

Master of Science in Nursing Program (546)

Division or Department: College of Nursing (CON)

**Prepared by: Dr. Aaron Stigers
MSN & PMC Programs Director**

Date: March 28, 2025

**Approved by: Dr. Aimee Badeaux
Dean, College of Nursing & School of Allied Health**

Date: April 4, 2025

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's College of Nursing and School of Allied Health advances the mission of the University through innovative teaching, experiential service learning, and scholarship. The College of Nursing and School of Allied Health offers quality healthcare education to a diverse student population to achieve their goal of becoming responsible healthcare providers who improve the health of our region, state, and nation. (Effective September 1, 2024).

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.

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.

Note¹: Previously, the MSN and PMC programs have followed the national MSN Essentials guidelines set by the American Association of Colleges of Nursing (AACN) in 2011. The AACN made an official statement to require accredited institutions to transition to the new 2021 Graduate Essentials criteria starting in the year 2025. The MSN and PMC programs will adapt to capture these new essential benchmarks. Some student learning outcomes will continue as reported in this annual report, and some new measures will be documented in forthcoming annual reports.

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.

2024: 100% (84/84)

2023: 100% (72/72)

2022: 100% (85/85)

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

In 2022, the target was met. One hundred percent (85/85) of students achieved a score of 80% or higher on the Final Practicum. Based on the analysis of the 2022 results, in 2023, 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.

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 2023, the target was met with 100% (72/72) 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 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the faculty chose to maintain the advanced practice suturing skills event while also adapting curriculum to new national Essentials measures. There was a smaller group of interested students who attended the APRN skills event so additional seating was not required to support student success in suture learning. The focus in 2024 was to reassess optimal measures for student learning outcomes while also maintaining current trends. As a result, the target was met with 100% (84/84) of students scoring

AC 2024-2025 Assessment

80% or higher on the final practicum.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, the plan includes: 1) maintaining the APRN skills event with possible expansion into joint injection technique education, and 2) altering student learning outcomes to match new national Essentials set by the American Association of Colleges of Nursing (AACN). 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 5290 Instructional Strategies; NURG 5110 Leadership in Healthcare)

Expected Outcome: 90% will score 80% or higher

Finding. Target was met.

Trending.

2024: 95% (103/108)

2023: 100% (95/95)

2022: 99% (97/98)

	2022		2023		2024	
Cultural & Spiritual	NURG 5830 n = 77/78	99%	NURG 5830 n = 86/86	100%	NURG 5830 n = 94/99	95%
	NURG 5220 n = 11/11	100%	NURG 5220 n = 2/2	100%	NURG 5220 n = 5/5	100%
Sensitivity						
Assign.	NURG 5110 n = 9/9	100%	NURG 5110 n = 4/4	100%	NURG 5110 n = 4/4	100%
Total	97/98	99%	92/92	100%	103/108	95%

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 2022, the target was met. Ninety nine percent (97/98) of students achieved a score of 80% or higher on their cultural and spiritual sensitivity assignment. 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 of these actions, in 2023, the target was met with 100% (92/92) 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 2023 assessment year, the target was met. Based on the analysis of the 2023 results, in 2024, the faculty fostered caring relationships with new cultural sensitivity resources in the listed courses and discussed implicit bias in patient scenarios in a new audio/video discussion board and how to consciously eliminate the behavior in the care of patients. As a result, in 2024, the target was met with 95% (103/108) of students achieving a score of 80% or higher on the cultural and spiritual sensitivity assignment.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, the plan includes: 1) engaging PMHNP students in working with the underserved population of a community health clinic; 2) updating discussions on implicit bias in case studies; and 3) reevaluate measures for the new Graduate Nursing Essentials. This measure will be maintained in future PMC program reports; however, it will likely have a new measure label in the 2025 PMC Program Report.

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.

2024: 90% (75/84)

2023: 92% (70/76)

2022: 92% (82/89)

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

AC 2024-2025 Assessment

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 2022 assessment year, the target was met. Ninety two percent (82/89) 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 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 of these actions, in 2023, the target was met with 92% (70/76) 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 around 90% 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 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 2023 assessment year, the target was met. Based on the analysis of the 2023 results, in 2024, the faculty modified the role comprehensive exam with multiple-choice selection questions to more closely match the role comprehensive study guide. The faculty also promoted self-determination in learning by engaging APN students in the Louisiana political action committee meetings and events. As a result, in 2023, the target was met with 90% (75/84) of students scoring 80% or higher on their first attempt of the Role Comprehensive Examination.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, the plan includes: 1) adjustment of all role comprehensive exams to align with similar testing methods; 2) encourage attendance of MSN students at LSNA Nurse at the Capitol day to enrich experiences with political action; and 3) altering student learning outcomes to match new national Essentials set by the AACN.

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.

2024: 99% (83/84)

2023: 99% (108/109)

2022: 83% (79/95)

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.

In 2022, the target was met. Eighty three percent (79/95) of students scored 90% or higher on the ShadowHealth Comprehensive Assessment. 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 of these actions, in 2023, the target was met with 99% (108/109) of students achieving a score of 90% or higher on the ShadowHealth Comprehensive Assessment. These results were increased from year 2022 demonstrating improved advocacy and care provision as a future APN.

In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, the faculty updated coursework to incorporate new questions, including differentials and role as APN into examinations. Faculty also updated study guides for each exam section. As a result, in 2024, the target was met with 99% (83/84) of students scoring 90% or higher on the ShadowHealth Comprehensive assessment.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, the plan includes: 1) updating NURG 5700 with a new course layout to support students from a systems perspective with increased emphasis on patient advocacy; and 2) altering student learning outcomes to match new national Essentials set by the American Association of Colleges of Nursing (AACN)

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.

2024: 100% (95/95)

2023: 100% (72/72)

2022: 100% (80/80)

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. 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 2022 assessment year, the target was met. One hundred percent (80/80) of students completed their PILT with an 80% or higher. 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. The faculty also hosted a Sigma Theta Tau sponsored forum to disseminate PILT findings to the community.

As a result of these actions, in 2023, the target was met with 100% (72/72) of students scoring 80% or higher on their PILT. These results match a trend of all students meeting this SLO measure in previous years reporting indicating high academic rigor in the MSN program major paper.

In the 2023 assessment year, the target was met. Based on the analysis of the 2023 results, in 2024, faculty updated rubrics for PILT completion, and a general meeting was held with all PILT faculty to organize additional virtual presentation options. It was decided that every other year an online platform supported by the Beta Chi chapter of Sigma would be held. As a result of these actions, in the year 2024 100% (95/95) of students scored 80% or higher on the PILT.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, the plan includes: 1) adjusting curriculum to include a new course NURG 5997 that focuses on PILT dissemination; and 2) reevaluating measures for the new Graduate Nursing Essentials. This measure will be maintained in future PMC program reports; however, it will likely have a new measure label in the 2025 PMC Program Report.

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.

2024: 94% (89/95)

2023: 93% (103/111)

2022: 96% (116/121)

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

In 2022, the target was met. Ninety six percent (116/121) of students earned a score of 80% or higher on the first attempt of the Mini Proposal assignment. This high incline of results is likely a result of lecture material changes in 2022. Faculty continued to provide similar course structure with updates to course documents.

As a result of these actions, in 2023, the target was met with 93% (103/111) of students scoring 80% or higher on their first attempt on the mini proposal assignment. This score demonstrated proficiency in understanding methods and ethical considerations of nursing research.

In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, faculty updated rubrics used to grade assignments in NURG 5010 Research in Nursing. The faculty also aligned assignments with some of the new Graduate Essentials. As a result, 94% (89/95) of students scored 80% or higher on their first attempt on the mini proposal assignment.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, the plan includes: 1) updating research courses with new perspectives on ethical research considerations; and 2) reevaluating measures for the new Graduate Nursing Essentials. This measure will be maintained in future PMC program reports; however, it will likely have a new measure label in the 2025 PMC Program Report.

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.

2024: 97% (72/74)

2023: 100% (43/43)

2022: 98% (84/85)

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.

In 2022, the target was met. Ninety eight percent (84/85) of students scored 80% or higher on the Social Determinants of Population Health assignment. 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. Although the plan was to adjust the John Q assignment to address a current minority disparity, the movie was used again for the assignment. 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

As a result of these actions, in 2023, the target was met with 100% (43/43) 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 2023, the target was met. Based on the analysis of the 2023 results, in 2024, faculty updated the professional ethics assignment to include an updated movie with health care ethics. The faculty also included genetic disease implications as the main theme for coursework to engage students in current ethical dilemmas (i.e. Still Alice, A Beautiful Mind). As a result, in the year 2024 97% (72/74) of students scored 80% or higher on the social determinants of population health assignment.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in

AC 2024-2025 Assessment

2025, the plan includes: 1) updating the professional ethics assignment to include an updated movie with health care ethics; 2) inviting MSN students to attend LSNA Nurse at the Capitol Day to enrich student political action experiences; and 3) altering student learning outcomes to match new national Essentials set by AACN.

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.

2024: 97% (72/74)

2023: 100% (39/39)

2022: 100% (85/85)

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.

In 2022, the target was met. One hundred percent (85/85) of students scored 80% or higher on the final project. 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 of these actions, in 2023, the target was met with 100% (39/39) 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 2023, the target was met. Based on the analysis of the 2023 results, in 2024, faculty updated politically sourced material to reflect present advanced nursing practice and legal changes (Future of Nursing). The faculty also evaluated and updated lecture materials with special attention to technology. Encouraging leadership though material focused on the role of nursing continued to be a pivotal part of improving health equity understanding for the MSN students.

As a result, in 2024, the target was met with 97% (72/74) 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 2024, the target was met. Based on the analysis of the 2024 results, in 2025, the plan includes: 1) updating course material focused on independent NP practice and professional practice lobbying against oversight from the Board of Medicine for nursing; 2) continuing to evaluate and update lecture materials with special attention to technology; and 3) altering student learning outcomes to match new national Essentials set by AACN.

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 5290 Instructional Strategies)
Expected Outcome: 80% will score 80% or higher

Finding. Target was met.

Trending:

2024: 99% (107/108)

2023: 98% (92/94)

2022: 97% (95/98)

	2022		2023		2024	
Role Assign.	NURG 5830 n = 75/78	98%	NURG 5830 n = 84/86	98%	NURG 5830 n = 89/99	99%
	NURG 5220 n = 11/11	100%	NURG 5220 n = 4/4	100%	NURG 5290 n = 5/5	100%
	NURG 5110 n = 9/9	100%	NURG 5110 n = 4/4	100%	NURG 5110 n = 4/4	100%
Total	95/98	97%	92/94	98%	107/108	99%

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 2022, the target was met. 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 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, in the year 2023 98% (92/94) of students scored 80% or higher on the role assignment. These results match a trend of high achievement with this SLO measure in previous years.

In 2023, the target was met. Based on the analysis of the 2023 results, in 2024, faculty updated NP courses with the new edition of Hamric and Hanson textbook which includes the removal of consultation and a greater focus of collaboration as one of six core competencies. The faculty also continued to encourage students to disseminate research findings through the Community Healthcare Education Network (CHEN) annual event. This year faculty incorporated a focus on the NCSBN (National Council of State Boards of Nursing) APRN Consensus Model elements in role discussions. As a result, in the year 2024 99% (107/108) students scored 80% or higher on the role assignment in NURG 5830, NURG 5220, or NURG 5110.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, the plan includes: 1) revise course content to support nurse competencies; 2) incorporate new IPE learning events for all MSN students; and 3) reevaluate measures for the new Graduate Nursing Essentials. This measure will be maintained in future PMC program reports; however, it will likely have a new measure label in the 2025 PMC Program Report.

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:

2024: 100% (103/103)

2023: 100% (93/93)

2022: 100% (77/77)

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

AC 2024-2025 Assessment

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 2022, the goal was met. One hundred percent (77/77) of students documented collaborative practice events in their second level of clinical (summer semester). 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.

In 2023, the goal was met. One hundred percent (93/93) of students met collaborative practice expectations in their second level clinical course. Based on analysis of the 2023 results, in 2024, faculty updated clinical course rubrics to include mention of collaborative practice across each MSN concentration and evaluated the need for adding a course assignment that takes into consideration leadership role in managing care across multiple organizations. Faculty also started to address updated Graduate Nursing Essentials for student learning outcomes. As a result, in 2024, 100% (103/103) of students satisfactorily addressed collaborative practice in their clinical course assignment.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, the plan includes: 1) revising discussion boards and lectures to include mention of collaborative practice across each MSN concentration; 2) integrating IPE events throughout the year for MSN students to learn from other healthcare partners; and 3) reevaluating measures for the new Graduate Nursing Essentials. This measure will be maintained in future PMC program reports; however, it will likely have a new measure label in the 2025 PMC Program Report.

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:

2024: 100% (95/95)

2023: 100% (72/72)

2022: 100% (80/80)

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.

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. NURG 5996 rubric emphasized evaluation of research and use of evidenced-based practice rather than performing research. As a result of these actions, in the year 2023 100% (72/72) of students disseminated their PILT.

In 2023, the target was met. Based on the analysis of the 2023 results, in 2024 faculty implemented a new standard virtual synchronous platform for all students to present PILT findings for dissemination practices in the spring semester. The faculty also evaluated the need for standardized assignments across varying sections for PILT courses NURG 5995 and 5996. As a result, in the year 2024, 100% (95/95) of students disseminated their PILT papers through conference or publication.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, the faculty plan includes: 1) adjusting curriculum to have a new course NURG 5997 that focuses majorly on dissemination and publication; 2) provision of a continuing education course centered on publication; and 3) altering student learning outcomes to match new national Essentials set by AACN.

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:

2024: 87% (73/84)

2023: 87% (67/76)

2022: 81% (76/94)

AC 2024-2025 Assessment

Analysis. Students are encouraged throughout the program, beginning in NURG 5000 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. 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 2022, the target was met. Eighty one percent (76/94) of students reported to be a member of a professional nursing organization. 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 of these actions, in 2023, the target was met with 87% (67/76) of students reporting to be a member of a professional nursing organization. The 2023 results show a positive trend with an increase from the previous year's results.

In 2023, the target was met. Based on the analysis of the 2023 results, in 2024 faculty provided semester announcements to encourage professional organization participation and invited professional organizations to recruitment events for MSN students. As a result, in year 2024 87% (73/84) of students professed to be a member in a professional nursing organization.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, the plan includes: 1) hosting Louisiana Association of Nurse Practitioner recruiters at the annual skills event; 2) continuing previous measure to encourage students to engage with nursing professional organization; and 3) reevaluate measures for the new Graduate Nursing Essentials. This measure will be maintained in future PMC program reports; however, it will likely have a new measure label in the 2025 PMC Program Report.

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

In the 2024 assessment year, the MSN program implemented several actions 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.

AC 2024-2025 Assessment

The MSN program met all expected outcomes in 2024. Below are actions that faculty implemented in the 2024 assessment year, based on the lessons learned from 2023 that contributed to MSN student learning and success:

- Reevaluated the need for a stand-alone coding/billing workshop with a content expert for students to attend in the Fall 2024 semester.
- Created additional new knowledge testing quizzes for clinical courses for students to self-evaluate their understanding of lecture/textbook material.
- Adjusted NP clinical course examination procedures for Family Nurse Practitioner concentration pattern.
- Developed new short-topic specific audio lectures to enhance learning.
- Encouraged student attendance at the 2024 LANP annual conference along with this organization's Bill Review conference.
- Attended the annual NONPF conference by faculty to bring back important updates to graduate education standards.
- Improved APRN Skills event with an additional recruitment aspect inviting professional organizations to meet with students.
- Reevaluated Fitzgerald certification board review program for Family NP, Adult-Gero Acute Care NP, and Adult-Gero Primary Care NP students.
- Reconsidered a new WHNP certification review course.
- Evaluated the need for new measurements of student learning outcomes to match new Essential measures for graduate level nursing education.
- Revised select course objectives to adhere to new Graduate Nursing Essential Domains 1-10.
- Reevaluated new certification review course through Fitzgerald learning platform for NP concentrations of Family, Adult-Gero Acute Care and Adult-Gero Primary Care.
- 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.
- Revised discussion board rubrics among multiple courses.
- Encouraged student attendance at the 2023 LANP annual conference.
- Developed new short-topic specific audio lectures to enhance learning.
- Continued certification board review program for Family NP with Sarah Michelle

AC 2024-2025 Assessment

Review, and Adult-Gero Acute Care NP/Adult-Gero Primary Care NP students with Fitzgerald board certification review.

- Recruited new NP coaches/preceptors from multiple specialties and roles to discuss their career with clinical students in upper-level role course.
- Invited new content experts from specialty disciplines as guest lecture speakers.
- 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) Hosted representatives 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.

Plan of action moving forward.

Many changes will be made during the 2025 assessment year based on the analysis of the 2024 results. Below are plans for the 2024 assessment year:

- Encourage students to disseminate PILT presentations through the local Louisiana Association of Nurse Practitioner meetings along with Research Day on the main Natchitoches campus.
- Disseminate PILT student findings through Sigma Theta Tau International Honor Society "Carousel" research presentation event.
- Attend NONPF conference to share important updates on graduate education standards.
- Evaluate the need for new measurements of student learning outcomes to match new Essential measures for graduate level nursing education.
- Review and update current resources and references for clinical courses.
- Update orientation of first level clinical students to increase contact and ensure understanding of content and transition to clinical experience.
- Incorporate evolving information on culture, diversity, and inclusion within clinical and non-clinical courses as appropriate to meet national graduate nursing

AC 2024-2025 Assessment

standards.

- Discuss the importance of successful completion of the role comprehensive exam with all students during advising, clinical and role courses.
- Invite all MSN students to attend the LSNA Nurse at the Capitol Day for increased involvement in nursing advanced practice rights support.
- Encourage all MSN clinical students to attend the annual Louisiana NP Health Policy Conference as part of the final clinical semester.
- Coach and mentor students during clinical site visits (in person or via technology), as well as through written and verbal feedback on clinical logs, narratives, and SOAP notes.
- Revise PMHNP & AGACNP curriculum to address lower scoring area content as notified through board certification results.
- Provide written and verbal feedback case study assignments/notes to guide students' understanding of data collection and organization of the health history.
- Invite students to join the state NP association. Post information on joining the LANP with reduced cost as a student in all MSN NP courses.
- Improve student skills in managing resources by increasing their interaction with the interprofessional teams at MLK, especially regarding introduction of PMHNP students' experiences into a need-based clinic.
- Encourage students to attend local NP meetings and state NP conferences to increase exposure to NP competencies and to develop relationships with experienced NPs who model competencies.
- Provide new IPE events in clinical courses to address interprofessional collaboration among all disciplines.
- Apply for a competitive continuation for the BHWET Grant to support PMHNP students financially as they progress through psychiatric care curriculum.
- Incorporate the new MSN Essentials and competency-based learning into MSN courses by reviewing SLOs with revisions to all coursework during 2025 calendar year.