Nursing [BSN] [NURS]

Cycles included in this report:
Jun 1, 2021 to May 31, 2022

Program Name: Nursing [BSN] [NURS]

Reporting Cycle: Jun 1, 2021 to May 31, 2022

1 Is this program offered via Distance Learning?

100% Traditional or less than 50% Distance/Traditional

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

3 Example of Program Improvement

2017-2018:
The evidence indicated that the students did not meet the benchmark for critical thinking on the NURS 319 Nursing Care of the Child specialty exam (standardized ATI exam) for fall 2015, fall 2016, and spring 2017. Following a change in teaching strategies and assignments, the BSN students scored greater than the national program mean on the Clinical Judgment Category on Nursing Care of Children content/specialty exam meeting the benchmark for both fall 2017 and spring 2018.

2018-2019:
End-of-semester course evaluations for Nursing 326, Nursing Informatics, revealed the need to update and revise course content to reflect current issues in practice. The faculty reported that this course does not necessarily need to be a 3 credit course. Faculty discussions and course summaries have identified that NURS302 (Pathophysiology) could be more effective if students had more seat time in this course. It was discussed that NURS 302 often has students who struggle on exams and/or do not pass the class. Curriculum Committee: Committee met 2-18-19 and recommended Nursing 326 decrease by 1 credit hour and increase Nursing 302 to 4 credit hour course. Approved by Undergraduate Department faculty March 11, 2019. The changes would take effect in Fall 2020 and be in the 2020-2021 catalog.

2019-2020:
Maintenance of program. No improvements were made due to the transition of a newly appointed Department Head in fall 2019 and the transition to online teaching and learning due to COVID-19 closures.

2020-2021:
No improvements were made to the program during this academic year. The focus this academic year was to maintain the integrity of the undergraduate nursing curriculum and to provide the highest quality learning experiences that could reasonably be provided despite damages sustained to the university campus and the surrounding community by Hurricanes Laura and Delta.

2021-2022:
Course summary data for the Fall 2021 semester was reviewed by the Curriculum Committee on April 8, 2022. The following are outcomes of the review:

FA Davis Textbook bundle is approved for NURS 310 - Fundamentals for implementation in Fall 2022. This resource will provide support for student preparation for Next GEN NCLEX. This change is a result of student feedback from the end-of-semester course evaluations where students requested a hard-back book. They enjoyed the interactive modules of ATI but felt the only online version hindered their learning.

NURS 321 Manager of Care Practicum will be removed from the curriculum as of the Fall 2022 semester. This change was voted on and approved by the Curriculum Committee and Faculty Congress (February 4, 2022), due to a faculty resource issue and the course is no longer needed

as the skills review and simulation orientation are now integrated into simulation across the curriculum. The Curriculum Committee and Faculty Congress approved the addition of the single credit hour from NURS 321 Manager of Care practicum to the lecture component of NURS 320 Maternity to improve instruction starting in the Fall 2022 semester.

4 Program Highlights from the Reporting Year

2017-2018:
- 100% NCLEX pass rate for first time test takers for both the fall 2017 and spring 2018 graduating classes.
- Begin planning phase of a partnership with iDesign to improve quality and growth of the online RN to BSN Program.
- Enhanced evaluation of faculty scholarly activity.
- Improved efficiency in tracking students' annual biographical, health, and clinical requirements electronically.
- Improved efficiency in scheduling and evaluating students digitally with the use of the E-value system.
- Expand student access to simulation with the conversion of conference space to simulation classrooms.
- Increasing teaching quality and expertise by increasing the numbers of nursing faculty successfully completing the academic nurse educator certification.

2018-2019:
- NCLEX pass rates for first-time takers for Fall 2018 were 95.45% and Spring 2019 was 100%.
- Partnership contract initiated with iDesign end of Fall 2018 semester; work commencing January 2019 to develop our online RN to BSN program. Services the company provides in support of this program include assisting faculty with instructional design and development of 20 courses (10 nursing and 10 general education/pre-requisite courses), marketing, enrollment services, and student support. The first cohort entered the program in July 2019. The courses are offered in an accelerated 7-week format on a carousel - rotating basis year-round with 6 annual start times.
- College of Nursing and Health Professions has grown to include the Psychology department.
- Architectural plans initiated for the remodeling and design of the 2nd floor old mass communication studio to become high fidelity simulation rooms for Nursing 424 simulation clinical experiences (high fidelity and integrated simulation).
- New clinical tracking system (Evalue) for faculty and students implemented throughout the undergraduate curriculum as of Spring 2019.

2019-2020:
- NCLEX pass rates for first-time takers for Fall 2019 graduates were **97.50%** and Spring 2020 graduates were **100%.**
- Initiated a **Student Success Strategic Team** consisting of all NURS 100 faculty to improve the educational experience of students and faculty through the development and implementation of Student Success Cohorts beginning in NURS 100. Plan to implement 3 cohorts Spring 2020. The purpose is to enhance student and faculty experience through improved communication processes, mentoring and advising skills of faculty, revision of NURS 100 content and format of delivery, and management of faculty resources. Student Success Cohorts will remain with NURS 100 faculty through the 3rd semester to acceptance to clinical nursing sequence and soft hand-off to 4th-semester faculty. Track student progress to acceptance into the clinical nursing sequence.
- New RN-BSN Online Program admitted its first cohort of 11 students for the new curriculum in July 2019 and 10 students remain from the old curriculum.
- Faculty Excellence Committee for the Undergraduate Nursing Program was dissolved and duties were redistributed among the remaining Undergraduate Nursing committees, Curriculum, Students, and Evaluation. the purpose was to create the Interprofessional College Committee (ICC) that encompasses all departments within the CONHP to support to promote scholarly collaborative efforts of the college faculty.

- March 13- 18, 2020, strategically prepared all faculty to transition all classroom face-to-face instruction to online delivery. Alternate clinical learning experiences were planned to cover remaining clinical time and all personnel began working remotely due to closures related to the COVID-19 pandemic. **(March 13, 2020, Undergraduate Department Meeting minutes are attached)**
- Moodle courses were made for faculty and clinical nursing students to maintain communication, house important forms and policies for easy retrieval, provide online teaching support for faculty, and store important documents for program evaluation. **BSN Clinical Student -Communications and Department of Undergraduate Nursing Program Communications/Faculty Development.**
- Nursing faculty assisted students in completing clinical learning experiences during the summer. **(April 24, 2020 minutes to the Undergraduate Department meeting)**

2020-2021:
- Zoom subscription purchased for the College of Nursing out of Endowed Professorship funds for the purpose of synchronous class meetings, student advising, mentoring, and facilitating faculty communication.
- Created CONHP COVID-19 policy and procedures for Hartner Hall classrooms and clinical laboratories that accounted for signage for mandatory masking at all times in the building; signage for traffic flow; social distancing seating arrangements in classrooms, and laboratories. As well as the use of disinfecting agents for equipment and personal use. The policy and procedure also covered the quarantine guidelines for those exposed and positive
- Personal protective equipment (PPE) for students and faculty. PPE packets, containing surgical masks, N95 masks, and face shields were provided to all clinical nursing students and faculty.
- The nursing Student Services Coordinator resigned prior to the start of the semester.
- Clinical nursing courses were delivered using a hybrid model, 50% online (synchronous and asynchronous instruction and 50% face-to-face instruction and non-clinical nursing courses were taught 100% online with a combination of synchronous and asynchronous instruction.
- On August 27, the university campus and surrounding communities were struck by a category 4 hurricane, Laura. Due to the disastrous aftermath, classes were postponed until September 18. Two weeks later, the area was struck by a category 2 hurricane, Delta. Hardtner Hall sustained moderate damage which prevented the return to the building to complete the fall semester. On September 16, 2020, numerous faculty and student volunteers organized and moved skills and simulation equipment, manikins, and supplies to an area healthcare facility. The College of Nursing was provided an empty nursing unit for us to set up a Fundamental Skills Laboratory for our beginning nursing students as well as having individual rooms to set up adult and pediatric simulation laboratories. Area healthcare facilities sustained damage as well so there were limited clinical learning experiences available to students, so having the skills and simulation laboratories set up enabled us to continue with clinical learning. All classroom instruction was conducted via synchronous and asynchronous online teaching and learning.
- Some faculty provided emergency housing arrangements for clinical nursing students who were displaced so they could return to the area to complete the semester and continue to progress in their studies.
- Department Head and Assistant Department assumed the student advising for all undergraduate nursing students (generic BSN and RN-BSN students) upon return after hurricanes. All students were served via Zoom advising sessions and by email communication.
- During the fall semester, the RN-BSN Program Coordinator was awarded a Workforce grant for scholarships for RN-BSN students who reside in delta regional parishes.
- January 2021, the majority of building repairs were completed in time to begin the semester. Once again, a team of faculty and student volunteers packed up and moved all equipment and supplies back to Hardtner Hall. The first week of the spring semester, all classes were held online. the second week of the semester, all clinical nursing classes resumed as hybrid modality and clinical learning experiences resumed in the skills and

simulation laboratories and clinical facilities. Non-simulated clinical learning experiences remained limited throughout the semester due to a decrease in elective surgery admission, high numbers of COVID+ patients, and a nursing shortage.

- COVID-19 vaccinations became available. Faculty and students were encouraged to become vaccinated.

2021-2022:
- NCLEX pass rates for first-time takers for Fall 2021 is 96.43% and no result as of the date of this completion due to students still testing.
- July 19-21, the undergraduate nursing program hosted a summer *Clinical Nursing Boot Camp* to provide a skill boost for clinical nursing students adversely affected by COVID-19 and hurricanes. related disruptions to clinical learning. The focus of the weeklong camp activities were clinical reasoning skills, test-taking strategies, psychomotor skill review with the application of clinical reasoning skills, drug calculations, and three days of direct patient care.
- A 4-week continuing education opportunity (*Iggy's Next Generation NCLEX (NGN) Camp 2.0*) was purchased for faculty to facilitate preparedness for teaching and evaluating students for Next Generation NCLEX success.
- An updated *CONHP Student Break Room* was made available to students in September. The breakroom contains new comfortable seating with couches, chairs, bean bag chairs, and tables. For added convenience, phone charging stations, microwave, refrigerator, and coffee maker were provided.
- A *White Coat Ceremony* was held in the fall and spring semesters to welcome the incoming clinical cohorts to the nursing program. Clinical students were individually recognized and provided them a white lab coat in the presence of faculty and their family and friends.
- Held a *Fall Fun Fest Day* for students to promote camaraderie and team building among CONHP students. Games, pizza, hot chocolate, and novelties were part of the festivities.
- Received new high fidelity simulation manikins: Sim Newby, Sim Jr., 3G Adult Sim, Gaumard Baby Hal.
- Student Nurses Association (SNA) hosted a fundraiser kickball tournament on March 26 to support research for the prevention and treatment of testicular cancer. Teams consisted of nursing students, faculty, and local healthcare professionals.
- Three SNA officers and a faculty advisor represented McNeese CONHP at the National SNA Convention held in Salt Lake City, Utah April 5-10.
- Hosted a Student Appreciation Day for CONHP students in March. Representatives from the healthcare industry within the 5 parish region and beyond attended to share information about their agency and employment opportunities.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

April 24, 2020 Minutes Undergraduate Dept Meeting Minutes

march 13, 2020 Minutes Undergraduate Dept Meeting Minutes

5 Program Mission

The mission of the College of Nursing and Health Professions is to provide education that will enable graduates to improve the health care system and the quality of life in a global society, value lifelong learning, and enhance the profession of nursing through a focus on:

- Clinical judgment;
- Communication;
- Role development;
- Professionalism; and,
- Service to the community.

Fundamental to the core values are the faculty commitment to student success, academic excellence, fiscal responsibility, community alliances, faculty practice, creative scholarly activity, and research in nursing. The College of Nursing and Health Professions offers the Bachelor of Science in Nursing (BSN) and the Master of Science in Nursing (MSN), as a member of the Intercollegiate Consortium for a Master of Science in Nursing, the graduate degree.

6 Institutional Mission Reference

McNeese State University is primarily a teaching institution whose mission is successful education of the undergraduate and graduate students and services to the employers and communities in the southwest Louisiana region. McNeese uses a traditional process based on courses completed, GPA, and standardized test scores.

All academic programs at McNeese State University emphasize in-depth disciplinary knowledge and its application to academic and professional environments.

McNeese graduates achieve success through the studied acquisition of content knowledge, the demonstration of discipline-specific skills and dispositions as well as mastery of general education competencies such as critical thinking, effective communication, and Independent learning.

7 Assessment and Benchmark

Assessment: BSN NCLEX-RN Pass Rate for First-Time Takers.

Benchmark: 80% of graduates pass the NCLEX-RN on first attempt.

7.1 Data

Academic Year	Students that passed on the first attempt	
	#	%
2012-2013	149/171	87.13%
2013-2014	111/144	77.08%
2014-2015	110/115	95.65%
2015-2016	138/142	97.20%
2016-2017	83/87	94.26%
2017-2018	90/90	100%
2018-2019	57/58	98.28%
2019-2020	91/92	98.91%
2020-2021	88/90	97.78%
2021-2022	83/87	95.40%

7.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
The BSN program achieved a perfect NCLEX-RN pass rate for first-time test takers of 100%; meeting the benchmark.

Plan for improvement:
- Purchase and implementation of ExamSoft online testing system. This system will simulate of the computerized adaptive testing system use for the NCLEX-RN exam. The goal is to prepare the students for online computerized adaptive testing and the new testing format that is use for the exam.
- Purchase and implement the E-Value system to assist students with technology competency and portfolio building.
- Continue to implement high fidelity simulation throughout the BSN curriculum including providing a faculty of coordinate and develop the simulations in NURS 401, 321, 319 and 320. Assigning a faculty to simulation in each of these courses will provide consistency in student learning communication, clinical judgement, professionalism and role development.
- Continue expanding the use of the ATI Learning System in each course in the BSN curriculum.

2018-2019:
NCLEX-RN pass rates for first-time test takers for 2018-2019 graduates was 98.28% and met the benchmark set by LSBN.

The plan for improvement is to continue with the implementation of the following strategies:
- Full implementation of ExamSoft online testing system in the curriculum. This system will simulate the computerized adaptive testing system used for the NCLEX-RN exam. The goal is to prepare the students for online computerized adaptive testing and the new testing format that is used for the exam.
- Full implementation of E-Value system to assist students with technology competency and portfolio building.
- Continue to implement high fidelity simulation throughout the BSN curriculum including providing a faculty to coordinate and develop the simulations in NURS 401, 321, 319, and 320. Assigning a faculty to simulation in each of these courses will provide consistency in student learning communication, clinical judgment, professionalism, and role development.
- Continue expanding the use of the ATI Learning System in each course in the BSN curriculum.

2019-2020:
NCLEX-RN pass rates for first-time test takers for 2019-2020 graduates were 98.91% and met the benchmark set by LSBN. All 52 spring 2020 graduates were successful on NCLEX-RN on the first take! To have every member of a graduating cohort of students pass NCLEX-RN on the first take is a great achievement; however, to have every graduate pass on the first take after completing a final semester that was disrupted by COVID-19 related disruptions with in-person clinical learning experiences, adjusting to learning and testing remotely, and not having in-person access to faculty and support systems is remarkable.

Continued student success can be attributed to the continued curriculum and learning support through the use of the following:
- ExamSoft online testing system in the curriculum.
- Use of Zoom and Respondus to proctor the remote online testing
- High fidelity simulation in addition to the use of screen-based simulation and case studies to assist students in meeting the program outcomes in communication, clinical judgment, professionalism, and role development.
- Expanded use of the ATI Learning System in each course in the BSN curriculum.
- Persistent and consistent support by faculty and support staff

2020-2021:
NCLEX-RN pass rates for first-time test takers for 2020-2021 graduates were 97.78% and met the benchmark set by LSBN. Another remarkable year for NCLEX-RN passage rates for the fall and spring semesters. Despite the hurricane devastation we experienced in fall 2020, we were able to get all of our 42 graduating seniors back to finish their final semester. A couple of students were housed in faculty homes because their homes had been destroyed. 40 students out of 42 successfully completed NCLEX-RN on the first take. All 48 spring 2021 graduates were successful on the first take!

Continued student success can be attributed to the continued curriculum and learning support through the use of the following:
- ExamSoft online testing system
- Use of Zoom and Respondus to proctor the remote online testing
- High fidelity simulation in addition to the use of screen-based simulation and case studies to assist students in meeting the program outcomes in communication, clinical judgment, professionalism, and role development.
- Expanded use of the ATI Learning System in each course in the BSN curriculum.
- Persistent and consistent support by faculty and support staff

2021-2022:
NCLEX-RN pass rate for first-time test takers for 2021-2022 graduates was 95.40% and met the benchmark set by LSBN. The graduating cohort for fall 2021 and spring 2022 was impacted by the disruptions in learning caused by the pandemic and after effects of Hurricane Laura and Delta.

Continued student success can be attributed to the continued curriculum and learning support through the use of the following:

- ExamSoft online testing system
- High fidelity simulation in addition to the use of screen-based simulation and case studies to assist students in meeting the program outcomes in communication, clinical judgment, professionalism, and role development.
- Expanded use of the ATI Learning System in each course in the BSN curriculum.
- Persistent and consistent support by faculty and support staff
- Integration of active learning strategies and preparation for Next Generation NCLEX questions

8 Assessment and Benchmark Standardized Test Data (ATI)

Assessment: Standardized Test Data (ATI).

Benchmark 1: BSN student scores will be greater than the national program mean score on the Clinical Judgment category of all content/specialty exams and the comprehensive predictor exam.

Benchmark 2: BSN student scores will be greater than the national program mean score on the Communication category of all content/specialty exams and the comprehensive predictor exam.

8.1 Data

2017-2018:

- Fall 2017: BSN student scores were greater than the national program mean score on the Clinical Judgment Category of all content/specialty exams and the comprehensive predictor exam.
- Spring 2018: BSN student scores were greater than the national program mean score on the Clinical Judgement Category of all content/specialty exams and the comprehensive predictor exam.

2018-2019:

- Fall 2018: BSN student scores were greater than the national program mean score on the Clinical Judgment Category of all content/specialty exams and the comprehensive predictor exam.
- Spring 2019: BSN student scores were greater than the national program mean score on the Clinical Judgement Category of all content/specialty exams and the comprehensive predictor exam.

ATI Content Exam	National Group Mean	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Comprehensive Predictor	71.8	77.8	77.9	76.5	77	71.6	71.6
Medical-Surgical	69.2	79.4	78.10	74.80	79.9	69.1	69.1
Maternal/Newborn	66.6	73.0	—	73.3	73.7	67.2	67.2
Pediatrics	64.6	69.6	—	66.8	70.6	65.7	65.7
Pharmacology	66.7	75.4	74.6	73.7	72.6	66.9	66.9
Mental Health	69.8	76.6	—	69.60	68.70	70.5	70.5
Fundamentals	64.6	69.4	66.5	62.70	63.7	64.2	64.2

ATI Exam - **Clinical Judgment**	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Comprehensive Predictor	77.8	78.1	76.5	77.4	77.2	75.6

Medical-Surgical	78.9	77.5	74.6	79.6	82.0	78.3
Maternal/Newborn	71.8	—	72.0	73.3	70.9	73.3
Pediatrics	71.3	—	66.0	69.1	67.9	64.1
Pharmacology	74.9	73.4	73.3	72.1	76.9	71.0
Mental Health	76.4	—	68.2	67.0	70.8	70.2
Fundamentals	67.7	64.2	60.2	61.1	64.4	64.9

8.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Scores on all content/specialty standardized nursing exams and the comprehensive predictor exam were greater that the national program mean score in the area of Clinical Judgement. The scores were significantly higher than the national program mean. Specific content areas with lower scores but met the benchmark are addressed in specific courses.

Fall 2017: Course/Student learning improvement strategies:
NURS 303
- The faculty plans to use innovative teaching strategies, such as group work, case studie and EBP research.
- The faculty plans to reincorporate the infants, toddlers and children guests in the classroom with the growth and development content. This allows students to see actual areas of development routinely screened in daycares/physician's offices, etc. Students are able to assess (safely) growth and developmental milestones, speech, personal-social interactions, and psychomotor skills leading to the development of clinical judgement skills in the beginning clinical student.

NURS 310
- The faculty will tailor Shadow Health assignments to better fit the needs of our foundational students, to include assignments more relevant to their learning level, with reduced required time, as students verbalized the current assignments consumed too much time.
- Faculty will implement sections of lecture time to active learning strategies to facilitate comprehension of the material, while having traditional lecture recordings available for the students.
- All students not successfully completing the first attempt in any checkoff or practicum will be required to document at least one hour of practice time, in the skills laboratory, with a peer in preparation for the re-check. Peer mentoring is a proven strategy to ensure learning occurs for the student, thus decreasing the chance of clinical unsatisfactory related to skills check-off.
- The NURS 310 faculty plan to meet with fourth and fifth semester faculty to devise a plan to incorporate ATI modules in each course, to help ensure students are utilizing this resource, while dividing the workload between courses. The goal of this division of assignments is to prevent the overutilization of ATI assignments from skewing the students overall course grade.

NURS 315
- Faculty in NURS 315 will review current course objectives in order to provide more teaching opportunities in order to address deficits noted on the ATI in the specified areas.
- Students are not using ATI appropriately throughout the semester, as indicated by the number of attempts seen with the end of semester practice exams. Faculty will be utilizing ATI in course, building it into lectures, and creating custom quizzes to address content areas with low scores.

NURS 318
- The faculty will assign the Dosage Calculation (med. Administration & Injectable meds) module in ATI to replace our current clinical assignment.

- The faculty will continue to give 1hr 15min testing time and continue to follow the CON test policy. Give 50 questions for the final exam to adhere to CON testing policy.
- The faculty plan to "clean up the Moodle site." We will remove all the extra resources and "lagniappe" information from the home page. We will make folders for each unit and post the course objectives, pharmacology online module and ATI resources link in each section only.
- The faculty will incorporate more videos and "real life" scenarios from ATI to bridge more theory with case studies. ATI has a "Real Life Mental Health" ATI Case study video module, which we plan to implement in the spring 2018.

NURS 319

- The faculty will provide more opportunity for active learning in the course. This will require students to prepare prior to class to acquire full benefit of the chosen exercise. Quizzes will be implemented sporadically to ensure an attempt at preparation was made on the students' behalf. The purposes of these activities are to encourage critical thinking, teamwork approach, and enhanced learning due to variety in presentation methodologies (material presentation).
- The faculty will revise the "Quiz Me "exercise to include a more reliable tool. Quiz Me seems to "crash" or have frequent downtimes. This makes the site very unreliable for students to utilize. The ATI generated review template will be considered for use for the spring 2018 semester.

NURS 320: The lowest component in the Clinical judgement section of the specialty Maternal-Newborn exam was Health Promotion and Maintenance.

- The faculty plan to develop an ATI/NCLEX Plan: Use ATI videos of APGAR scoring, Fundal assessment, health promotion and maintenance, and complications of pregnancy. Students will views videos and practice test. The students will complete the plan and turn in their individual transcript prior to the proctored ATI test.
- Faculty plan to emphasize Health Promotion with each content area in the classroom and develop clicker questions that pertain to this topic. Unit exams will include questions that relate to health promotion and maintenance.

NURS 390

- Fall 2017 was the first semester with the updated version of the textbook. Therefore, all unit objectives (enabling objectives) were updated to reflect reorganized textbook content. No changes to course objectives were made as the updated textbook continues to serve the needs of students in meeting the course objectives.
- Faculty will remove the old "Group Recommendations Paper" and replaced it with the online learning module "Protecting Human Research Participants," which was created by the National Institutes of Health (NIH) Office of Extramural Research. All students now complete the NIH Research Ethics course to receive certification in Human Research Ethics. This takes the place of in-class research ethics content, helping to better meet Course Objective # 6: "Discuss the ethical and legal issues involved in conducting nursing research." Students receive points for completing this online assignment. This online learning activity is a nationally recognized Research Ethics platform that is based upon the latest Research Ethics guidelines

NURS 401

- Faculty will be "flipping" the classroom beginning in the spring of 2018. Faculty will be recording lectures and assigning homework to students prior to class. Students will be aware of the necessity to complete the homework assignments prior to attending class. Periodic pop quizzes will be administered to assess whether or not the class preparation was completed. These quizzes will count as one bonus point each toward the final exam. Faculty will be using ATI video case studies, unfolding case scenarios, group projects, games, NCLEX style questions, etc. during each two-hour lecture period rather than traditional lecture.
- Faculty have recognized that students are not using the ATI NCLEX preparation plan to its full potential. It is designed to help students study unit content and assist them with the proctored ATI exam at the end of the semester. Very few students this semester

followed the due dates on the NCLEX prep schedule. They completed all the assignments at the end of the semester for the sake of having to get them done. Currently, if all the assignments were not completed by the ATI proctored exam date, the student would receive a 0 for their ATI grade. The planned revision for the NCLEX preparation plan for spring 2018:

- The ATI NCLEX preparation plan will have clear due dates. Students will submit their ATI transcript every two-weeks to faculty in a binder. Each assignment will be worth points toward a total grade of 100 points. The overall NCLEX prep grade will count for 5% of the overall grade in the course.
- The Pharmacology Practice Exam A will be assigned mid-semester giving students an opportunity to complete remediation. If the remediation for practice A is completed by the assigned due date, an additional two points will be assigned to the overall ATI NCLEX prep grade at the end of the semester.
- The Pharmacology Practice Exam B will be assigned toward the end of the semester. Students will be given adequate time to complete the remediation based off this practice exam. An additional 2 points will be assigned to the overall ATI NCLEX prep grade at the end of the semester if this remediation is completed.

- In addition to High Fidelity Simulation, students will be provided one on one instruction with tracheostomy suctioning and TeamStepps communication tools. This will be done on the clinical on campus/simulation day.

NURS 425: The class earned a national percentile rank in the 85th percentile based on the Comprehensive Predictor exam.

- The faculty will revise the NCLEX Prep Plan for the Spring 2018 semester to match student learning needs based upon standardized testing results, especially related to Health Promotion/Maintenance, Pharm/Parenteral Therapies, Pediatrics, OB, and Physiologic Adaptation.

Spring 2018:
Course/Student Learning improvement strategies:

NURS 310

- The faculty will implement the new teaching strategy of scrambling the classroom allowing for a mix of direct instruction and practice and feedback to improve critical thinking skills with the beginning clinical student.
- The faculty will use a combination of reading assignments, pop quizzes, in-class activities, and scheduled take home activities will be used to improve student preparation for in-class activities.
- The faculty will facilitate the clinical judgement process with the beginning clinical students through the utilization of Lippincott CoursePoint for the virtual simulation activities.
- The faculty will develop the "Sensory Game" to introduce beginning students on how to use clinical reasoning concepts with patients with sensory alterations. Students simulate experiences as a blind, hearing impaired or partial vision impaired patient.

NURS 303

- The faculty will implement new teaching/learning strategies to improve class involvement and improve critical thinking skills including Reading Railroads (guides to focus students reading in the chapters), Clicker games, and expert opinions (Corky's tips).

NURS 318

- The faculty will utilized various concept maps of disease process to coincide with content and discussion to promote concept connection and critical thinking.

NURS 319

- The faculty will reinforce the safety and risk reduction framework. When conducting class and question review, the students will identify safety risk to the client, greatest risk to the client or significant risk as compared to other risks. This strategy will improve critical thinking about safety and risk reduction.
- The three lowest clinical judgment categories on the Pediatric specialty exam was safety and infection control, health promotion and maintenance, and Pharmacological and parenteral therapies. The faculty will create Clinical simulation scenarios to emphasize these concepts and include them in the student's clinical simulation clinical lab rotations.
- The faculty will developed a role playing classroom simulation to promote critical thinking with a pediatric patient in pain.
- The faculty will record and post lecture on concepts difficult for students to understand and supplemental resources will be provided.

NURS 320
- The faculty will create a preterm/magnesium therapy case study to use with simulation severe preclampsia patient to improve clinical judgement with the mother-baby critical scenario.

NURS 321
- The faculty will change the "mock skills check-off" learning activity to include a student assessment for a course grade to further evaluate the student's clinical judgement in skill performance.

NURS 390: The score on the EBP portion of the Maternal Newborn and Care of Children Exams were below the class mean.
- The faculty will implement a faculty led group literature search in the LRC to promote active involvement in best practices for literature searching.

NURS 401: The lowest components of the clinical judgment content of the Med-Surg exam was Basic Care and Comfort.
- The faculty will adjust the NCLEX Preparation plan to focus on the lowest content area of Basic Care and Comfort. The faculty will build custom practice test in the ATI system related to basic care and comfort.
- The faculty will add basic care and comfort questions to every system unit exam.
- The faculty will implement "scrambled" classroom as a teaching strategy. This strategy exposes students to a mix of direct instruction in the form of "lecture bursts" (mini-lectures of 15 minutes or less) and practice in the form of active learning strategies.

NURS 424
- The faculty will implement "scrambled" classroom as a teaching strategy. This strategy exposes students to a mix of preparatory instruction in with voice over Powerpoints based on unit objectives and content outline posted on Moodle, 15-minute lecture bursts and practice in the form of active learning strategies such as case studies, question review, and simulated patient scenarios.
- The adult health nursing faculty selected a new Med-Surg textbook, which was approved by the curriculum committee for the 5th, 7th and 8th semester adult health courses. The reading and activity planning has begun for the spring 2020 students who have this as the required course textbook.

NURS 425: The class national percentile rank based on the Comprehensive predictor exam was the 95th percentile. The lowest areas on the exam were mental health and community health.
- The faculty will incorporate more mental health and community health content into the NCLEX Prep plan using the ATI custom assessment builder assignments.
- The faculty will place emphasis on these areas in class through discussion and videos and practice questions.

2018-2019:

Scores on all content/specialty standardized nursing exams and the comprehensive predictor exam were greater that the national program mean score in the area of Clinical Judgement. The scores were significantly higher than the national program mean. Specific content areas with lower scores but met the benchmark are addressed in specific courses.
Fall 2018: Course/ Student Learning improvement strategies:

NURS 310:
- The faculty will utilize standardized patients in the Clinical Lab to help students better learn and apply basic hygiene principles

NURS 330:
- The faculty will reduce the number of exams and increase the amount of content on each exam to promote increased retention of content

NURS 319:
- The faculty will add more content covering restraints/safety devices and assistive devices to address ATI scores below 50%

NURS 390:
- The faculty will revise the Research Ethics assignment to include a Big Blue Button recording with an associated Moodle quiz

NURS 401:
- The faculty will improve content delivery using active learning strategies

NURS 402:
- The faculty will eliminate clinical rotation sites and switch to the use of one preceptor

NURS 424:
- The faculty will transition to the use of Big Blue Button to accommodate students and promote increased utilization of class preparation

NURS 425:
- The faculty will update the NCLEX Prep Plan to match student learning needs based upon standardized testing results, especially related to Basic Care/Comfort, Safety /Infection Control, and Psychosocial Integrity learning needs
- The faculty will include more active learning processes in the classroom

Spring 2019: Course/Student learning improvement strategies:

NURS 310:
- The faculty will explore clinical agencies that have patient of lower acuity (Nursing Himes, LTACs) to introduce the students to the clinical environment in a more relaxed environment so faculty and student experience can focus on patient interactions, communication, and assessment without having to work around the schedule of an acute medical-surgical floor
- The faculty will utilize standardized patients in the Clinical Lab to help students better learn and apply basic hygiene principles

NURS 318:
- The faculty will implement accident, error, injury prevention content, increase content on family dynamics, and require MedCom psychopharmacology as homework assignments

NURS 330:
- The faculty will use client case studies to clinically rationalize which clients are experiencing side effects v. adverse effects. Debriefing will be used with the entire class

2019-2020:

Fall 2019: Scores on all content/specialty standardized nursing exams and the comprehensive predictor exam were greater than the national program mean score. The scores were significantly higher than the national program mean. ATI does not offer a national group mean for the outcome of Clinical judgment.

Spring 2020: Because of the COVID-19 forced closure of face-to-face instruction on March 18, 2020, the Undergraduate Nursing made a decision to only administer the Comprehensive Predictor, Medical-Surgical, Pharmacology, and Fundamentals ATI exams using the virtual test proctoring program, Proctorio. As evident in the data table above, student performance remained well above the national group mean. The Clinical Judgment component of these exams dropped slightly except for the Comprehensive Predictor exam taken by graduating seniors.

This decrease in clinical judgment score can be attributed to the COVID-19 closures of face-to-face instruction, clinical simulation lab instruction, as well as in-person clinical learning experiences. Didactic instruction was delivered via synchronous and asynchronous delivery via Moodle, Zoom, and Microsoft Suite Teams applications. Clinical learning experiences consisted of computer-based simulation via Vsim and ATI products, as well case studies.

2020-2021:
Fall 2020: Scores on all content/specialty standardized nursing exams and the comprehensive predictor exam scored above the national group mean for content except Fundamentals. This cohort of students had just entered the clinical nursing sequence of courses in Spring 2020. The cohort was enrolled in the Nursing Fundamentals course at the time of the COVID-19 closures of spring 2020. An intervention to remedy the deficit was the Clinical Nursing Boot Camp in July 2021.

ATI does not offer a national group mean for the outcome of Clinical judgment; however, the data table above demonstrates that all specialty exams and Comprehensive Predictor results, except Maternal/Newborn, show a decline in clinical judgment ability of students compared to scores from the 2019-2020 academic year. This is a significant finding, though not surprising, considering the impact of the devastation and disruption to learning caused students who were able to return and complete the fall 2020 semester.

Spring 2021: Scores on all content/specialty standardized nursing exams and the comprehensive predictor exam scored above the national group mean for content except Mental Health and Fundamentals. This cohort of students had just entered the clinical nursing sequence of courses in the Fall of 2020.

ATI does not offer a national group mean for the outcome of Clinical judgment; however, the data table above demonstrates the Comprehensive Predictor, Medical Surgical, Maternal Child, and Pediatrics exams show marked improvements compared to the scores from Fall 2020. Pharmacology, Mental Health, and Fundamentals continued to drop compared to the scores from Fall 2020. This is a significant finding, though not surprising, considering the impact of the devastation and disruption to learning caused students who were able to return and complete the fall 2020 semester.

NURS 318 - Mental Health faculty plan to implement accident, error, injury prevention content, increase content on family dynamics and require MedCom psychopharmacology as homework assignments. Implementation of clinical simulation for disease processes, assessment of symptoms, as well as the entire nursing process. (Course Summary spring 2021)

NURS 310 - Fundamentals faculty plan to review and edit course objectives, lecture materials, and exam content to reflect a more interactive lecture, while ensuring consistency with new ATI content. Will implement ATI Engage and Health Assess approved by Faculty Congress 05/04/21.

2021-2022:

Fall 2021: The group mean score on all content/specialty standardized nursing exams and the comprehensive predictor exam met or exceeded the national group mean score.

ATI does not offer a national group mean for the outcome of Clinical judgment; however, the data table above demonstrates that all specialty exams and Comprehensive Predictor results, except Pediatrics, show an increase in clinical judgment ability of students compared to scores from Spring 2022. This is a positive significant finding compared to data results from the last academic year.

Spring 2022: Scores on all content/specialty standardized nursing exams and the comprehensive predictor exam met or exceeded the national group mean for content. This is a positive significant finding compared to data results from the last academic year.

ATI does not offer a national group mean for the outcome of Clinical judgment; however, the data table above demonstrates a drop in scores for Pharmacology, Pediatrics, Comprehensive Predictor, and Medica-Surgical compared to scores of the previous academic year. Mental Health and Fundamentals scores demonstrated a marked improvement from the previous academic year.

NURS 315 - Course faculty plan to continue to develop a "skills day" that will allow students to review and practice all skills before clinical in the healthcare facility. The faculty is in the process of developing and implementing teaching and testing strategies to improve clinical reasoning skills in preparation for Next Generation NCLEX testing items. (Course summary Spring 2022)

NURS 330 - Though Pharmacology is taught in NURS 330, the Pharmacology ATI is administered 2 semesters later in NURS 401. Faculty from both courses are working together to address the content areas that score below the national mean. Faculty in NURS 401 plan to enhance clinical reasoning skills in pharmacology with simulation scenarios and clinical case studies. New Next GEN NCLEX questions will also be utilized further in lectures and on exams to increase learning. (Course Summaries for NURS 330 & NURS 401 Spring 2022)

NURS 319 - Course faculty plan to focus more on "active learning" strategies in anticipation of NextGen NCLEX. Currently, bringing clinical into the classroom through illustrations, clinical equipment, case studies, and other activities enhances learning; however, time for in-class activities is limited. The faculty will discuss a reasonable plan to have students complete preparatory learning assignments prior to the lecture in order to incorporate more "hands-on" learning activities during the class period. These activities need to be balanced with lectures, as much of the content taught/learned in this course is new content and applies to a variety of pediatric ages. Content presentation is important and should serve as the basis for active learning strategies. Most students prefer content presentation followed by activities, rather than replacement or postponement of lecture in favor of activities

8.2 Data

2017-2018:
- Fall 2017: BSN student scores were greater than the national program mean score on the Communication Category of all content/specialty exams and the comprehensive predictor exam.
- Spring 2018: BSN student scores were equal to or greater than the national program mean score on the Communication Category with the exception of:
  - Mental Health Nursing (National - 67.6, BSN group - 59.1%)

2018-2019:
- Fall 2018: BSN student scores were equal to or greater than the national program mean score on the Communication (Psychosocial Integrity, Teamwork and Collaboration, and Informatics) with the exception of:
  - Fundamental Nursing (National - 64.2%)
    - Informatics (Group Mean 57.5%)
  - Pharmacology (National - 65.3%)

- - - Psychosocial Integrity - 36.4%
    - ○ RN Comprehensive Predictor (National - 71.6%)
      - Psychosocial Integrity - 67.8%
    - ○ Leadership (National - 72.5%)
      - Informatics - 45.5%
- Spring 2019: BSN student scores were equal to or greater than the national program mean score on the communication categories (Psychosocial Integrity, Teamwork and Collaboration, and Informatics) with the exception of:
    - ○ Fundamentals (National - 64.5%)
      - Informatics - 58.3%
    - ○ Mental Health (National - 69.0%)
      - Teamwork and Collaboration - 67.0%
    - ○ Newborn/Maternal (National - 66.8%)
      - Teamwork and Collaboration - 64.7%
    - ○ RN Comprehensive Predictor (National - 71.6%)
      - Psychosocial Integrity - 70.9%
      - Informatics - 68.4%

ATI Exam - **Communication**	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Comprehensive Predictor	83.3	84.4	77.0	78.7	77.0	78.7
Medical-Surgical	78.0	77.5	74.6	79.6	—	—
Maternal/Newborn	71.8	—	72.0	73.3	—	—
Pediatrics	71.3	—	83.8	87.0	—	—
Pharmacology	59.4	62.2	91.5	57.6	83.9	59.0
Mental Health	87.3	—	68.3	78.9	74.5	66.1
Fundamentals	53.5	58.1	57.5	56.0	57.4	63.6

8.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Fall 2017:
The benchmark was met on all specialty exams and comprehensive predictor for communication (psychosocial integrity, Teamwork and Collaboration, and Information management).

Course improvement strategies for communication:

NURS 318
- The faculty plan to use the ATI communication video module enhance therapeutic communication techniques.

Spring 2018:
The benchmark was met on all specialty exams and comprehensive predictor for communication with the exception of the Mental Health nursing (NURS 318).

Course improvement strategies:

NURS 303
- Promote group process and communication by implementing a professional presentation project. Students will be grouped and assigned a very broad health promotion topic. The outcome will be a recorded group presentation.
- Implement the "one minute report" with the adult health promotion assignment. This strategy will promote communication, cooperative learning and reinforces TeamSTEPPs concepts of SBAR and Hand-off.

NURS 310

- Use "Peer Mentoring" in the clinical lab for peer evaluation of documentation by reviewing and critiquing classmates. Faculty will divide students in groups to practice skill and encourage peer to peer evaluation to both reinforce steps performed and promote critical feedback communication.

NURS 318

- The faculty plan to implement Shadow Health virtual simulation scenarios to facilitate the application of communication techniques with patients with mental health disorders.

NURS 321

- Added SBAR to clinical simulation scenarios to promote nurse-physician communication and to align with the TeamSTEPPS across the curriculum.

NURS 390

- Students will participate in a real time peer-to-peer evaluation of the in-class EBP presentation. This will facilitate communication, critical feedback, and group process.

2018-2019:
Fall 2018:

NURS 425

- Faculty will place more emphasis on informatics in course lectures and assignments.
- Faculty will continue to incorporate Psychosocial Integrity content into the mandatory NCLEX Prep Plan.

Spring 2019:

NURS 425

- Faculty will integrate Custom Assessment Builder assignments in the NCLEX Prep Plan and in-classroom testing experiences.

2019-2020:
ATI does not offer a national group mean for the outcome of Communication and Collaboration. It is important to note that due to the COVID-19 forced closure of face-to-face instruction on March 18, 2020, the Undergraduate Nursing made a decision to only administer the Comprehensive Predictor, Medical-Surgical, Pharmacology, and Fundamentals ATI exams using the virtual test proctoring program, Proctorio. As evident in the data table above, student performance remained steady with slight improvements in Comprehensive predictor, Pharmacology, and Fundamentals when comparing the Spring 2020 results to the results of Fall 2019.

2020-2021:
Scores from Fall 2020 reflect a decrease in student communication scores in comparison to scores from the previous academic year. This is attributed to the disruption of learning caused by the devastation and hardships experienced by students who were able to complete the semester. The cohort results of Spring 2021 demonstrate an improvement in student scores in the Comprehensive Predictor, Medical-Surgical, Maternal/Newborn, Pediatrics, and Mental Health. Student scores in the Pharmacology and Fundamentals exams demonstrate a decline. Strategies to improve score in Mental Health consist of implementing accident, error, injury prevention content, increasing content on family dynamics, and requiring MedCom psychopharmacology as homework assignments. Implementation of clinical simulation for disease processes, assessment of symptoms, as well as the entire nursing process. (Course Summary spring 2021)

2021-2022:
Scores reflect a decrease in student communication scores in comparison to scores from Fall 2020. However, the scores remain satisfactory in comparison to the data reported for the prior academic years. The Fundamental cohort results of Spring 2022 demonstrate a significant

improvement from Fall 2021. There were no communication scores reported in the Medical-Surgical, Maternal/Newborn, and Pediatrics ATI exams.

9 Assessment and Benchmark Evaluation of Clinical Competency

Assessment: Evaluation of Clinical Competency.

Benchmark 1: 95% of students achieve satisfactory clinical evaluations related to Clinical Judgment.

Prior to 2016-2017, the benchmark was 90% of students.

Benchmark 2: 95% of students achieve satisfactory clinical evaluations related to communication:
- Written
- Oral
- Technology

Prior to 2016-2017, the benchmark was 90% of students.

9.1 Data

Academic Year	% satisfactory clinical evaluation
2013-2014	99%
2014-2015	97.8%
2015-2016	99.4%
2016-2017	98.84%
2017-2018	99.0%
2018-2019	99.85%
2019-2020	99.14%
2020-2021	98.6%
2021-2022	99.0%

Satisfactory Clinical Evaluation of Clinical Judgement by Course:

Term	N310	N315	N318	N319	N320	N321	N400/ 401	N402	N424	N425
Fall 2016	100%	96.5%	100%	100%	100%	—	98.7%	100%	95.8%	93.4%
Spring 2017	100%	96.6%	100%	100%	100%	—	100%	100%	100%	97.8%
Fall 2017	95.5%	97.9%	100%	100%	100%	100%	100%	100%	92%	100%
Spring 2018	100%	100%	100%	100%	97.6%	100%	88.5%	100%	100%	97.7%
Fall 2018	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Spring 2019	100%	100%	100%	100%	100%	100%	100%	100%	97%	100%
Fall 2019	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Spring 2020	98%	100%	100%	100%	100%	100%	98%	100%	100%	100%
Fall 2020	92%	97%	100%	100%	100%	100%	100%	100%	100%	100%
Spring 2021	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Fall 2021	98%	100%	100%	98%	100%	100%	100%	100%	97%	100%
Spring										

2022	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

9.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Students met the benchmark of 95% across the curriculum. The NURS 424 class cohort did not meet the benchmark for clinical judgement in fall 2017 (92%). The NURS 401 class cohort did not meet the benchmark for clinical judgement in spring 2018 (88.5%).

NURS 424
Faculty will allow students one repeat for each high fidelity simulation scenario. The retake will occur after the debriefing (reviewing the video/learning from mistakes) following the first simulation opportunity.

NURS 401
The faculty will facilitate more student opportunities for making clinical judgments with medication administration, psychomotor skills, patient assessment and priority nursing interventions during the clinical rotation.

The simulation course coordinator will schedule more days of high fidelity simulation to allow students to practice assessment and clinical judgement in a safe learning environment.

2018-2019:
Students met the new benchmark of 95% across the curriculum.

2019-2020:
Students met the new benchmark of 95% across the curriculum.

2020-2021:
The students met the benchmark of 95% across the curriculum except for N310 in fall 2020, which received a score of 92%. NURS 310 is the first clinical nursing course students take to learn fundamental nursing skills. The students in this course were considerably affected by the disruption in learning caused by Hurricanes Laura and Delta. Due to not being able to renter Hardtner Hall after the storms, a clinical fundamental skills laboratory was created at a local health care facility for the remaining of the semester. To accommodate for the limited space and social distancing for COVID-19, student time in the clinical laboratory was decreased from 6 hours to somewhere between 3-4 hours. Students were also provided practice hours on Friday.

Recognizing, the difficulty the beginning clinical students experienced as well as the other clinical nursing students, the Undergraduate Nursing faculty conducted a Clinical Nursing Bootcamp July 19-23, 2021. The purpose of this program was to provide a skill boost for clinical nursing students adversely affected by safety restrictions and decreased access to clinical sites related to COVID-19 and Hurricanes. A total of 59 students attend the week-long event. For the first 2 days of the camp, cohorts of students rotated through stations to work on clinical reasoning/judgment skills, test-taking strategies and drug calculations, and psychomotor skill review with the application of clinical reasoning skills (scenario-based evaluations). The last 3 days (24 hrs) of the camp, students were divided up into groups of 10 or fewer and were taken to a clinical unit with a faculty member where students performed assessments, and nursing care, and had 1:1 time with faculty to boost their ability to "Think like a Nurse".

2021-2022:
Students exceeded the benchmark of 95% across the curriculum. This academic year, faculty have been working to increase learning activities in clinical nursing courses that will enhance students' clinical judgment/clinical reasoning skills. Some examples of activities used in NURS 310 are the use of discussion questions, case studies, in-class cell phone app-lead interactive content reviews, prioritization activities, ATI modules quizzes and activities, ATI patient simulations, ATI health assessment interactive modules, Escape Room practicum, Team building activities for content review and application. NURS 319 resumed simulation in Spring

2022 and in NURS 401 simulation using standardized patients was expanded from 2 to 3 weeks.

9.2 Data

Academic Year	% satisfactory clinical evaluation
2013-2014	100%
2014-2015	100%
2015-2016	99.4%
2016-2017	99.88%
2017-2018	99.7%
2018-2019	100%
2019-2020	100%
2020-2021	100%
2021-2022	99.0%

Satisfactory Evaluation of Communication by Course:

Term	N310	N315	N318	N319	N320	N321	N400/401	N402	N424	N425
Fall 2016	100%	98.2%	100%	100%	100%	—	100%	100%	100%	100%
Spring 2017	100%	100%	100%	100%	100%	—	100%	100%	100%	100%
Fall 2017	100%	97.9%	100%	100%	97.6%	100%	100%	100%	100%	100%
Spring 2018	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Fall 2018	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Spring 2019	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Fall 2019	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Spring 2020	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Fall 2020	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Spring 2021	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Fall 2021	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Spring 2022	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

9.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
The benchmark was met across the curriculum and in each individual clinical course.

NURS 401/424
Simulation coordinators will increase the opportunity for communication by providing simulations that include family members. This will allow the student to practice appropriate communication with the patient and family members during a high fidelity simulated scenario.

2018-2019:
The benchmark was met across the curriculum and in each individual clinical course.

2019-2020:

The benchmark was met across the curriculum and in each individual clinical course.

2020-2021:
The benchmark was met across the curriculum and in each individual clinical course.

2021-2022:
The benchmark was met across the curriculum and in each individual clinical course.

Strategies we use to support student communication are the use of TeamSTEPPS tools and strategies for communication, leadership, and team building. Communication is supported through scenarios used in simulation clinical activities.

10 Assessment and Benchmark Graduate Exit, Alumni, Employer Survey

Assessment: Graduate Exit, Alumni, Employer Survey.

- Benchmark 1: 3.5 mean response of graduates, alumni, and employers on questions related to the ability to use critical thinking as a generalist professional nurse.

- Benchmark 2: 3.5 mean response of graduates, alumni, and employers on questions related to the ability to communicate as a profession nurse.

- Benchmark 3: 4.0 mean response of graduates on questions related to utilizing information technology to support and communicate the planning and provisions of patient care.
  - Prior to 2016-2017, the benchmark was >3.5 mean response of graduates.

- Benchmark 4: 4.0 mean response of graduates on the survey question related to valuing service as a nursing contribution to the welfare of persons (individual, family, & society).
  - Prior to 2017, the benchmark was >3.5 mean response of graduates.

10.1 Data

Year	Graduates	Alumni	Employers
2014	4.58	4.34	4.25
2015	4.58	4.56	4.8
2016	4.52	4.07	3.0
2017	4.53	3.89	3.75
2018	4.5	3.9	3.8
2019	4.65	4.0	4.0
2020	4.6	—	—
2021	4.5	4.2	4.0
2022	4.5	4.3	4.3

Common themes/concerns from Imperial Calcasieu Nursing Leaders Meetings:
- Need for more clinical hours in education/low level of graduate confidence related to clinical proficiency (2014, 2015)
- Inadequate teamwork/communication skills (2010, 2011, 2013)
- Professionalism (2017)
- Interpersonal communication (2018)

10.1.1 Analysis of Data and Plan for Continuous Improvement [Approved]

2017-2018:
Analysis: Survey results continue to meet the benchmark. The mean response remains at the level of the past year.

Continue integration of high fidelity simulation in the lower clinical courses to include NURS 319 and NURS 320. Rotating clinical faculty into the Maternal Child Simulation lab will allow students to care for a laboring mother with preeclampsia and a child with asthma and

seizures. Students will provide care and make clinical judgements in a safe learning environment.

NURS 315 and 318 faculty will explore a joint simulation experience between the two courses to offer a patient scenario with a medical and mental health issue. This will allow the new clinical student to practice in there clinical judgement in a safe learning environment.

NURS 318 will utilize Shadow Health virtual simulation software to improve student clinical judgement with the patient diagnosed with a mental health illness.

2018-2019:
Analysis: Survey results continue to meet the benchmark. The mean response remains at the level of the past year.

2019-2020:
Survey results for Graduates continue to meet the benchmark. The mean response is the same as the previous academic year. The results from the Alumni and Employer survey were not available due to COVID-19 related closures and no access to clinical facilities. These two surveys are administered during the spring semester.

2020-2021:
Survey results for the Graduate, Alumni, and Employer Satisfaction surveys continue to meet the benchmark. The mean responses remain at or near the same level as the results from years 2019 and 2020.

2021-2022:
Survey results for the Graduate, Alumni, and Employer Satisfaction surveys continue to meet or exceed the benchmark. The mean responses from the alumni and employer survey increased from the year 2021.

10.2 Data

Year	Graduates	Alumni	Employers
2014	4.64	4.6	4.6
2015	4.64	4.8	4.8
2016	4.72	4.21	3.0
2017	4.5	4.11	4.1
2018	4.5	3.75	3.8
2019	4.45	4.3	4.33
2020	4.5	—	—
2021	4.6	4.5	3.8
2022	4.6	4.5	4.2

Common themes/concerns from Imperial Calcasieu Nursing Leaders Meetings:
- Inadequate Teamwork/ Communication skills. (2010, 2011, 2013)
- Professionalism (2017)
- Interpersonal communication with patients (2018)

10.2.1 Analysis of Data and Plan for Continuous Improvement [Approved]

2017-2018:
Survey data met the benchmark, however a noted decline in the employer and alumni mean response.

Clinical faculty will offer more opportunities to practice Hand-off and Huddle to provide students with practice in interprofessional communication.

NURS 401 faculty developed a clinical strategy to improve student-patient communication. The clinical faculty will interview students assigned patient regarding the student's verbal and nonverbal communication following the student providing patient-care for the patient. Patient comments will be shared with the student and appropriate communication strategies will be discussed.

2018-2019:
Analysis: Survey results met the benchmark. The mean response remains consistent relative to the past year.

2019-2020:
Survey results for Graduates continue to meet the benchmark. The mean response is the same as the previous academic year. The results from the Alumni and Employer survey were not available due to COVID-19 related closures and no access to clinical facilities. These two surveys are administered during the spring semester.

2020-2021:
Survey results continue to meet the benchmark. However, there is an increase in the perception of graduates and alumni as to their ability to communicate as professional nurses and a noted decline in the perception of the employer, from 4.33 to 3.8. Professional communication strategies are enforced in all simulation and patient care learning experiences utilizing TeamSTEPPS strategies with roleplaying and personal reflection activities.

2021-2022:
Survey results exceed the benchmark. However, there is an increase in the perception of employers of the ability of our graduates to communicate as professional nurses. Professional communication strategies are enforced in all simulation and patient care learning experiences utilizing TeamSTEPPS strategies with roleplaying and personal reflection activities.

10.3 Data

Year	Mean response
2014	4.73
2015	4.73
2016	4.56
2017	4.2
2018	4.4
2019	4.65
2020	4.7
2021	4.5
2022	4.6

10.3.1 Analysis of Data and Plan for Continuous Improvement [Approved]

2017-2018:
The survey mean continues to meet the benchmark of 4.0 (on a 5 point scale), an upward trend was noted in the mean response related to use of technology.

The BSN program piloted an online classroom testing system (ExamSoft) in the fall 2017 semesters. The implementation of ExamSoft began with the fourth and fifth semester classrooms (six classes). Policies and processes are developing to provide students with a simulation of the NCLEX-RN computerized adaptive testing environment and improve their us of technology. Next year, implementation of Examsoft will continue the sixth and seventh semester classes. Policies and processes are being updated with increased use of the system.

The E-Value online system was implemented in fall 2017 and began with students inputting personal information and uploading required clinical documents. The faculty began to develop skill evaluation tools and abbreviated clinical evaluation tools for student access. In spring 2018, the faculty began loading skills performance evaluation tools into the system for student access and the fourth semester clinical evaluation tool. The plan is to continue the implementation of this program across the curriculum. This program will facilitate the students comfort, access, use and competency with technology.

2018-2019:
The survey mean continues to meet the benchmark of 4.0 (on a 5 point scale), an upward trend continues to be noted in the mean response related to use of technology.

Examsoft has been successfully integrated throughout all semesters of the BSN program.

E-Value has been successfully integrated throughout all semesters of the BSN program. All students are uploading personal information and required clinical documents. Faculty are using E-Value for evaluation of skills and clinical evaluations.

2019-2020:
The survey mean continues to meet the benchmark of 4.0 (on a 5 point scale), an upward trend continues to be noted in the mean response related to use of technology.

Examsoft has been successfully integrated throughout all semesters of the BSN program.

E-Value has been successfully integrated throughout all semesters of the BSN program. All students are uploading personal information and required clinical documents. Faculty are using E-Value for evaluation of skills and clinical evaluations.

2020-2021:
The survey mean continues to meet the benchmark of 4.0 (on a 5 point scale), an upward trend continues to be noted in the mean response related to use of technology.

Examsoft has been successfully integrated throughout all semesters of the BSN program.

E-Value has been successfully integrated throughout all semesters of the BSN program. All students are uploading personal information and required clinical documents. Faculty are using E-Value for evaluation of skills and clinical evaluations.

2021-2022:
The survey means continues to meet the benchmark of 4.0 (on a 5-point scale), and an upward trend continues to be noted in the mean response related to the use of technology. The nursing informatics course (NURS327) was revised to include the new Baccalaureate Essentials (2221) and a new delivery format of 7 online modules. Examsoft has been successfully integrated throughout all semesters of the BSN program. Healthcare technology is also used in simulation scenarios and ATI learning modules. E-Value has been successfully integrated throughout all semesters of the BSN program. All students are uploading personal information and required clinical documents. Faculty are using E-Value for evaluation of skills and clinical evaluations.

10.4 Data

Year	Graduates	Alumni	Employers
2014	4.78	4.75	—
2015	4.73	4.71	4.76
2016	4.64	4.46	3.5
2017	4.4	4.3	4.25
2018	4.7	4.3	4.3

2019	4.65	4.2	4.2
2020	4.75	—	—
2021	4.5	4.6	4.5
2022	4.7	4.3	4.6

10.4.1 Analysis of Data and Plan for Continuous Improvement [Approved]

2017-2018:
The Graduate Exit and Employer survey results revealed an upward trend. The alumni mean response had no change from the previous year.

The Imperial Nurse Leaders Committee will be made aware of the targeted service organizations for the BSN Program, including Be the Match, NAMI, and Base Camp. Their nurse employees are encourage to be a part of these service activities.

2018-2019:
Analysis: Survey results met the benchmark. The mean response remains consistent relative to the past year.

2019-2020:
Analysis: Survey results met the benchmark. The mean response remains consistent relative to the past year for graduates. No survey was sent to alumni and employers dues to COVID-19 closures.

2020-2021:
Survey results met the benchmark for graduates, alumni, and employers; however, there was a decline in the perception of service with the graduates. This change could have been influenced by the reduction of volunteer activities available due to COVID closures in the spring of 20 and the devastation of hurricanes in fall of 20.

2021-2022:
The survey results exceeded the benchmark of equal to or greater than 3.5. The Graduate Exit and Employer survey results revealed an upward trend. The alumni mean response declined from 4.6 to 4.3 from the previous year. Volunteer/service activities have resumed this academic year.

11 Assessment and Benchmark Community Service

Assessment: Community Service.

Benchmark: 100% of clinical nursing students will participate in three hours of community service each semester.

11.1 Data [Approved]

Academic Year	Participation		Completion of community service form	
	#	%	#	%
2013-2014	—	100%	—	100%
2014-2015	—	100%	—	100%
2015-2016	—	100%	—	100%
2016-2017	—	100%	—	100%
2017-2018	—	100%	—	100%
2018-2019	—	100%	—	100%
2019-2020	—	50%	—	100%
2020-2021	—	50%	—	100%
2021-2022	—	100%	—	100%

11.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
McNeese Student Nurses organization will partner with local healthcare agencies, churches, and McNeese campus organizations to provide healthcare related volunteer opportunities for nursing students.

The Nursing Student Services Coordinator continues to liaison with local volunteer organizations to access volunteer opportunities within the community.

2018-2019:
The Nursing Student Nurses organization will partner with local healthcare agencies, churches, and McNeese campus organizations to provide volunteer organizations to access volunteer opportunities within the community.

2019-2020:
The opportunity for service opportunities was non-existent in Spring 2020 due to COVID-19 related closures and therefore was not required for our students.

2020-2021:
The opportunity for service opportunities was abundantly present in the fall 2020 semester due to the rebuilding efforts of the community after Hurricanes Laura and Delta. Many students and faculty volunteered their time moving simulation laboratory equipment to local health care on September 16, 2020, so the clinical nursing students could continue with clinical learning while repairs were being made to Hardtner Hall. As many students and faculty moved all the equipment and supplies back to Hardtner hall in January 2021 to prepare labs for the start of the spring 2021 semester. We could not have done this without the help of all!! It was a beautiful display of teamwork and service for the greater good. Though the service hour requirement was waived for students in the fall 20 semester, the Department Head kept records of all faculty and students who participated in both moves, and those who assisted in preparing the labs upon return. The students were able to apply those hours to meet the service requirement for the spring 2021 semester and faculty were able to apply their documented time to meet their Service component of the APR process in May of 2021.

2021-2022:
The Student Nurses organization was active in coordinating community service opportunities for student participation. Service activities include:
- Out of the Darkness Suicide Prevention Walk
- Organized a Kickball tournament that consisted of teams from industry and students. Proceeds raised from this activity were donated to promote Testicular Cancer research.
- Hope's 5K walk

End of report