

Master of Science in Nursing Program (546)

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 on an annual (calendar year) basis.
- (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.

2023: 100% (72/72)

2022: 100% (85/85)

2021: 100% (56/56)

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 2021, the target was met. One hundred percent (56/56) of students achieved a score of 80% or higher on the Final Practicum. Based on the analysis of the 2021 results, in 2022, faculty planned and held an APRN Skills CE event to improve student comprehension of advanced practice skills. The previous 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, starting in Spring 2022, for students that provides the opportunity to practice concentration specific skills discussed in clinical courses.

Feedback from previous survey 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. Over half of the enrolled nurse practitioner (NP) clinical students attended the first optional skills event, reporting general satisfaction and improved understanding of dermatology interventions through the general feedback survey.

As a result of these actions, in 2022, the target was met with 100% (85/85) of students achieving a final score of 80% or higher on the initial graded final practicum. These results match a trend of all students meeting this SLO measure in previous years.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, the faculty improved existing APRN Skills CE event by introducing new speakers for improving suturing technique. 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. Additionally, FNP faculty added more and revised existing unfolding case scenarios for all clinical courses. As a result, the target was met with 100% (72/72) of students scoring 80% or higher on the final practicum.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the plan includes: 1) providing a larger spring semester skills event to include all interested students looking to improve APRN skills, and 2) continuing the use of ShadowHealth in the NP clinical concentrations for virtual clinical experiences. Feedback from previous survey results indicated the importance of skills training perceived by recent graduates. Offering enough space for all interested students in the annual skills training in the spring semester will allow 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)

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Expected Outcome: 90% will score 80% or higher

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Finding. Target was met.

Trending.

2023: 100% (95/95)

2022: 99% (97/98)

2021: 99% (90/91)

	2021		2022		2023	
Cultural & Spiritual	NURG 5830 n = 80/81	99%	NURG 5830 n = 77/78	99%	NURG 5830 n = 86/86	100%
Sensitivity	NURG 5220 n = 6/6	100%	NURG 5220 n = 11/11	100%	NURG 5220 n = 2/2	100%
Assign.	NURG 5110 n = 4/4	100%	NURG 5110 n = 9/9	100%	NURG 5110 n = 4/4	100%
Total	90/91	99%	97/98	99%	95/95	99%

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 2021, the target was met. Ninety nine percent (90/91) of students achieved a score of 80% or higher on their cultural and spiritual sensitivity assignment. 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 of these actions, in 2022, the target was met with 99% (97/98) 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 2022 assessment year, the target was met. Based on the analysis of the 2022 results, in 2023, the faculty implemented updates to culture references/resources in clinical course didactics. A new edition of the clinical course textbook was added in 2022 and was used again in 2023. The new edition contains new cultural information in NP practice which was also incorporated into the course work. Aside from this assignment, lecture material on LGBTQIA primary care interventions was incorporated into course NURG 5700 which is taken by all clinical students regardless of role concentration. The post-test evaluation on student assumptions relative to cultural sensitivity content in the LGBTQIA lecture yielded positive results. As a result, in 2023, the target was met with 100% (95/95) of students achieving a score of 80% or higher on the cultural and spiritual sensitivity assignment.

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Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the plan includes: 1) fostering caring relationships with new cultural sensitivity resources in the listed courses, and 2) discussing implicit bias in patient scenarios in a new audio/video discussion board and how to consciously eliminate the behavior in the care of patients.

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.

2023: 92% (70/76)

2022: 92% (82/89)

2021: 93% (57/61)

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 Functional Role Comprehensive Examination is administered in the last semester of clinical course work. This examination is comprised of either multiple choice questions or several scenarios/questions with specific criteria that must be addressed, depending upon the student's selected practice role (nurse practitioner, educator, and/or administrator) or concentration.

In the 2021 assessment year, the target was met. Ninety three percent (57/61) of students achieved a score of 80% or higher on their first attempt of the Functional Role Comprehensive Examination. Based on the analysis of the 2021 results, in 2022, the faculty invited LSBN representatives for discussion of current APRN regulatory issues and continued to use the role comprehensive study guide packet.

As a result of these actions, in 2022, the target was met with 92% (82/89) 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 92% of students meeting this SLO measure in the previous three years of reporting. The faculty reevaluated SOAP note rubrics and evaluated ways to increase objectivity of

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role comprehensive grading policies. Proposed changes were brought to the MSN/PMC PCC Summer Retreat and subsequent monthly PCC meetings during Fall 2023.

In the 2022 assessment year, the target was met. Based on the analysis of the 2022 results, in 2023, the faculty invited the LSBN representative back to present current APRN regulatory issues and continued to use the role comprehensive study guide packet. Faculty approved introducing multiple choice questions on the role comprehensive exam for 2023. Feedback from students was positive and an interpretation of exam statistics revealed good facility indices for most questions. Faculty feel this format will reduce bias and subjectivity in grading. The role course syllabi and rubrics were reevaluated, and faculty brought changes to the MSN/PMC PCC Summer Retreat. Assignments in multiple courses were also evaluated and revised to reinforce role competencies discussed in texts and lectures. Faculty also evaluated APN political action assignments to ensure measures are realistic for current political action. As a result, in 2023, the target was met with 92% (70/76) of students scoring 80% or higher on their first attempt of the Role Comprehensive Examination.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the plan includes: 1) modification of the multiple-choice selection questions to more closely match the role comprehensive study guide, and 2) promotion of self-determination in learning by engaging APN students in the Louisiana political action committee meetings and events.

Measure 2.2.

Assessment Method: ShadowHealth Comprehensive Assessment in NURG 5700 (Methods of Clinical Nursing Assessment)

Expected Outcome: 80% will score 90% or higher

Finding. Target was met.

Trending.

2023: 99% (108/109)

2022: 83% (79/95)

2021: 97% (86/88)

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 ShadowHealth 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 ShadowHealth program, along with laboratory lectures, guides students to become accountable advanced practice nurses that provide advanced health assessment including advocacy for patients.

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In 2021, the target was met. Ninety seven percent (86/88) of students scored 90% or higher on the ShadowHealth Comprehensive Assessment. 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 of these actions, in 2022, the target was met with 83% (79/95) of students achieving a score of 90% or higher on the ShadowHealth Comprehensive Assessment. These results were decreased from year 2021 but were still attaining the student learning outcome goal.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, the faculty introduced quizzes into the NURG 5700 Assessment course, updated lecture material by each body system with new lecture for “wrapping up” module at the end of the Advanced Assessment course and verified that the SLO measure was evaluating the second attempt on the ShadowHealth Comprehensive Assessment assignment. As a result, in 2023, the target was met with 99% (108/109) of students scoring 90% or higher on the ShadowHealth Comprehensive assessment. This is an improvement from 2022, 83% (79/95) and 2021 (97%) 86/88.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the plan includes: 1) updating coursework to incorporate new questions, including differentials, into the exam, and 2) updating study guides for each exam section.

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.

2023: 100% (72/72)

2022: 100% (80/80)

2021: 100% (56/56)

Analysis. The Paper in Lieu of Thesis (PILT) is completed prior to graduation. Students complete an integrative review of literature. Students work in groups to develop an idea for the PILT during NURG 5995 Research Seminar I, and they implement the project during two semesters in NURG 5996 Research Seminar II.

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Each student group is led by a graduate faculty prepared at the doctorate level. The students' PILTs 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 2021 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 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 during the MSN Orientation meeting.

As a result of these actions, in 2022, the target was met with 100% (80/80) of students scoring an 80% or higher on their PILT. These results match a trend of all students meeting this SLO measure in previous years reporting.

In the 2022 assessment year, the target was met. One hundred percent (80/80) of students completed their PILT with a satisfactory score. Based on the analysis of the 2022 results, in 2023, faculty reevaluated the PILT process and continued to utilize a remote platform for dissemination due to ease for online student access. , 100% (72/72) of students scored 80% or higher on the PILT.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the plan includes: 1) updating rubrics for PILT completion; and 2) meeting with all PILT faculty to organize additional virtual presentation options for every other year when an online platform is not available through the Beta Chi chapter of Sigma.

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.

2023: 93% (103/111)

2022: 96% (116/121)

2021: 83% (47/57)

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 2021, the target was met. Eighty three percent (47/57) of students earned 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.

As a result of these actions, in 2022, the target was met with 96% (116/121) of students scoring 80% or higher on their first attempt on the mini proposal assignment. This incline of results is likely a result of lecture material changes in 2022.

In 2022, the target was met. Ninety six percent (116/121) of students scored 80% or higher on their initial submission of the mini proposal assignment. Based on the analysis of the 2022 results, in 2023, faculty provided identical tools and rubrics to all students regardless of major professor, and updated textbooks used in PILT courses that centered on EBP versus research-based interventions. Consequently, consistent tools, rubrics, and resources were adopted by all faculty. As a result, 93% (103/111) of students scored 80% or higher on their first attempt on the mini proposal assignment.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the plan includes: 1) updating rubrics used to grade assignments in NURG 5010 Research in Nursing; and 2) aligning present assignments with the new Essentials.

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 assignment NURG 5100 (Social Forces in Nursing Practice)

Expected Outcome: 90% will score 80% or higher

Finding. Target was met.

Trending.

2023: 100% (43/43)

2022: 98% (84/85)

2021: 94% (147/156)

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 2021, the target was met. Ninety four percent (147/156) of students scored 80% or higher on the Social Determinants of Population Health assignment. Based on the analysis of the 2021 results, in 2022, faculty provided video announcements throughout the semester to encourage increased engagement and incorporated use of Flip, formerly known as FlipGrid. Microsoft Stream was also used for lecture presentations and video discussion boards.

As a result of these actions, in 2022, the target was met with 98% (84/85) of students scoring 80% or higher on their Social Determinants of Population Health assignment. This result established another significant improvement over the past three years results.

In 2022, the target was met. In 2023 MSN admission dates were changed from every semester to once a year in Fall. Therefore, NURG 5100 course attendance was reduced. We anticipate a larger enrollment in 2024 due to this change. Based on the analysis of the 2022 results, in 2023, faculty evaluated and updated rubrics for assignments, included frequent announcements, discussion boards, and student forums in each module to encourage student engagement. Based on student feedback on the difficulty of use, faculty removed the requirement of uploading final projects and discussion boards using Microsoft stream. This requirement was replaced with the use of Flip and written discussion boards. Older module resources were removed and new sources for targeting local and state disadvantaged populations were provided to students. Although the plan was to adjust the John Q assignment to address a current minority disparity, the movie was used again for the assignment. During the Spring 2024 MSN/PMC Meetings, faculty will discuss assignment revisions to allow time for implementation in the summer semester. As a result, 100% (43/43) of students scored 80% or higher on the social determinants of population health assignment.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the plan includes: 1) updating the professional ethics assignment to include an updated movie with health care ethics, and 2) including genetic disease implications as the main theme (i.e. Still Alice, A Beautiful Mind).

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.

2023: 100% (39/39)

2022: 100% (85/85)

2021: 97% (152/156)

Analysis: Students are encouraged to view and discuss healthcare reform videos provided by course faculty. Textbook readings and review of several articles challenge

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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.

In 2021, the target was met. Ninety seven percent (152/156) scored 80% or higher on the final project. 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 the NP scope of practice since the COVID-19 pandemic was also discussed. Additionally, the final resources were updated, and the rubric was reviewed for comprehensiveness.

As a result of these actions, in 2022, the target was met with 100% (85/85) of students scoring 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 2022, the target was met. Based on the analysis of the 2022 results, in 2023, faculty brought Dr. Baldrige back for another Webex presentation with students. The topic and discussion were the same and feedback from students was very positive. The National Academy of Medicine: The Future of Nursing 2020-2030 material was included to provide current national recommendations to lift political barriers, lack of access, quality, and diversity.

As a result, in 2023, the target was met with 100% (39/39) of students scoring 80% or higher on the Final Project. Trended results show students continuing to meet the ELA each year. This indicates that students are able to 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.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the plan includes: 1) updating politically sourced material to reflect present advanced nursing practice and legal changes (Future of Nursing), 2) continuing to evaluate and update lecture materials with special attention to technology, and 3) encouraging leadership through material focused on the role of nurses in improving health equity.

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 80% or higher

Finding. Target was met.

Trending:

2023: 98% (92/94)

2022: 97% (95/98)

2021: 98% (89/91)

	2021		2022		2023	
Role Assign.	NURG 5830 n = 79/81	98%	NURG 5830 n = 75/78	98%	NURG 5830 n = 84/86	98%
	NURG 5220 n = 6/6	100%	NURG 5220 n = 11/11	100%	NURG 5220 n = 4/4	100%
	NURG 5110 n = 4/4	100%	NURG 5110 n = 9/9	100%	NURG 5110 n = 4/4	100%
Total	89/91	98%	95/98	97%	92/94	98%

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 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. These results match a trend of 98-99% of students meeting this SLO measure in previous years.

In 2022, the target was met. Ninety seven percent (95/98) of students scored 80% or higher on the role assignment. Based on the analysis of the 2022 results, in 2023, faculty updated the content provided to students with new research articles that discuss full practice authority and improving access to care, along with content

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presented by past LANP president, Dr. Kathy Baldrige. Additionally, students and faculty participated and presented their research during the Community Healthcare Education Network (CHEN) annual event on the NSU CONSAH campus. Students continued to engage in collaborative exercises in clinical courses through SOAP notes, unfolding case scenarios, debriefings through weekly reflective narratives, and ShadowHealth simulation assignments. Lastly, course materials related to collaboration as a key component within electronic health records were adopted in NURG 5690 Nursing Informatics. As a result, 98% (92/94) students scored 80% or higher on the role assignment in NURG 5830, NURG 5220, or NURG 5110. This result is consistent with previous years.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the plan includes: 1) updating NP courses with new 7th edition of Hamric and Hanson textbook which includes the removal of consultation and a greater focus of collaboration as one of six core competencies; 2) continuing to encourage students to disseminate research findings through the Community Healthcare Education Network (CHEN) annual event; and 3) incorporating a focus on the NCSBN (National Council of State Boards of Nursing) APRN Consensus Model elements.

Measure 5.2.

Assessment Method: Clinical Narrative/Log (2nd 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:

2023: 100% (93/93)

2022: 100% (77/77)

2021: 89% (89/91)

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 2021, the goal was not met. Eighty nine percent (89/91) of students documented collaborative practice events in their second level of clinical (summer semester). Unfortunately, in 2021, the concentration of psych-mental health did not have adequate documentation to support that this goal was met. Based on analysis of the

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2021 results, in 2022, increased communication methods were initiated by the MSN program director regarding the importance of collaboration in clinical coursework with adequate documentation.

In 2022, the goal was met. One hundred percent (77/77) of students met collaborative practice expectations in their second level clinical course.

Based on analysis of the 2022 results, in 2023, faculty agreed on potential catalog changes to increase required clinical hours for nurse practitioner clinical courses for possible prospective Nursing Essential requirements. Enhanced communication by MSN/PMC Assessment committee to clinical course coordinators of specific measures for student learning outcomes was also adhered to in 2023. As a result, in 2023, 100% (93/93) of students satisfactorily addressed collaborative practice in their clinical course assignment.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the plan includes: 1) updating clinical course rubrics to include mention of collaborative practice across each MSN concentration; 2) evaluating the need for adding a course assignment that takes into consideration leadership role in managing care across multiple organizations; and 3) addressing updated Nursing Essentials 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:

2023: 100% (72/72)

2022: 100% (80/80)

2021: 100% (56/56)

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 two semesters in NURG 5996 Research Seminar II. Each student group is led by graduate faculty prepared at the doctorate level. The students' PILTs 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.

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In 2021, the target was met. Based on the analysis of the 2021 results, in 2022, 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 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 of these actions, 100% (80/80) of students disseminated their PILT.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, faculty encouraged students to use new remote platforms for dissemination of the PILT. Faculty implemented a uniform rubric for the PILT. As a result, in the year 2023, 100% (72/72) of students disseminated their PILT papers through conference or publication.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the plan includes: 1) discussing a new standard virtual synchronous platform for all students to access for PILT dissemination in the spring semester; and 2) evaluating the need for standardized assignments across varying section for PILT courses NURG 5995 and 5996.

Measure 6.2.

Assessment Method: Role Comprehensive Exam question “Are you a member of a professional nursing organization?”

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

Finding. Target was met.

Trending:

2023: 87% (67/76)

2022: 81% (76/94)

2021: 75% (46/61)

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 and contribute to the healthcare delivery system. 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 2021, the target was met. Seventy five percent (46/61) of students professed to be a member of a professional nursing organization. Based on the analysis of the 2021 results, in 2022, faculty continued to encourage all students to participate in professional nursing organization meetings. Additionally, students were provided with information about professional organizations in the NURG 5000 Orientation course.

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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 of these actions, in 2022, the target was met with 81% (76/94) of students reporting to be a member of a professional nursing organization. The 2022 results show a positive trend with an increase from the previous year's results of 75%.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, faculty implemented a new online resource center for students to receive updates concerning professional organizations relative to their major of interest. Faculty also maintained the importance of professional organization attendance. As a result, 87% (67/76) of students professed to be a member in a professional nursing organization. This was an increase from 2022 showing a positive two-year trend.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the plan includes: 1) providing semester announcements to encourage professional organization participation, and 2) inviting professional organizations to recruitment events for MSN students.

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

In the 2023 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 2023. Below are measures that faculty implemented in the 2023 assessment year that contributed to MSN student learning and success:

- Updated courses with current information and trends in interprofessional collaborative practice.
- 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.
- Encouraged students to disseminate PILT presentations through the local international honor society platform in Shreveport along with Research Day on the main Natchitoches campus.
- Revised discussion board rubrics among multiple courses.
- Encouraged student attendance at the 2023 LANP annual conference.
- Attended NONPF conference to share important updates to graduate

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education standards.

- Created additional/new knowledge testing quizzes for clinical courses for students to self-evaluate understanding of lecture/textbook material.
- Developed new short-topic specific audio lectures to enhance learning.
- Encouraged student attendance at the 2023 LANP annual conference which was held in Shreveport near the College of Nursing.
- Improved APRN Skills event with new dermatology pads that simulate removal of an abscess and cyst.
- Implemented 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.
- Considered new WHNP certification review course.
- Evaluated the need for new measurements of student learning outcomes to match to new Essential measures for graduate level nursing education.
- Approved prospective changes to increase clinical hour requirements for NP clinical concentrations if certifying bodies require increased clinical hours for NP graduates.
- Expanded ShadowHealth use into the Adult-Gerontology Primary Care clinical courses to include virtual clinical experiences in addition to required clinical hours.
- Recruited NPs from multiple specialties and roles to discuss their career to clinical students in upper-level role course.
- Created new ethical activity for NURG 5830 Role of NP course to better address Course Objectives 7 and 10.
- Invited new content experts from specialty disciplines as guest lecture speakers.
- Implemented new certification review course through Fitzgerald learning platform for NP concentrations of Family, Adult-Gero Acute Care and Adult-Gero Primary Care.
- Continued to implement actions from previous years such as:
 - 1) Ensured core competencies content is taught in role courses.
 - 2) Encouraged students to disseminate PILT projects via local, state, regional, or national conferences as a poster or podium presentation.
 - 3) Scheduled a representative from the LSBN to present current regulatory issues for new nurse practitioners.
 - 4) Encouraged membership/participation in local Louisiana Association of Nurse Practitioner (LANP), Louisiana States Nurse Association, or other professional nursing organization.
 - 5) Encouraged attendance of the annual LANP Legislative Bill Review Conference and/or the LSNA Nurses Day at the Legislature.
 - 6) Continued student learning at MLK Health Center and Healthworx Clinics.
 - 7) Maintained use of the APEA WHNP Certification Review for NURG 5360.

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Plan of action moving forward.

Many changes will be made during the 2024 assessment year based on the analysis of the 2023 results. The 2023 calendar year gave the third-year trended view of previously revised SLO measure 6.2. These results will continue to be monitored over the year 2024. Below are plans for the 2024 assessment year:

- Reevaluate the need for a stand-alone coding/billing workshop with a content expert for students to attend in the Fall 2024 semester.
- Create additional/new knowledge testing quizzes for clinical courses for students to self-evaluate understanding of lecture/textbook material.
- Adjust NP clinical course examination procedures for Family Nurse Practitioner concentration pattern.
- Develop new short-topic specific audio lectures to enhance learning.
- Encourage student attendance at the 2024 LANP annual conference along with this organization's Bill Review conference.
- Attend the annual NONPF conference by faculty to bring back important updates to graduate education standards.
- Improve APRN Skills event with an additional recruitment aspect inviting professional organizations to meet with students.
- Reevaluate Fitzgerald certification board review program for Family NP, Adult-Gero Acute Care NP, and Adult-Gero Primary Care NP students.
- Reconsider a new WHNP certification review course.
- Evaluate the need for new measurements of student learning outcomes to match new Essential measures for graduate level nursing education.
- Revise select course objectives to adhere to new Graduate Nursing Essential Domains 1-10.
- Reevaluate new certification review course through Fitzgerald learning platform for NP concentrations of Family, Adult-Gero Acute Care and Adult-Gero Primary Care.