

## 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.
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.

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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.

### **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.**

**2022:** 100% (85/85)

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

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

**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

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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 the student 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 would 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 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.

In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the faculty improved existing APRN Skills CE event by introducing new skills of incision and drainage. The MSN/PMC PCC chose to enrich the 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. As a result, the target was met with 100% (85/85) of students scoring an 80% or higher on the final practicum.

**Decision.** In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, the plan includes: 1) providing a spring semester skills event for clinical students with improved dermatology practice pads, and 2) introducing ShadowHealth adoption to one NP clinical concentration for virtual clinical experiences. Feedback from previously executed SkyFactor results indicated the importance of skills training perceived by recent graduates. Offering an annual skills training in the spring semester allows for both lower and upper-level clinical students to attend the training each spring.

### **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

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**Finding.** Target was met.

**Trending.**

**2022:** 99% (97/98)

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

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

	2020		2021		2022	
<b>Cultural &amp; Spiritual Sensitivity Assign.</b>	NURG 5830 n = 53/54	<b>98%</b>	NURG 5830 n = 80/81	<b>99%</b>	NURG 5830 n = 77/78	<b>99%</b>
	NURG 5220 n = 8/8	<b>100%</b>	NURG 5220 n = 6/6	<b>100%</b>	NURG 5220 n = 11/11	<b>100%</b>
	NURG 5110 n = 11/11	<b>100%</b>	NURG 5110 n = 4/4	<b>100%</b>	NURG 5110 n = 9/9	<b>100%</b>
<b>Total</b>	72/73	<b>99%</b>	90/91	<b>99%</b>	97/98	<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 2020 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.

In the 2021 assessment year, the target was met. Based on the analysis of the 2021 results, in 2022, 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, in 2022 the target was met with 99% (97/98) of students achieving a score of 80% or higher on the cultural and spiritual sensitivity assignment.

**Decision.** In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, the plan includes: 1) creating a post-test evaluation on student assumptions relative to cultural sensitivity content in the LGBTQIA lecture, 2) updating rubrics in role

courses, and 3) addition of an updated resource for NP contribution to cultural competence relative for 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.**

**2022:** 92% (82/89)

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

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

**Analysis.** The 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 changes to the MSN/PMC PCC Summer Retreat. Faculty also evaluated and revised assignments in multiple courses to reinforce role competencies discussed in texts 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%.

In the 2021 assessment year the target was met. Based on the analysis of the 2021 results, in 2022, the faculty invited LSBN representatives for discussion of current

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APRN regulatory issues and continued to use the role comprehensive study guide packet. The faculty also reevaluated SOAP note rubrics and evaluated ways to increase objectivity of role comprehensive grading policies. Proposed changes were brought to the MSN/PMC PCC Summer Retreat and subsequent monthly PCC meetings during Fall 2022. Faculty approved introducing multiple choice questions on the role comprehensive exam for 2023. As a result, in 2022 the target was met with 92% (82/89) of students scoring 80% or higher on their first attempt of the Role Comprehensive Examination.

**Decision.** In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, the plan includes: 1) introducing multiple choice selection questions for role comprehensive exam in lieu of essay examination; and 2) reevaluating assignments that focus on political action of advanced practice nurses to ensure measures are realistic for current political action.

### **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.**

**2022:** 83% (79/95)

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

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

**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.

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In 2021, the target was met. Based on the analysis of the 2021 results, in 2022, the faculty introduced updated lecture material for genital evaluation. Faculty decided against introducing optional quizzes as the NURG 5700 Advanced Assessment course is filled with many assignments. Introducing a quiz feature was considered as possibly overwhelming for students. As a result, in 2022, the target was met with 83% (79/95) of students scoring 90% or higher on the comprehensive Shadow Health assessment. Though the 2022 results met the expected outcome, the results of 84% are a large decrease from the 2021 results of 90%.

**Decision.** In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, the plan includes: 1) reevaluating the need to introduce quizzes into the NURG 5700 Assessment course to evaluate effectiveness of learning outcomes as there was a 14% drop in this measure for year 2022; 2) updating lecture material by each body system with new lecture for “wrapping up” module at the end of the Advanced Assessment course; and 3) verifying with PCC if the SLO measure is evaluating first or second attempt on the Shadow Health Comprehensive Assessment assignment. Previous years 2020 and 2021 found markedly higher scores on the Comprehensive Assessment assignment; this may be due to using the second score as the final score.

**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.**

**2022:** 100% (80/80)

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

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

**Analysis.** The Paper in Lieu of Thesis (PILT) is completed prior to graduation. Students complete either an integrative review of literature or a pilot project. 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.

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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.

In the 2021 assessment year, the target was met. One Hundred percent (56/56) of students completed their PILT with a satisfactory score. Based on the analysis of the 2021 results, in 2022 faculty continued to implement a shared classroom (Moodle) space to nurture open communication for all PILT groups. To ensure that new students were aware of the MSN PILT requirement, faculty introduced the PILT project during the MSN Orientation meeting. As a result, in year 2022 one hundred percent (80/80) students scored 80% or higher on the Paper in Lieu of Thesis.

**Decision.** In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, the plan includes: 1) Reevaluation of PILT project direction; and 2) continue to utilize a remote platform for dissemination due to continued viral pandemic. PILT is directed toward research information critiquing as compared to evidenced based practice (EBP) knowledge creation and quality improvement (QI) projects seen in doctorate studies. Discussions are also underway to evaluate the need for faculty pairs in evaluating PILT project papers.

### **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.**

**2022:** 96% (116/121)

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

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

**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.



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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 for 2021 compared to 2020, 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.

In 2021, the target was met. Eighty three percent (47/57) of students scored an 80% or higher on their submission of the mini proposal assignment. Based on the analysis of the 2021 results, in 2022 faculty revised course discussions to match related changes in the PILT project guidelines and emphasized differences in nursing research versus evidenced based practice. As a result, ninety 96% (116/121) of students scored 80% or higher on their first attempt on the mini proposal assignment.

**Decision.** In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, the plan includes: 1) reevaluation of need for shared faculty areas to provide identical tools and rubrics to all students regardless of major professor; and 2) reevaluation of textbook used in PILT courses that centers on EBP versus research-based interventions.

**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 NURG 5100 (Social Forces in Nursing Practice)

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

**Finding.** Target was met.

**Trending.**

**2022:** 98% (84/85)

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

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

**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 socioeconomic and environmental disadvantages of select populations.

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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 the 2020 results and maintained an improvement over the 2019 results of 86%.

In 2021, the target was met. Based on the analysis of the 2021 results, in 2022 faculty evaluated and updated rubrics for assignments, included streamed video announcements throughout the semester to encourage increased engagement, and replaced Flipgrid with Microsoft Stream for lecture presentations and video discussion boards. As a result, 98% (84/85) of students scored 80% or higher on the social determinants of population health assignment.

**Decision.** In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, the plan includes: 1) updating module resources to target local and state disadvantaged populations; and 2) adjusting the John Q assignment to address a current minority disparity as the movie is over 20 years old. Will discuss during Spring MSN/PMC Meeting to allow time for course revisions prior to summer.

### **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.**

**2022:** 100% (85/85)

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

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

**Analysis:** Students are encouraged to view and discuss healthcare reform videos provided by course faculty. Textbook readings and review of several articles challenge students to look at healthcare as advanced practice nurse leaders. The final project requires 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 are also required to provide thoughtful responses and insights when reviewing their classmate's final projects.

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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 the COVID-19 pandemic; this change in the 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.

In 2021, the target was met. Based on the analysis of the 2021 results, in 2022 faculty facilitated communication with Louisiana Association of Nurse Practitioners President, Dr. Kathy Baldrige, for a Webex presentation on NP's ideal position to improve the accessibility of healthcare seen on the local and state level. The meeting included a presentation on current NP practice restrictions in Louisiana, including the importance of being active within the practice organization to reduce collaborative requirements in Louisiana. The changes lawmakers have made to NP scope of practice since the COVID-19 pandemic were also discussed. As a result, in 2022 100% (85/85) of students scored 80% or higher on their final project.

**Decision.** In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, the plan includes: 1) updating politically sourced material to reflect present advanced nursing practice and legal changes; 2) evaluating current lecture materials with special attention to Flip and Microsoft applications; and 3) adjusting the video discussion board platform to another technology to ensure user friendliness.

### **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:**

**2022:** 99% (97/98)

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

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

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	2020		2021		2022	
<b>Role Assign.</b>	NURG 5830 n = 53/54	<b>98%</b>	NURG 5830 n = 79/81	<b>98%</b>	NURG 5830 n = 75/78	<b>96%</b>
	NURG 5220 n = 8/8	<b>100%</b>	NURG 5220 n = 6/6	<b>100%</b>	NURG 5220 n = 11/11	<b>100%</b>
	NURG 5110 n = 11/11	<b>100%</b>	NURG 5110 n = 4/4	<b>100%</b>	NURG 5110 n = 9/9	<b>100%</b>
<b>Total</b>	72/73	<b>99%</b>	89/91	<b>98%</b>	97/98	<b>99%</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.

In 2021, the target was met. Based on the analysis of the 2021 results, in 2022 faculty adapted the nursing informatics course material to electronic health record to enmesh collaboration as a key component of the assignment. Additionally, students were engaged in the Martin Luther King Health Center's grant project centered on collaboration between physicians, nurse practitioners, and public health providers. As a result, 99% (97/98) of students scored 80% or higher on the role assignment.

**Decision.** In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, the plan includes: 1) collaboration through participating in the Community Healthcare Education Network (CHEN) annual event; and 2) adaption of 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, 5790, 5860, 5920, and 5330)

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

**Finding.** Target was met.

**Trending:**

**2022:** 100% (77/77)

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

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

**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 2020 results, in 2021 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%.

In 2021, the goal was not met. Based on analysis of the results, in 2022 the MSN Director and PMHNP Program Coordinator worked with the MSN/PMC PCC to improve communication efforts to adjunct and full-time clinical concentration program coordinators concerning the measurements of student learning outcomes. Scheduled emails were sent to ensure that course coordinators were aware that their course has specific measurements detailing learning outcomes that are measured for the

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MSN/PMC program. As a result, in 2022, 100% (77/77) of students satisfactorily addressed collaborative practice in their clinical course assignment.

**Decision.** In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, the plan includes: 1) introducing catalog changes to increase required clinical hours for nurse practitioner clinical courses; and 2) continuation of communication by MSN/PMC Assessment committee to clinical course coordinators of specific measures for student learning outcomes.

### **SLO 6. Contribute to the continued professional development and improvement of self, client, community 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:**

**2022:** 100% (80/80)

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

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

**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.

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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.

In 2021, the target was met. Based on the analysis of the 2021 results, 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. New rubric criteria were created in 2022 to emphasize evaluation of research and use evidenced-based practice rather than performing research. As a result, 100% (80/80) of students disseminated their PILT papers through conference or publication.

**Decision.** In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, the plan includes: 1) connecting students with new remote platforms for dissemination of PILT projects; and 2) implementing new rubric criteria including dissemination plans for PILT in courses NURG 5995 and 5996.

### **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:**

**2022:** 81% (76/94)

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

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

**Analysis.** 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. The 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 nursing 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.

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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. The 2021 results only show a two-year trend with a decrease from last year's results of 81%.

In 2021, the target was met. Based on the analysis of the 2021 results, in 2022, 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. Students were also encouraged to join a professional nursing organization halfway through the program during the first clinical course NURG 5700 Advanced Assessment. As a result, 81% (76/94) of students professed to be a member in a professional nursing organization. This was an increase from 2021 result of 75%.

**Decision.** In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, the plan includes: 1) implementing a new online resource center for students to be enrolled during the entirety of the program that houses information about professional nursing organizations; and 2) maintaining the importance of professional organization attendance in the NURG 5700 and NURG 5000 courses. Regardless of concentration, all students in the MSN program take these two courses and both courses serve as excellent stations to discuss professional organizations.

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

In the 2022 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 in 2022. Below are measures that faculty implemented in the 2022 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.
- Scheduled annual representative from the LSBN to present current regulatory issues for new nurse practitioners.
- Revised MSN documents including program offerings, student handbook, and catalogue changes.
- Developed new APRN skills material (incision and drainage) that was presented



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in an annual optional Skills Event held on campus to improve understanding and expertise in suturing including incision and drainage.

- Encouraged students to disseminate PILT presentations through the local international honor society platform in Shreveport along with Research Day on the main Natchitoches campus.
- Offered vaccinations to students and faculty through NSU operated vaccine clinic.
- Improved advising availability with use of Microsoft Bookings application.
- Invited content experts from specialty disciplines as guest lecture speakers.
- Revised discussion board rubrics among multiple courses.
- Shared exemplars for assignments to improve understanding of expectations.
- Adjusted examination procedures for genomics course.
- Encouraged student attendance at the 2022 LANP annual conference.
- Attended NONPF conference to share important updates to graduate education standards.
- Invited content experts from specialty disciplines as guest lecture speakers including a pharmacist to discuss diabetes medications.
- Instituted live virtual meetings in PMHNP courses to review difficult case studies, content, and clinical pearls in addition to previous lecture material.
- Offered live demonstrations of clinical cases to further facilitate learning.
- Improved discussion board rubric requirements to simplify the process of communication assignments.
- Incorporated unfolding clinical scenarios in every FNP clinical course to assist students in working through an entire patient visit.
- Performed background checks, health forms, and other clinical data management procedures with new platforms, Precheck and Sentry MD, to improve consistency of data management across programs in CONSAH.

### Plan of action moving forward.

Many changes will be made during the 2023 assessment year based on the analysis of the 2022 results. The 2022 calendar year gave the third-year trended view of previously revised SLO measure. These results will continue to be monitored over the year 2023. Below are plans for the 2023 assessment year:

- Introduce a stand-alone coding/billing workshop with a content expert for students to attend in the Fall 2023 semester.
- Create additional/new knowledge testing quizzes for clinical courses for students to self-evaluate understanding of lecture/textbook material.
- Develop new short-topic specific audio lectures to enhance learning.
- Encourage student attendance at the 2023 LANP annual conference which will be held in Shreveport near the College of Nursing.
- Faculty attendance of the NONPF conference to bring back important updates to graduate education standards.
- Improve APRN Skills event with new dermatology pads that simulate removal of

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- an abscess and cyst.
- Implement new certification board review program for Family NP, Adult-Gero Acute Care NP, and Adult-Gero Primary Care NP students with Fitzgerald board certification review.
- Consider new WHNP certification review course.
- Evaluate the need for new measurements of student learning outcomes to match to new Essential measures for graduate level nursing education.
- Submit catalogue changes to increase clinical hour requirements for NP clinical concentrations.
- Revise select course objectives to adhere to new Graduate Nursing Essential Domains 1-10.
- Revise objectives in select courses to align with Quality Matters standards.
- Expand ShadowHealth use into the Adult-Gerontology Primary Care clinical courses to include virtual clinical experiences in addition to required clinical hours.
- Recruit NPs from multiple specialties and roles to discuss their career to clinical students in upper-level role course.
- Create new ethical activity for NURG 5830 Role of NP course to better address Course Objectives 7 and 10.
- Invite new content experts from specialty disciplines as guest lecture speakers.
- Implement new certification review course through Fitzgerald learning platform for NP concentrations of Family, Adult-Gero Acute Care and Adult-Gero Primary Care.
- 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 States Nurse 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.