. 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 effective means for delegation and discuss the barriers to effective delegation. The possible range of scores for this assignment is 0-10. In 2019 the target was not met, as 87% (157/180) of students achieved a score of three or higher on the Delegation and Coordination on Evaluation Tool.

Based on the analysis of the 2019 results, in 2020 faculty: 1) required students to review the Nurse Practice Act and the Louisiana State Board of Nursing policies regarding the registered nurse's (RN) responsibilities in delegating tasks to both licensed and unlicensed assistive personnel prior to completing this assignment; 2) in NURB 3220/3230 3<sup>rd</sup> level students had delegation infused in lectures and each exam had priority assignment questions regarding delegating to Licensed Practical Nurses (LPNs). Changes helped improve the student's ability to effectively delegate and communicate, thereby continued to push the cycle of improvement forward; and 3) taught 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. In 2020 the target was met with 98% (173/176) of students scoring an eight or higher on the delegation and communication assignment in NURB 4230.

**Decision:** In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan is to: 1) use Course Point Case Studies, Power Points and Custom quizzes, ATI Tutorials/ Simulations and Practice Assessments to differentiate the students understanding between assignment and delegation, and 2) use the Louisiana State Board of Nursing Scope of Practice to facilitate learning regarding delegation.

**Measure 6.2.**

*Assessment Method:* NURB 4230 Quiz on Learning Unit 1: Theoretical Models of Nursing Leadership. Marquis and Houston (Leadership Roles and Management Functions in Nursing).

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

**Finding.** Target was met.

**Trending:**

**2020:** 90% (160/177) New measure

Previous measure: ATI Leadership exam:

**2019:** 63% (112/179)

**2018:** 44% (59/133)

**Analysis.** The previous measure was the Assessment Technologies Institute (ATI) Leadership Exam, which assessed the basic comprehension and mastery of leadership and management principles. The value of the exam to students changed significantly since the measure was first utilized and is reflected in the trended results. Consequently, in 2020, a new measure was implemented. This assignment demonstrates the student's ability to apply the principles of leadership to design, manage, coordinate, and evaluate health care delivery. The NURB 4230 Quiz on Learning Unit 1 Theoretical Models of Nursing Leadership includes Modules 1.1, 1.2, and 1.3. In 2020, the target was met with 90% (160/177) of students achieving a score of 80% or higher.

**Decision.** In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan is to: 1) add supplemental resources to enhance learning, and 2) have students write a reflection on previous clinical experience as related to the modules.

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

**Measure 7.1.**

*Assessment Method:* Professionalism component of the Clinical Evaluation Tool in NURB 3231 (Women's Health Practicum)

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

**Finding.** Target was met.

**Trending:**

**2020:** 98.6% (214/217)

**2019:** 100% (165/165)

**Analysis.** The Professionalism component of the evaluation tool specifically stated the student will demonstrate the following professional behaviors congruent with the nursing profession.

- Maintain personal accountability, responsibility, and patient confidentiality.
- Adhere to legal and ethical standards of care.
- Demonstrate respect for human dignity in all aspects of nursing care.

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

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Professionalism is taught throughout the curriculum in all BSN levels. This begins in 1st level, where students are given a clinical and lab orientation discussing professional nursing standards, values, and accountability. Students are also guided throughout their program during lab and clinical activities and are evaluated using the clinical evaluation tool which encompasses the categories of the nursing process, 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. Based on the analysis of the 2019 results, in 2020 faculty had a guest speaker from a local healthcare facility to speak to first level students in the spring semester on compliance and privacy in healthcare. However, the speaker did not deliver the content needed in the scheduled time frame and this speaker was not utilized for the fall semester. Faculty also continued to thread Professionalism throughout the curriculum in the BSN program. Plans for 2020 included 3<sup>rd</sup> level BSN Interview Day where guest speakers from local healthcare facilities who have a Leadership role would speak to students on professionalism and accountability. However, this was not implemented due to COVID-19 pandemic restrictions. The COVID-19 environment also created new challenges for students and faculty. In 2020, faculty worked to ensure that students maintain professionalism in didactic environments, especially in regard to the virtual environment. Additionally, students had to learn and follow new protocols (COVID-19 and school related) related clinical practice (PPE, reporting COVID-19 exposures, and self-isolation). As a result, in 2020 98.6% (214/217) of students scored a three or higher on the Professionalism component of the Clinical Evaluation Tool in NURB 3231 (Women's Health Practicum).

**Decision.** In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan is to: 1) follow the ever-evolving COVID-19 protocols, and 2) schedule leadership in healthcare facilities to speak with NURB 3221/3231 students on professionalism and accountability.

### **Measure 7.2.**

*Assessment Method:* Planning component of the Clinical Evaluation Tool in NURB 3221 (Pediatric Nursing Practicum)

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

**Finding.** Target was met.

### **Trending:**

**2020:** 100% (217/217)

**2019:** 99.4% (164/165)

**Analysis.** The Planning component of the Clinical Evaluation Tool in NURB 3221 Pediatric Nursing Practicum was measured. The Clinical Evaluation Tool uses a four-point Likert scale. Students must earn a minimum of 2.5 average on the overall

evaluation criteria based on this scale. 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 included the competencies expected by NSU College of Nursing and related to professional nursing practice. The Planning component of the evaluation tool specifically stated the student will demonstrate the following in individualizing the plan of care.

- Prioritize client problem/nursing diagnoses.
- Plan goals, interventions, and outcomes congruent with nursing diagnosis.
- Identify rationale for teaching as appropriate to client/family needs.
- Develop teaching based on client and family goals and state of health.
- Apply evidence-based practice by 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 three or higher on the Planning component in NURB 3221. Based on the analysis of the 2019 results, in 2020, faculty introduced the problem-based care plan in preparation for the NextGen NCLEX-RN. In 2020, 100% (217/217) of students scored a three or higher on the Planning component of the Clinical Evaluation Tool in NURB 3221 (Pediatric Nursing Practicum). Therefore, the expected outcome was met.

**Decision.** In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan is to: 1) utilize “Watch and Learn” videos in CoursePoint to enhance student learning on development of problem-based plan of care, and 2) require students in NURB 3221 to develop one care map.

### **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:**

**2020:** 84% (147/175)

**2019:** 84% (152/180)

**2018:** 81% (120/148)

**Analysis:** As students’ progress through clinical courses, faculty reinforce that the healthcare world is ever changing, and nurses must continuously keep abreast of current practices. Students are taught in NURB 3030 (a pre-clinical course) of the many educational opportunities that are available to nurses to advance their practice and careers. The measurement for this SLO is obtained from a self-report of the student in their last semester of the BSN program. One data form asks, “Do you plan to continue your education at some time in the future?” Additionally, data is collected from the student report of future plans which is gathered for the recognition ceremony.

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In 2019 84% (152/180) of students indicated a plan to further their education in the future. Based on analysis of the 2019 results, in 2020 faculty, reinforced lifelong learning in the clinical and classroom (virtual) setting.

In 2020, 84% (147/175) of students indicated a plan to further their education in the future, meeting the expected outcome of 80%.

**Decision.** In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan is to: 1) reinforce lifelong learning in the clinical and classroom setting, and 2) record a video to present to the graduating class identifying graduate nursing programs and tracks available at NSU.

### **Measure 8.2.**

*Assessment Method:* Student Portfolio Tool QEP SLO 2.2 (end of 5<sup>th</sup> Level)

*Expected Outcome:* 80% of students will score a 3 or higher on SLO 2.2 of the portfolio.

**Finding.** Target was met.

### **Trending:**

**2020:** 100% (177/177)

**2019:** 82% (144/176)

**Analysis.** 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.

SLO 2.2 in the Portfolio in 5<sup>th</sup> 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 5<sup>th</sup> level clinical students will be able to respond to these questions at the mastery level.

In 2019 the target was met, with 82% (144/176) of students scoring a 3 or higher on SLO 2.2 of the portfolio. Based on the analysis of the 2019 results, in 2020, 5<sup>th</sup> level faculty increased the minimum score required from a 2 (basic) to 3 (mastery). Faculty also demonstrated professionalism and lifelong learning through the many adaptations/learning related to the COVID-19 pandemic.

In 2020 the target was met 100% (177/177) of students scoring a three or higher on SLO 2.2 in the 5<sup>th</sup> level Portfolio.

**Decision.** In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan is to facilitate a student discussion on the SLO 2.2 topic in post conference.

**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 (Nursing course removed from BSN curriculum; merged into interdisciplinary course with Rad Sc)

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

**Finding.** Not Measured

**Trending:**

**2020:** Not Measured

**2019:** 98.7% (163/165)

**Analysis.** 2019 year, The Culture of Safety assignment was a final assignment in NURB 3260 Nursing Informatics in which the students were given a safety topic and expected to develop a PowerPoint presentation aimed at educating nursing staff in a healthcare facility.

Based on the analysis of the 2019 results, in 2020, 4<sup>th</sup> and 5<sup>th</sup> level began using iPads for students testing and learning; 2) faculty utilized post conferences in 2<sup>nd</sup> and 3<sup>rd</sup> level for students to discuss utilization of technologies and utilization of information in the clinical setting, and 3) students were allowed to use their iPads in the clinical setting to facilitate electronic access to information. In 2020 the new nursing curriculum was in effect and NURB 3260 was an interdisciplinary course for nursing and radiologic science students.

NURB 3160 was not offered in the Spring 2020 semester due to the implementation of the new BSN curriculum. On Feb. 7, 2020, measure 9.1 The Culture of Safety assignment was reported in the BSN PCC as being carried out in the NURB 3160 research course starting in the Fall 2020 semester. Beginning Fall 2020, interdisciplinary faculty taught NURB 3160. Unfortunately, during the transition, it was not communicated to the new faculty that this assignment and data was required. Therefore, this data for Measure 9.1 was not required and not collected for 2020; the assignment was not part of the NURB 3160 course.

**Decision.** In 2020 the target was not met and the item not measured. Based on the analysis of the 2020 results, in 2021, the plan is to: Change Measure 9.1 to:  
*Assessment Method:* Safety component of the Clinical Evaluation Tool in NURB 3141  
*Expected Outcome:* 85% of students will achieve a score of 3 or higher.  
Students are expected to practice safety in the clinical setting. NURB 3141 students have completed the foundational nursing courses and are practicing in the clinical

setting. The components of the Safety section include: 1) demonstrate knowledge and safe practice in medication administration, and 2) prioritize care based on identified risk factors. The student must be able to utilize information and utilize healthcare technologies to meet these criteria.

**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:**

**2020:** 99.5% (199/200)

**2019:** 98.8% (172/174)

**Analysis.** This is a new measure for the 2019 year, taking the place of a Skyfactor question. The Clinical Evaluation Tool uses a four-point Likert scale rating with a (4) indicating exemplary; (3) indicating satisfactory; (2) indicating minimal knowledge; and (1) indicating unsatisfactory. All individual unsatisfactory (1) scores must be accompanied by faculty documentation. Any total scores less than 2.0 should also be supported with faculty documentation and discussed with the student.

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

- Adjust 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 4<sup>th</sup> 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.

Based on the analysis of the 2019 results, in 2020: 1) all clinical levels in the BSN program utilized I-Pads for testing and learning purposes, and 2) increased access to the electronic health record at multiple healthcare facilities utilized by NSU. In 2020, the target was met with 99.5% (199/200) of students scored a three or higher on the Evaluation component of the Clinical Evaluation Tool in NURB 4121.

**Decision.** In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan is to: 1) guide students to CoursePoint resources related to problem-based care plans, 2) discuss in post conference healthcare technologies that have been more heavily utilized in the COVID-19 pandemic.

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

Based on the analysis of the 2019 results, in the 2020 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:

- 91.7% of 2020 graduates passed the NCLEX-RN on the first attempt
- 156/175 graduates responded, 99% of graduates who sought employment were able to find employment.
- 77% of students in cohorts have graduated within 150% of the time – which exceeded the benchmark of 70% graduating within 150% of the time.
- 84% of graduating students expressed plans to continue their education.

The following actions summarize changes implemented to drive the continuous process of seeking improvement in AC 2020. These changes are based on the knowledge gained through the analysis of the AC 2019 results.

- Faculty in 2<sup>nd</sup> and 4<sup>th</sup> levels added a specific Culture & Ethics Case Study Assignment. The assignments were comprised of a Powerpoint Voice Over (PPVO) discussion. The PPVOs were followed by brief questions directed at topics. The Culture and Ethics Post-conferences offered instructors several cultural case studies to choose from. The selected case study analysis involved the discussion of a client who is a prisoner and does not speak English as a first language. Questions explored 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. The last section required the consideration of the nursing care issues surrounding other cultural groups frequently “labeled”: 1) IV drug abusers, 2) Lesbian, Gay, Bisexual, Transsexual, Queer (LGBTQ) individuals, 3) morbidly obese, 4) Muslim, 5) Jewish, 6) geriatric clients, 7) clients with psych-mental health issues, 8) cognitively delayed, and 8) Latinxs.
- Faculty threaded cultural competence throughout the course content with the students discussing cultural factors related to caring for diverse populations from a community perspective throughout. Additionally, 2<sup>nd</sup> and 4<sup>th</sup> level BSN implemented new Culture & Ethics Case Study Assignments to all students.

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Spring 2020, only the pilot group in NURB 3141(2<sup>nd</sup> level) completed the culture case study post-conference. The pandemic shut down clinical before it was rolled out to the rest of the groups. The culture case study was completed in Fall 2020 for all 6 groups of 20 students.

- Faculty had planned to utilize the Anatomatage table more, incorporate more active learning activities in the lab, and implement “Kahoot” quizzes in the theory classes. However, the COVID-19 pandemic resulted in many other changes. Due to COVID-19, lab content transitioned too online only. Many students reported difficulty aligning content with lab activities due to the lab course being moved online in the Spring semester. Students were unable to practice learned assessment skills in class due to quarantine social distancing restrictions. WebEx lectures were conducted at regular class times and were recorded and posted for students in the Spring. In the spring semester, all NURB 3061 students received an incomplete until they completed the course requirements in the summer semester.
- Measure 3.2 was changed from the Quantitative Appraisal Assignment in NURB 3160 (2019 and previous) to the Planning (care plan) portion of the 4th level student evaluation to apply evidence- based practice by use of research and other sources of evidence in care decisions. The evaluation of Planning will be a better reflection of how students integrate research findings to promote evidence-based nursing practice. Students learn and practice the nursing process in all levels of the program.
- With the change in political climate (as a result of pandemic), the Political Assignment Project in NURG 4220 was changed to reflect the issues affecting the people/patients/communities/ they would serve as registered nurses in relation to COVID-19 pandemic (Summer 2020).
- Faculty planned to continue to teach interdisciplinary collaboration throughout all BSN levels and ensure that students consciously experienced it and discussed it in the clinical setting. In Spring 2020 this was in progress at the beginning of semester. Mid semester the COVID-19 pandemic brought about restricted access to clinical sites. Faculty created a collaboration with the Registered Student Organizations/Leadership (RSO) on the Natchitoches campus to provide teaching on a 'Safe Return to Campus'. There were twenty-five RSO members with each having specific needs related to a safe return to campus based on its unique identity and functional roles. Each student team from all campuses, along with their respective faculty member met with the leadership from the RSOs and completed a needs assessment, as each entity had different educational needs. The general plan for each RSO was for BSN students and faculty members to meet with the RSO representative and complete an individual needs assessment. Based on the individual RSOs needs, the students prepared educational materials/documents that addressed a safe return to campus and presented the materials to the RSO leadership for distribution to the RSO membership. Students and RSO leadership collaboratively established a plan to

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address the educational deficits and then executed the plan on all campuses.

- NURB4221 plan for 2020 was for 5<sup>th</sup> level faculty to implement collaborative clinical days for Community Health students. Students would shadow members of the healthcare team in areas such as interventional radiology, heart catheterization lab, chemotherapy, occupational health, pharmacy, and other disciplines. During the COVID-19 pandemic, the plan changed during the summer semester. During the summer semester, faculty created a collaboration with the Registered Student Organizations/Leadership (RSO) on the Natchitoches campus to provide teaching on a 'Safe Return to Campus'. Fall semester of 2020, faculty and students worked with community partners at Willis-Knighton (WK) and CHRISTUS healthcare facilities to offer screening services at all entrances. Clinical days were lengthened to 12 hours in NURB 4221 to facilitate obtaining required clinical hours.
- NURB4230 required students to review the Nurse Practice Act and the Louisiana State Board of Nursing policies regarding the registered nurse's (RN) responsibilities in delegating tasks to both licensed and unlicensed assistive personnel prior to completing this assignment.
- NURB 3220/3230 (3<sup>rd</sup> level students) infused delegation in lectures and each exam had priority assignment questions regarding delegating to Licensed Practical Nurses (LPNs). These changes helped improve the student's ability to effectively delegate and communicate.
- NURB4230 faculty taught the principles of leadership to design, manage, and coordinate.
- ATI Leadership exam was replaced due to students no longer placing value on the assessment. The new assignment in NURB 4230 demonstrates the student's ability to apply the principles of leadership to design, manage, coordinate, and evaluate health care delivery.
- In NURB 3060 and NURB 3040 students rotated attendance in class either face-to-face or virtually (Hyflex). The pre-clinical nursing courses NURB 3030 and 3050 were provided virtually in the spring 2020 and Hyflex in the fall semester.
- Faculty revised NURB 4230 content to include six major assignments with case studies, power points, and quizzes. Topics included: Management, Leadership Succession and Creating a Motivating Climate, Legal and Legislative Issues, Time Management, Staffing Shortage, Delegation, Delegation and Communication, Organizing Patient Care, Quality Control in Creating a Culture of Patient Safety, Decision Making, Problem Solving, and Critical Thinking, and Clinical Reasoning: Requisites, Conflict, Workplace Violence, and Negotiation, Key Concepts of Conflict Management, Ethics and End-of-Life Care, Ethical Issues, Problem Employees: Rule Breakers, Marginal Employees, and the Chemically or Psychologically Impaired.

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- NURB 3160 research course was transitioned to an online-only course and taught by interdisciplinary faculty from both nursing and radiologic sciences. The interdisciplinary approach to teaching provided students a different lens to learn about research and evidence-based practice.
- Faculty worked to ensure that students maintain professionalism in didactic environments, especially in regard to the virtual environment. Additionally, students had to learn and follow new protocols (COVID-19 and school related) related clinical practice (PPE, reporting COVID-19 exposures, and self-isolation).
- Faculty introduced the problem-based care plan in preparation for the NextGen NCLEX-RN.
- Faculty reinforced that the healthcare world is ever changing, and nurses must continuously keep abreast of current practices.
- SLO 2.2 in the Portfolio in 5<sup>th</sup> level asked 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 was expected that 5<sup>th</sup> level clinical students would be able to respond to these questions at the mastery level. 5<sup>th</sup> level faculty increased the minimum score required from a 2 (basic) to 3 (mastery). All students achieved mastery level in 5<sup>th</sup> level.
- Faculty also demonstrated professionalism and lifelong learning through the many adaptations/learning experiences related to the COVID-19 pandemic.

Other measures that contributed to student learning and success in the 2020 assessment year.

- In response to the ongoing threat of the COVID-19 pandemic, NSU suspended all in-person classes effective at the end of Friday, March 13, 2020. In an effort to assist Faculty/Staff in migrating courses to the online environment, classes were cancelled Monday-Wednesday, March 16-18, 2020, and resumed in the online format on Thursday, March 17, 2020. Classes that were currently offered in the online learning environment continued as they had for the semester with no breaks for transition. As the semesters progressed, the CON offered a pilot program in Fall 2020 utilizing a HyFlex model of instruction for face-to-face courses. The seats available in these courses were offered in either the traditional face-to-face or online format depending upon classroom size, classroom availability, and physical/social distancing guidelines.
- The HyFlex model of instruction provided several important advantages:
  - It allowed students to engage in synchronous learning.

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- It allowed for greater engagement between instructor and students than online asynchronous learning alone.
  - With fewer individuals together in the classroom during each class meeting, it allowed proper physical distancing and other safety measures which created the safest/healthiest environment possible.
  - If, at any time during the semester and for whatever reason, a student was unable to attend class in person, the student could participate in the class in the virtual environment and not miss instruction.
  - If the university were forced to pivot to an online-only instruction, learning in the course could continue in the synchronous, virtual environment with minor impact on instructor and student.
- Expanded the use of Lippincott products for all course in 5<sup>th</sup> level. Products included texts, online resources, quizzes, case scenarios, and virtual simulations. This included Lippincott Course Point for teaching, remediation, and testing.
  - An online live ATI NCLEX review was given in 5<sup>th</sup> level.
  - All clinical students accessed the electronic health records as allowed by the healthcare facilities and as needed in the clinical rotations.
  - Eleven faculty worked on their doctoral degrees.
  - Two faculty completed their doctoral degree in 2020.
  - BS to BSN Program first cohort began 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 16 months.

Additional measures implemented by the faculty included:

- Were available for questions regarding lecture topics one hour weekly after teaching the material.
- Used unfolding case studies for clinical hours –Virtual Simulation (vSim)
- Allowed students to view lectures and participate by WebEx as faculty taught theory.
- Attempted to allow testing at home and monitored by phone cameras - not effective.
- Did weekly Learning Contracts by email and WebEx.
- Used technology weekly and spoke to each clinical student multiple times per week.

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- Shared with students any webinars related to emotional and mental health to build resilience during COVID-19.
- Additional teaching and re-enforcement of how to use hand sanitizer and PPE during COVID-19.
- Lab simulations were done in small groups.
- Students were back in the hospital with clinical groups within 3 months of initial cessation of clinical attendance due to pandemic.
- Allowed longer times for completion of assignments due to COVID-19 and the hurricane disasters.
- Used many forms of electronic programs such as Zoom, Flip Grid, Stream, for teaching and evaluation of SBAR and End of Shift Reporting.

### **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. Appointed three faculty to serve as Champions of ATI.
- 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 via WebEx with students to review tests and counsel on study habits.
- Utilizing case studies in didactic and clinical courses.
- 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 had access to high fidelity simulation through healthcare partners of NSU – Willis-Knighton Health Systems and Christus St. Frances Cabrini Hospital.
- Faculty advised students pre-clinical and each semester that students were 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

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athletics.

- Resources reviewed for increase in type and amount of technology-based teaching resources.

### Plan of action moving forward.

The “Learning for Life” capstone initiative will be in its fourth year, with graduating students having had more experience at reflective journaling in their lower-level clinical courses. Many changes will be made during the 2021 assessment year based on the analysis of the 2020 results. Below are plans for the 2021 assessment year.

- Continue to admit to, evaluate, and refine the BS to BSN Program. This program allows students with a prior Bachelor of Science degree to enter the BSN program on an accelerated path and graduating within 16 months. The first cohort began Summer 2020 and will graduate Summer 2021.
- Evaluate how cultural competence is threaded throughout all nursing courses through recording findings in the end of semester course reports.
- Request a child life specialist to prepare a video presentation on compliance and privacy in healthcare that can be provided to students in 3<sup>rd</sup> level. This will allow for presentation to be viewed in both NURB 3220 and NURB 3230.
- Incorporate a culture case study in NURB 4231 during post conference.
- Incorporate a culture case study in NURB 3141 during post conference.
- Continue Hyflex Fall methodology in Spring 2021 and move to face-to-face courses as soon as safely possible. Allow students to have access to the clinical skills lab during holidays when possible.
- Provide access to faculty recorded videos of assessment skills needed for practicums.
- Allow students to have access to the clinical skills lab during holidays when possible.
- NURB3160: students will evaluate articles related to interdisciplinary health disparities, and 2) students will submit a research proposal with focused research question, problem statement, and literature review.
- NURB4121: use Lippincott guide for developing problem-based care plans in all levels, and 2) provide recording of how to complete problem-based care plans for 1<sup>st</sup> level students. Problem-based care plans are a new methodology from what was previously utilized. Problem-based care plans will help prepare students for the NextGen NCLEX-RN that will be implemented in 2023.

## AC 2020 Assessment

- NURB3220/3230: continue to teach economic, legal, ethical, and political factors influencing health care systems, and 2) send out survey regarding “Rate your agreement with the following statement: Economic, legal, ethical and political factors influencing health care systems were integrated into 3<sup>rd</sup> level” two weeks before finals to get a better response rate.
- NURB 4231: return to healthcare facilities and reestablish interdisciplinary team meetings.
- NURB 4221: return to previous community facilities as allowed under the pandemic guidelines incorporating COVID-19 protocols.
- NURB4221: have students assist in administration of vaccines at community sites.
- NURB4230: use the Louisiana State Board of Nursing Scope of Practice to facilitate learning regarding delegation.
- NURB 4230: add supplemental resources to enhance learning, and 2) have students write a reflection on previous clinical experience as related to the modules on Leadership.
- Follow the ever-evolving COVID-19 protocols.
- NURB 3221/3231: schedule leadership in healthcare facilities to speak with students on professionalism and accountability.
- Utilize “Watch and Learn” videos in CoursePoint to enhance all student learning on development of problem-based plan of care.
- NURB 3221: require students to develop one care map.
- Enhance student response to “Do you plan to continue your education at some time in the future?” Faculty will reinforce lifelong learning in the clinical and classroom setting and record a video to present to the graduating class identifying graduate nursing programs and tracks available at NSU.
- NURB 4231: facilitate a student discussion on the SLO 2.2 topic in post conference.
- Discuss in post conference, healthcare technologies that have been more heavily utilized in the COVID-19 pandemic.
- Administer measure 4.2 survey several weeks earlier in 2021 semesters so that faculty can better track response rates and ensure student participation (goal: 90% participation).

## AC 2020 Assessment

- Cultural Competency Skills component of the Clinical Evaluation will evaluate how cultural competence is threaded throughout NURB courses.
- Implementation component of the Clinical Evaluation Tool in NURB 4231 (Transition to Professional Practice) and evaluate using clinical evaluation tool of student analysis of assigned culture cases.
- Health Assessment Final Practicum in NURB 3061 (Health Assessment & Basic Life Skills Across the Lifespan) will be to bring students back in Hyflex mode to practice assessment skills in laboratory environment and bring students back in Hyflex to complete comprehensive practicum.
- Theoretical Models of Nursing Leadership (Module 8; Components 1-4) in NURB 4230 (Healthcare Management) will be to monitor and evaluate use of Marquis and Houston, Nursing Leadership Course Point assignments and monitor and evaluate data to drive the cycle of improvement.
- Evidence Based Research Project. While the research project will continue, students will no longer be presenting their project physically in front of their classmates. Students will submit their posters to faculty and present via a recorded session. Will do oral presentations when return to face-to-face mode only.
- The Planning evaluation is a component of the Clinical Evaluation Tool in NURB 4121, Complex Care Nursing Practicum. Monitor midterm and final evaluation using Clinical Evaluation tool for a minimum of 2.5 average on the overall evaluation criteria based on this scale data.
- 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?”. With return to clinical practice 5<sup>th</sup> Level BSN students will have the opportunity to interact with numerous interdisciplinary providers during their preceptorship. 1) 5<sup>th</sup> level students will attend interdisciplinary team meeting at their preceptor facility. 2) 5<sup>th</sup> Level BSN students will have the opportunity to interact with numerous interdisciplinary providers during their preceptorship. 3). Data will be monitored and evaluated to drive the cycle of improvement.
- NURB 4230 Quiz on Learning Unit 1: Theoretical Models of Nursing Leadership. Marquis and Houston (Leadership Roles and Management Functions in Nursing, 10<sup>th</sup> Ed.). Utilize Course Point in Marquis and Houston. Data will be monitored and evaluated.
- 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

## AC 2020 Assessment

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.

- Student Portfolio Tool QEP SLO 2.2 (end of 5<sup>th</sup> Level). Monitor for the minimum score required on this tool is 3.0 indicating a mastery level. Utilize SLO 2.2 in the Portfolio.
- Students in NURB 3030 will learn about the quality of health care information contained on web sites commonly faced by nurses.

Summary of planned changes to SLO Measures:

- NURB 3141 Culture & Ethics Case Study Assignments will be assigned to all students and analysis collected, helping to continue pushing the cycle of improvement forward.
- NURB 4121 Measure 3.2 (Quantitative Research Assignment) will be changed to the 4<sup>th</sup> 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.
- NURB 4221 The political assignment will be reviewed and revised to ensure relevance to the current political climate.
- NURB 3220/3230 2021 data survey will be sent the week before finals for improved participation. Faculty will mark calendar with date to send out survey.
- 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.