

## Master of Science in Nursing Program

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

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

### **MSN Goals:**

1. Prepare graduates with necessary knowledge, skills, and attitudes for advanced nursing practice as an educator, administrator, or nurse practitioner.
2. Prepare graduates to function and excel in various advanced nursing roles.
3. Prepare graduates to make significant contributions to the improvement of healthcare and to the advancement of nursing knowledge and practice.
4. Provide a foundation for doctoral study.

### **MSN Student Learning Outcomes (SLO):**

The Master of Science in nursing graduate will:

1. Integrate theories, knowledge, skills, and findings from nursing science, scientific disciplines, and humanities to guide the delivery of culturally sensitive care to client, families, and communities within the professional scope and standards of the advanced practice of nursing.
2. Demonstrate responsibility and accountability as a practitioner of advanced nursing and consumer advocate to affect relevant change that will improve the health of citizens at a local, state, and national level.

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3. Utilize a scholarly inquiry process, grounded in evidence-based research, to become a producer and consumer of research evidence which contributes to the development and improvement of nursing theory, nursing practice, and ultimately client and healthcare outcomes.
4. Analyze the effect of historical, cultural, economic, ethical, legal, and political influence on nursing and health care delivery.
5. Manage resources within a health care delivery system through collaboration with other health care providers, communities, and clients.
6. Contribute to the continued professional development and improvement of self, client, community, and healthcare delivery systems.

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

- (1) Data from assessment tools (both direct & indirect, quantitative & qualitative) are collected by faculty and recorded in course reports.
- (2) Faculty review, analyze and decide on actions; these proposed actions are then shared and reviewed by the MSN Program and Curriculum Committee (PCC). Alterations to present teaching or evaluations methods are discussed and recorded in the MSN PCC minutes.
- (3) The results are shared with the Director of Assessment and analyzed at the MSN Assessment Committee meeting. The committee discusses data analysis, interpretation, actions, trends, results, and plans to address needed improvements.
- (4) The MSN Assessment Committee findings are discussed in the MSN PCC meetings. Additional insights and actions are added to the SLOs based on faculty input.
- (5) Significant findings are reported in the Administrative Council (AC) meeting.

**Note:** During Assessment Cycle 2020 and 2021, the COVID virus pandemic 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 students. However, because of the tireless efforts of the faculty and staff, we continue strive to provide extraordinary academic and experiential student learning opportunities despite these trying times.

**Student Learning Outcomes:**

**SLO 1. Integrate theories, knowledge, skills, and findings from nursing science, scientific disciplines, and humanities to guide the delivery of culturally sensitive care to client, families, and communities within the professional scope and standards of the advanced practice of nursing.**

**Measure 1.1.**

*Assessment Method:* Graded Final Practicum

*Expected Outcome:* 90% of students will achieve a final score of 80% or higher on the initial graded final practicum.

**Finding.** Target was met.

**Trending.**

**2021:** 100% (56/56)

**2020:** 99% (70/71)

**2019:** 100% (68/68)

**Analysis.** The graded final practicum is administered in the last clinical semester of the APRN Courses. This practicum is a comprehensive clinical evaluation with specific criteria, which includes culturally sensitive care within the scope and standards for the advanced practice of nursing. The graded final practicum involves faculty evaluation of student performance in the clinical setting and accurately reflects the culmination of students' clinical knowledge.

In 2020 the target was met. Ninety nine percent (70/71) of students achieved a score of 80% or higher on the Final Practicum. Based on the analysis of the 2020 results, in 2021, the faculty planned to improve student comprehension of advanced practice skills by hosting an APRN Skills CE event during the Spring 2021 semester. The recent curricular changes made to include genomics and informatics coursework also included deletion of the skills course. The MSN/PMC PCC chose to enrich our students learning experience by providing an optional skills event for students that would give students the opportunity to practice concentration specific skills discussed in clinical courses. Feedback from previous SkyFactor survey results indicated the importance of skills training perceived by recent graduates. Offering an annual skills training in the spring semester will allow for both lower and upper-level clinical students to attend the training each spring. Over half of the enrolled nurse practitioner (NP) clinical students attended

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the optional skills event, reporting general satisfaction and improved understanding of dermatology interventions through the general feedback survey.

As a result of these actions, in 2021 the target was met with 100% (56/56) of students achieving a final score of 80% or higher on the initial graded final practicum. These results match a trend of nearly all students meeting this SLO measure in previous years.

**Decision.** In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan includes: 1) introducing incision and drainage into an APRN skills event, 2) continuing to offer a spring semester skills event for clinical students, and 3) soliciting input from students in the second and fourth level clinical courses regarding what skills they think they would like to have presented.

### Measure 1.2.

*Assessment Methods:* Assignment on cultural and spiritual sensitivity (NURG 5830 Role of the Nurse Practitioner in Practice; NURG 5220 Role of the Nurse Educator; NURG 5110 Leadership in Healthcare)

*Expected Outcome:* 90% will score 80% or higher

**Finding.** Target was met.

### Trending.

**2021:** 99% (90/91)

**2020:** 99% (72/73)

**2019:** 100% (78/78)

	2019		2020		2021	
<b>Cultural &amp; Spiritual Sensitivity Assign.</b>	NURG 5830 n = 74/74	<b>100%</b>	NURG 5830 n = 53/54	<b>98%</b>	NURG 5830 n = 80/81	<b>99%</b>
	NURG 5220 n = 4/4	<b>100%</b>	NURG 5220 n = 8/8	<b>100%</b>	NURG 5220 n = 6/6	<b>100%</b>
	NURG 5110 n = 0/0	<b>N/A</b>	NURG 5110 n = 11/11	<b>100%</b>	NURG 5110 n = 4/4	<b>100%</b>
<b>Total</b>	78/78	<b>100%</b>	72/73	<b>99%</b>	90/91	<b>99%</b>

**Analysis.** Each role concentration has a course that includes an assignment related to cultural and spiritual sensitivity. These are the assignments utilized to measure this SLO.

In the 2020 assessment year, the target was met. Ninety nine percent (72/73) of students achieved a score of 80% or higher on their cultural and spiritual sensitivity assignment. Based on the analysis of the 2020 results, in 2021, the faculty implemented updates to culture references/resources in clinical course didactics. A new edition of the clinical course textbook contained new cultural information in NP practice which was also incorporated into the course work. Aside from this assignment, new lecture material

on LGBTQIA primary care interventions was also incorporated into course NURG 5700, which is taken by all clinical students regardless of role concentration.

As a result of these actions, in 2021 the target was met with 99% (90/91) of students achieving a final score of 80% or higher on the cultural and spiritual sensitivity assignment. These results match a trend of nearly all students meeting this SLO measure in previous years.

**Decision.** In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan includes: 1) creating a post-test evaluation on student assumptions relative to cultural sensitivity content in the LGBTQIA lecture, and 2) update rubrics in role concentration courses.

**SLO 2. Demonstrate responsibility and accountability as a practitioner of advanced nursing and consumer advocate to affect relevant change that will improve the health of citizens at a local, state, and national level.**

**Measure 2.1.**

*Assessment Method:* Functional Role Comprehensive Examination

*Expected Outcome:* 90% of students will score 80% or higher on the first attempt.

**Finding.** Target was met.

**Trending.**

**2021:** 93% (57/61)

**2020:** 90% (67/75)

**2019:** 94% (62/66)

**2018:** 93.5% (58/62)

**Analysis.** Responsibility and accountability of the Advanced Practice Nurse (APRN) as an advocate for population health is emphasized on local, state, and national levels. Students complete two to four role courses (depending on the role concentration) which incorporate various learning strategies in preparation to practice the new role. During these courses, students develop a plan that demonstrates integration of their knowledge and advocates for their patients. The role comprehensive examination is administered in the last semester of clinical course work. This examination is comprised of several scenarios/questions with specific criteria that must be addressed, depending upon the student's selected practice role (nurse practitioner, educator, and/or administrator).

In the 2020 assessment year the target was met. Ninety percent (67/75) of students achieved a score of 80% or higher on their first attempt of the Role Comprehensive Examination. Based on the analysis of the 2020 results, in 2021, the faculty invited LSBN representatives for discussion of current APRN regulatory issues and continued to use the role comprehensive study guide packet. Faculty also reevaluated the role course syllabi and rubrics and brought any changes to the MSN/PMC PCC Summer

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Retreat. Faculty also evaluated and revised assignments in multiple courses to reinforce role competencies discussed in text and lecture.

As a result of these action, in 2021 the target was met with 93% (57/61) of students achieving a score of 80% or higher on the first attempt of the Functional Role Comprehensive Examination. These results match a trend of an average of 93% of students meeting this SLO measure in the previous three years of reporting and is up from last year's result of 90%.

**Decision.** In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan includes: 1) update SOAP note rubrics with special consideration of role of the APRN for clinical courses, 2) reevaluate role comprehensive exam questions in MSN/PMC PCC Summer Retreat meeting, and 3) implement revised course objectives in NURG 5070 and 5090.

### **Measure 2.2.**

*Assessment Method:* Shadow Health Comprehensive Assessment in NURG 5700 (Methods of Clinical Nursing Assessment)

*Expected Outcome:* 80% will score 90% or higher

**Finding.** Target was met.

### **Trending.**

**2021:** 97% (86/88)

**2020:** 97% (92/94)

**2019:** 92% (54/59)

**Analysis.** Course objectives in NURG 5700 support the catalog description: Advanced health assessment of infants, children, adults, prenatal and elderly with emphasis on data collection and establishing priorities for health maintenance and prevention of illness. The Shadow Health Comprehensive Assessment provides an in-depth evaluation of student's growth over the semester detailing key areas of advanced practice competencies and clinical reasoning skills. The Shadow Health program, along with laboratory lectures, guides students to become accountable advanced practice nurses that provide advanced health assessment including advocacy for patients.

In 2020, the target was met. Ninety seven percent (92/94) of students scored 90% or higher on the comprehensive Shadow Health assessment. Based on the analysis of the 2020 results, in 2021, the faculty introduced pod-cast activities for students to engage with the course material in addition to the text. Faculty also created new asynchronous lecture presentations for students to view with special regard to vulnerable populations.

As a result of these actions, in 2021 the target was met with 97% (86/88) of students achieving a score of 90% or higher on the Shadow Health Comprehensive Assessment. These results match last year's results and improved results of 92% from two years ago.

**Decision.** In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan includes: 1) evaluate the need to introduce quizzes into the NURG 5700 Assessment course to evaluate effectiveness of learning outcomes; and 2) update podcast videos to include information regarding differential diagnosis and importance of the patient history.

**SLO 3. Utilize a scholarly inquiry process, grounded in evidence-based practice, to become a producer and consumer of research evidence which contributes to the development and improvement of nursing theory, nursing practice and ultimately client and healthcare outcomes.**

**Measure 3.1.**

*Assessment Method:* Paper in Lieu of Thesis in NURG 5996 Research Seminar II

*Expected Outcome:* 90% of the students will score 80% or higher

**Finding.** Target was met.

**Trending.**

**2021:** 100% (56/56)

**2020:** 100% (49/49)

**2019:** 100% (74/74)

**Analysis.** The Paper in Lieu of Thesis (PILT) is completed prior to graduation. Students complete either a pilot project, integrative review of literature, systematic review of literature, or concept analysis. Students work in groups to develop a PILT project during NURG 5995 Research Seminar I, and they implement the project during one to two semesters in NURG 5996 Research Seminar II. Each student group is led by a graduate faculty prepared at the doctorate level. The students' PILT projects are requirements of the Graduate School. During MSN/PMC PCC meetings, PILT faculty provide updates regarding their students' progress with the PILT projects.

In the 2020 assessment year, the target was met. One hundred percent (56/56) of students completed their PILT with an 80% or higher. Based on the analysis of the 2020 results, in 2021 faculty continued to implement a shared classroom space to nurture open communication for all PILT groups. To ensure that new students were aware of eventual MSN PILT requirements, faculty introduced the PILT project during the MSN Orientation meeting.

As a result of these actions, in 2021 the target was met with 100% (56/56) of students scoring an 80% or higher on their PILT assignment. These results match a trend of all students meeting this SLO measure in previous years reporting.

**Decision.** In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan includes: 1) reevaluation of PILT project direction to ensure the project fulfills the requirements of the new AACN Essentials. PILT is directed greatly toward

research information generation as compared to evidenced based practice (EBP) and quality improvement (QI) that is indicated in the new Essentials criteria; and 2) continue to utilize remote platform for dissemination due to continued viral pandemic.

**Measure 3.2.**

*Assessment Method:* Mini Proposal Assignment in NURG 5010 (Research in Nursing)

*Expected Outcome:* 80% will score 80% or higher on the first attempt

**Finding.** Target was met.

**Trending.**

**2021:** 83% (47/57)

**2020:** 90% (89/99)

**2019:** 91% (60/66)

**Analysis.** The mini proposal is part of a three-assignment learning process. The mini proposal enhances learning by allowing the students to integrate the research process into a nursing problem selected by students. Multiple quantitative research design methodologies, ethical considerations, and time limitations help students understand the complexities of the study designs found in the literature. In the mini proposal, students present their problem to other students and faculty, enhancing dissemination of the material. Lastly, an IRB application is submitted to facilitate learning of the ethical concepts of research.

In 2020, the target was met. Ninety percent (89/99) of students made an 80% or higher on their submission of the mini proposal assignment. Based on the analysis of the 2020 results, in 2021 faculty maintained the literature table and statistics exam as these changes resulted in good outcomes for students. Faculty also updated Research in Nursing rubrics for course assignments to provide clarity of instructions for student expectations.

As a result of these actions, in 2021 the target was met with 83% (47/57) of students earning a score of 80% or higher on the first attempt of the Mini Proposal assignment. There was a noticeable decrease in the score this year compared to last year which could be attributed to the article selection for the Spring 2021 semester. The lead faculty member responded to this change in outcome by providing further recorded lecture material on appraising research articles.

**Decision.** In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan includes: 1) revision of course discussions to match any related changes in PILT project guidelines; and 2) emphasize differences in nursing research versus EBP.



**SLO 4. Analyze the effect of historical, cultural, economic, ethical, legal, and political influence on nursing and health care delivery.**

**Measure 4.1.**

*Assessment Method:* Social Determinants of Population Health in NURG 5100 (Social Forces in Nursing Practice)

*Expected Outcome:* 90% will score 80% or higher

**Finding.** Target was met.

**Trending.**

**2021:** 94% (147/156)

**2020:** 94% (145/155)

**2019:** 86% (19/22)

**Analysis:** Objective #6 in NURG 5100 is “Demonstrate an understanding of ethical decision making and its role in health care provision and health care policy.” The Social Determinants of Population Health assignment centers around economic, social, and environmental disadvantages of select populations.

In 2020, the target was met. Ninety four percent (145/155) of students made a grade of 80% or higher on the Social Determinants of Population Health assignment. Based on the analysis of the 2020 results, in 2021 faculty provided video announcements throughout the semester to encourage increased engagement and incorporated use of FlipGrid. Faculty also used new adaptive features in Microsoft stream, allowing digital media, forms, and quizzing to be interwoven in previous lecture presentations.

As a result of these actions, in 2021 the target was met with 94% (147/156) of students scoring an 80% or higher on their Social Determinants of Population Health assignment. This result matched last year’s results and maintained an improvement over the 2019 results of 86%.

**Decision.** In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan includes: 1) updating rubrics in the NURG 5100 Social Forces course; and 2) discussing (during MSN/PMC PCC Summer Retreat) any need for revisions to the John Q discussion forum, as this assignment hits many factors for this SLO.

**Measure 4.2.**

*Assessment Method:* Final Project in NURG 5100 (Social Forces in Nursing Practice)

*Expected Outcome:* 90% will score 80% or higher

**Finding.** Target was met.

**Trending.**

**2021:** 97% (152/156)

**2020:** 96% (149/155)

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

**Analysis:** Students were encouraged to view and discuss healthcare reform videos provided by course faculty. Textbook readings and review of several articles challenged the students to look at healthcare as advanced practice nurse leaders. The final project required that students identify a proposed or current healthcare policy related to a healthcare provision of interest and evaluate the historical, cultural, economic, ethical, legal, and political influences that contributed to the success/failure of the healthcare proposal or policy. Students were also required to provide thoughtful responses and insights when reviewing their classmate's final projects.

In 2020, the target was met. Ninety six percent (149/155) of students earned a final project grade of 80% or higher. Based on the analysis of the 2020 results, in 2021 faculty encouraged students to communicate with local and state representatives to improve the accessibility of healthcare seen on the local and state level through letter writing. Concerning present NP practice restrictions in Louisiana, lawmakers have made significant temporary changes in NP practice due to COVID-19 pandemic; this change in collaborative requirement was an excellent learning opportunity for students, and discussions on this topic were incorporated into the course requirements.

As a result of these actions, in 2021 the target was met with 97% (152/156) of students scoring an 80% or higher on their Final Project assignment. These results match a trend of nearly all students meeting this SLO measure in previous years reporting.

**Decision.** In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan includes: 1) updating politically sourced material to reflect present advanced nursing practice and legal changes; and 2) reevaluating the need to update lecture material with FlipGrid and Microsoft features to engage students in lecture process.

**SLO 5. Manage resources within a health care delivery system through collaboration with other health care providers, community, and clients.**

**Measure 5.1.**

*Assessment Method:* Role Assignment (NURG 5830 Role of the Nurse Practitioner in Practice; NURG 5110 Leadership in Healthcare; NURG 5220 Role of the Nurse Educator)

*Expected Outcome:* 80% will score an 80% or higher

**Finding.** Target was met.

**Trending:**

**2021:** 98% (89/91)

**2020:** 99% (72/73)

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**2019:** 98% (77/78)

	2019		2020		2021	
<b>Role Assign.</b>	NURG 5830 n = 73/74	<b>98%</b>	NURG 5830 n = 53/54	<b>98%</b>	NURG 5830 n = 79/81	<b>98%</b>
	NURG 5220 n = 4/4	<b>100%</b>	NURG 5220 n = 8/8	<b>100%</b>	NURG 5220 n = 6/6	<b>100%</b>
	NURG 5110 n = 0/0	<b>N/A</b>	NURG 5110 n = 11/11	<b>100%</b>	NURG 5110 n = 4/4	<b>100%</b>
<b>Total</b>	77/78	<b>98%</b>	72/73	<b>99%</b>	89/91	<b>98%</b>

**Analysis.** This assignment was created to guide students on multiple degrees of collaboration seen across the spectrum of care delivered by APNs. The assignments are developed so students reflect and share the importance of collaboration in their practice. Students are given the opportunity to discuss with other students their experiences with collaboration and are asked to elaborate on how their practice is impacted in care management and delivery.

In 2020, the target was met. Ninety nine percent (72/73) of students scored 80% or higher on the role assignment. Based on the analysis of the 2020 results, in 2021 faculty updated the content provided to students with new research articles that discuss collaborative practice. Faculty were unable to reintroduce in-person lecture with guest lecturers due to continued concerns related to COVID pandemic. However, new peer-reviewed research articles were incorporated to emphasize the importance of collaborative practice.

As a result of these actions, in 2021 the target was met with 98% (89/91) of students scoring an 80% or higher on their Role assignment. These results match a trend of 98-99% of students meeting this SLO measure in previous years reporting.

**Decision.** In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan is to: 1) engage students in Martin Luther King Health Center’s grant project centered on collaboration between physicians, nurse practitioners, and public health providers; and 2) adapt nursing informatics course material related to electronic health record to enmesh collaboration as a key component of the assignment.

### **Measure 5.2.**

*Assessment Method:* Clinical Narrative/Log (2<sup>nd</sup> clinical courses: NURG 5050, 5320, 5420, 5540, 5780, 5860, 5920, and 5320)

*Expected Outcome:* 100% will satisfactorily address collaborative practice

**Finding.** Target was not met.

### **Trending:**

**2021:** 89% (83/93)

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**2020:** 100% (57/57)

**2019:** 85% (73/85)

**Analysis.** As there is varied documentation between role concentrations, the clinical coordinators to each program assess students on competency of collaboration in the clinical setting through different tools. Many of the nurse practitioner programs document collaborative practice understanding through SOAP notes. The SOAP note assignment is a lengthy assignment that details a specific clinical encounter of the student's choosing and describes the advanced practice measures of assessment and plan formulation including collaboration with other health care providers. Students are required to document patient encounters through their clinical experiences and collaboration with varied personnel is routinely documented.

In 2020, the goal was met. One hundred percent (57/57) of students documented collaborative practice events in their second level of clinical (summer semester). Based on analysis of the results, in 2020 faculty enhanced the importance of collaborative practice by having varied guest speakers present topics related to their specialty. During the MSN/PMC PCC summer retreat, discussion for implementation of Team STEPPS communication resulted in the decision not to adopt across role concentrations. Maintenance of present communication methods were continued. Unfortunately, in 2021 the concentration of psych-mental health did not have adequate documentation to support that this goal was met.

In 2021 the target was not met with 89% (83/93) of students addressing collaborative practice in the second level of clinical progression. These results are a decrease from the previous year of all students meeting this SLO measure. However, it is an increase from the 2019 result of 85%.

**Decision.** In 2021 the target was not met. Based on the analysis of the 2021 results, in 2022, the plan includes: 1) investigation by MSN/PMC program curriculum committee (PCC) and the PMHNP coordinator of the course goals for NURG 5920; 2) increased communication by MSN/PMC Assessment and PCC committees to clinical course coordinators of specific measures for student learning outcomes; and 3) building of course assignments in NURG 5920 related to collaborative practice measures.

**SLO 6. Contribute to the continued professional development and improvement of self, client, communities, and healthcare delivery systems.**

**Measure 6.1.**

*Assessment Method:* PILT dissemination

*Expected Outcome:* 100% of students will present their PILT or submit their PILT for publication.

**Finding.** Target was met.

**Trending:**

**2021:** 100% (56/56)

**2020:** 24% (12/49)

**2019:** 100% (74/74)

**Analysis.** All students in the MSN program complete a PILT. Students work in groups to develop a PILT concept during NURG 5995 Research Seminar I and then implement the project during one to two semesters in NURG 5996 Research Seminar II. Each student group is led by graduate faculty prepared at the doctorate level. The students' PILT projects are required to meet certain criteria outlined in the course, as well as criteria determined by the Graduate School. Presenting the PILT or submitting it for publication contributes to continued professional development and improvement of healthcare systems. The dissemination of research, reviews, and other scholarly work are key to improving healthcare outcomes.

In 2020, the target was not met. Twenty four percent (12/49) of students were able to disseminate their PILT. Starting in 2020, the COVID-19 pandemic had a negative impact on the ability to safely disseminate research in a podium format. Consequently, faculty encouraged students to present via virtual means in local, state, regional, or national conferences. Based on the analysis of the 2020 results, in 2021, faculty encouraged students to present their PILT at the local STTI research event in Shreveport. Students were able to present at a virtual research day due to continued pandemic viral concerns. Faculty continued to include a shared course platform for all students to have access to the same materials with all faculty sharing course content.

As a result of these actions, in 2021 the target was met with 100% (56/56) of students disseminating PILT projects through presentation or publication. These results match a trend of all students meeting this SLO measure with the exception of year 2020.

**Decision.** In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan is to: 1) connect students with a remote platform for dissemination of the PILT project; and 2) create a new rubric including dissemination plans for PILT.

**Measure 6.2.**

*Assessment Method:* Member of a professional nursing organization Role Comprehensive Exam question

*Expected Outcome:* 50% of students will report being a member of a professional nursing organization.

**Finding.** Target was met.

**Trending:**

**2021:** 75% (46/61)

**2020:** 81% (58/72)

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**Analysis.** This was a new measure for the 2020 calendar year. Students are encouraged throughout the program beginning in Orientation to join a professional nursing organization. Active participation in professional organizations is an important way for students to develop professional relationships contributing to the healthcare delivery system. As a means to evaluate this measure, faculty added a survey question to the role comprehensive exam which is taken in the last semester of clinical coursework. This question asks the student if they are a member of a professional nursing organization.

In 2020, the target was met. Eighty one percent (58/72) of students professed to be a member of a professional organization. Based on the analysis of the 2020 results, in 2021, faculty continued to encourage all students to participate in professional nursing organization meetings, and students were provided with information about professional organizations in the NURG 5000 Orientation course. All students are required to take Orientation with their first course which made it a great course to initiate discussions of key professional nursing organizations for the APN.

As a result of these actions, in 2021 the target was met with 75% (46/61) of students reporting to be a member of a professional nursing organization. These results only show a two-year trend with a decrease from last year's results of 81%.

**Decision.** In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan includes: 1) reintroducing the importance of professional organization attendance in the NURG 5700 course. This is the last course that all students, regardless of concentration, take together and would be an excellent mid-curriculum point to discuss the importance of professional organizations; and 2) continuing to encourage students to join and maintain professional organizations in both NURG 5000 Orientation and clinical course announcements.

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

In the 2021 assessment year, the MSN program implemented many plans to enhance student learning. Changes were made based on student evaluations, data collected in the SLO measures, student feedback, faculty assessment of students, and implementation of best practices.

The MSN program met all expected outcomes except one. Below are measures that faculty implemented in the 2021 assessment year that contributed to MSN student learning and success:

- Updated courses with current information and trends in interprofessional collaborative practice.
- Updated NURG 5100 Social Forces and Nursing Practice to reflect the most current trends in the dynamic political climate in nursing.

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- Scheduled a representative from the LSBN to present current regulatory issues for new nurse practitioners.
- Integrated techniques using Microsoft office forms during narrated lectures to improve student engagement by embedding material in lectures.
- Increased the number of days faculty were available for optional student lab practice in the assessment clinical course NURG 5700 through self-schedule portal.
- Provided APEA's WHNP Certification Review and Predictor Exam as a new requirement for the WHNP concentration. A report was generated for each student showing them what to focus on when studying for the certification exam.
- Revised MSN documents including program offerings, student handbook, and student advising forms.
- Revised an engaging video to improve the explanation of electronic tracking of clinic hours in Medatrx.
- Encouraged student attendance at the 2021 LANP annual conference held virtually.
- Developed a virtual skills event for students to improve care delivery in the skills of radiograph evaluation, ECG interpretation, and micro/lab review.
- Developed an in-person skills event for students to enrich their advanced nursing practice interventions related to dermatology and gynecology.
- Encouraged students to disseminate PILT presentations through Beta Chi Chapter of Sigma Theta Tau International virtual platform.
- Created a LGBTQIA lecture to enrich student's understanding of care provision for these special populations.
- Encouraged students to attend optional mission trip to Belize to add to students understanding of diverse cultures.
- Applied for APDG Policy change to allow multistate nursing licensed Louisiana nurses to attend the MSN program.
- Offered vaccinations to students and faculty through NSU operated vaccine clinic.
- Supplied mental health assistance to students struggling with effects of COVID pandemic through contact information of campus counseling support.
- Incorporated IncludEd textbook supplier for improved textbook distribution and cost for students in Fall 2021.
- Improved preceptor network through collaborative efforts of Northwestern State University administration and Willis Knighton Health System.
- Attended APRN workshop to improve faculty understanding of telehealth and

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incorporation of telehealth into the MSN/PMC program.

- Attended NONPF conference to bring back important updates to graduate education standards. Other semiannual professional nursing organization conferences attended by faculty for professional development include: AANC, NCSBN, LACANE, and AANP.
- Developed improved clinical reasoning, judgement, debriefing, and diversity understanding through faculty development sessions (February 2021).
- Made adjustments of specialty clinical hours in response to continued clinical restrictions related to COVID pandemic.
- Moved clinical curriculum in FNP concentration to improve student comprehension of clinical material.
- Updated nursing website information for easier access to essential MSN curriculum material.

### **Plan of action moving forward.**

Many changes will be made during the 2022 assessment year based on the analysis of the 2021 results. The 2021 calendar year gave the second trended view of some new SLO measures while also providing a challenging year to instruction due to the continuing pandemic. These results will continue to be monitored over the year 2022. Below are plans for the 2022 assessment year based on the analysis of the 2021 data:

- Update courses with current information and trends in interprofessional collaborative practice.
- Update NURG 5100 Social Forces and Nursing Practice to reflect the most current trends in the dynamic political climate in nursing.
- Invite content experts from specialty disciplines as guest lecture speakers.
- Build on existing advanced practice nursing skills event with inclusion of incision and drainage training.
- Encourage student attendance at the 2022 LANP annual conference.
- Faculty attendance to NONPF (along with other professional organizations i.e. AANC/NCSBN/LACANE/AANP) conference to bring back important updates to graduate education standards.
- Introduce revised course objectives for NURG 5070 and 5090.
- Revise clinical course objectives for Adult-Gerontology and Maternal Child and Family concentrations for both educator and administrator concentration curricula.



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- Incorporate simulation clinical activities through increased use of Shadow Health and Willis Knighton Innovation Center facilities.
- Plan for alternative admittance procedure for clinical students in year 2023 with movement to a cohort model.
- Update major codes for administrator and education curriculum tracks.
- Integrate the use of new technology of TWINE to enhance clinical scenario discussions in NP clinical coursework.
- Implement gradual changes in course evaluation relative to new graduate level nursing Essentials.
- Continue to implement actions from previous years such as:
  - 1) Ensure core competencies content is taught in role courses.
  - 2) Encourage students to disseminate PILT projects via local, state, regional, or national conferences as a poster or podium presentation.
  - 3) Schedule a representative from the LSBN to present current regulatory issues for new nurse practitioners.
  - 4) Encourage membership/participation in local Louisiana Association of Nurse Practitioner (LANP), Louisiana State Nurses Association, or other professional nursing organization.
  - 5) Encourage attendance of the annual LANP Legislative Bill Review Conference and/or the LSNA Nurses Day at the Legislature.
  - 6) Continue student learning at MLK Health Center and Healthworx Clinics.
  - 7) Maintain use of the APEA WHNP Certification Review for NURG 5360
- Improve advising availability with use of Microsoft Bookings application.
- Introduce a stand-alone coding/billing workshop with a content expert for students to attend in the Fall 2022 semester.
- Expand recruitment events to local junior colleges (BPCC)