

AC 2024-2025 Assessment

Post-Master Certificate in Nursing Program (051, 053, 054)

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 and School of Allied Health (CONSAH) 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).

Post Master Certificate in Nursing's Mission Statement: Same as the CON

PMC Purpose: The post master's certificate program provides master's prepared registered nurses (RNs) the didactic and clinical education necessary to expand or change their career as a nurse practitioner in one of three populations: Adult Gerontology Acute Care (AGACNP), Family (FNP), or Psychiatric Mental Health (PMHNP). Upon successful completion of the certificate program, candidates are eligible to sit for the appropriate accreditation exam (AGACNP candidates may take American Association of Critical-Care Nurses certification, AGACNP, FNP, and PMHNP candidates may all take the American Nurses Credentialing Center [ANCC] exam, and FNP and PMHNP candidates may take the American Academy of Nurse Practitioners [AANP] credentialing exam).

PMC Student Learning Outcomes: The post master's nursing completer 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.

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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 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.
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 PMC program is as follows:

- (1) Data from assessment tools (both direct & indirect, quantitative & qualitative) are collected and reviewed by the MSN/PMC Program and Curriculum Committee (PCC) on an annual (calendar year) basis.
- (2) The PCC committee discusses data analysis, interpretation, and trends. Actions and future plans to enhance student learning are discussed and forwarded to the PCC Director of Assessment and Program Director for review.
- (3) The Director of Assessment and Program Director review the completed SLO report for clarity and needed revisions/additions.
- (4) The Assessment committee findings are discussed in the program curriculum committee (PCC) meetings.
- (5) Significant findings are reported by the Program Director in the Administrative Council meeting.

Student Learning Outcomes:

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.

SLO 1. Integrate theories, knowledge, skills, and findings from nursing science, scientific disciplines, and humanities to guide the delivery of culturally sensitive

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care to client, families, and communities within the professional scope and standards of the advanced practice of nursing.

Measure 1.1.

Assessment Method: Final Clinical Evaluation: Question 22 “Recognizes cultural issues and interacts with clients in a culturally sensitive and ethical manner.”

Expected Outcome: 100% of students will score 3 or higher (Scale 1-4)

Finding. Target was met.

Trending

2024: 100% (2/2)

2023: 100% (7/7)

2022: 100% (6/6)

Item	2022		2023		2024	
Question #22	FNP n = 2/2	100%	FNP n = 3/3	100%	FNP n = 1/1	100%
	PMHNP n = 4/4	100%	PMHNP n = 2/2	100%	PMHNP n = 0/0	100%
	AGACNP n = 0/0	N/A	AGACNP n = 2/2	100%	AGACNP n = 1/1	100%
Total	6/6	100%	7/7	100%	2/2	100%

Analysis. The final clinical evaluation is administered in the last course of the PMC clinical courses. This practicum is a comprehensive clinical evaluation with specific criteria, which includes culturally sensitive care within the scope and standards for advanced practice nursing. The graded final practicum involves faculty evaluation of student performance in the clinical setting and accurately reflects the culmination of students’ clinical knowledge. Students not already NPs enroll in courses to learn the role of the nurse practitioner in practice and in business (NURG 5830, 5840). Role courses include the delivery of culturally sensitive care to clients, families, and communities.

In 2022, 100% (6/6) of students achieved a score of 3 or higher on question 22 of the Graded Final Practicum, meeting the target/expected outcome. All six students were nurse practitioners pursuing a PMC in a new population. These students were not enrolled in role courses but received a score of 3 or higher on question 22 assessing delivery of culturally sensitive care. Trended results are consistent with the previous year’s results of 100%.

In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, faculty: 1) updated and expanded the resources for addressing cultural issues and interacting with clients in a culturally sensitive and ethical manner, and 2) added PPT presentations related to diversity, equity and inclusion to FNP clinical courses (NURG 5780, 5790, and 5770).

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In 2023 five students who were NPs received a study packet to prepare for the role comprehensive. Two students who were not already nurse practitioners took the role courses. These same two PMC students took the Methods of Clinical Nursing Assessment course (NURG 5700) which provided a downloadable PPT presentation on LGBTQIA. (NURG 5770) FNP Module 1 included an updated presentation with textbook readings on cultural competence. (NURG 5930) PMHNP - LGBTQIA issues were addressed by students as an assigned presentation rather than a professional paper. Students created a presentation related to LGBTQ issues in children and or adolescents regarding psychiatric care initiatives.

In 2023 the target was met. Based on the analysis of the 2023 results, in 2024 the faculty: 1) updated the resources for addressing cultural issues and interacting with clients in a culturally sensitive and ethical manner, and 2) updated PPT presentations related to diversity, equity and inclusion to FNP clinical courses (NURG 5780, 5790, and 5770).

As a result, in 2024 100% (2/2) of students achieved a score of 3 or higher on question 22 of the Graded Final Practicum, meeting the target/expected outcome.

Decision: In 2024 the target was met. Based on the analysis of the 2024 results, in 2025, faculty plan to: 1) update textbooks; 2) revise PPT presentations related to DEI needs specific to concentration national standards; 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 1.2.

Assessment Methods: PMC Exit Survey. Question 4.1 “How well do you feel the PMC program prepared you to: design and deliver culturally sensitive care to diverse clients.”
Expected Outcome: 80% of students will score 3 or higher (scale 1-4).

Finding. Target was met.

Trending.

2024: 100% (2/2)

2023: 80% (4/5)

2022: 100% (4/4)

Analysis. Students who are already nurse practitioners have previously shown the ability to design and deliver culturally sensitive care to diverse clients through successfully completing didactic and clinical courses, as well as passing a certification exam. Non-nurse practitioner PMC students are required to take corequisite courses to learn the role of the NP. Content in role courses includes assigned readings, such as “Making Primary Care Competent,” that relate cultural sensitivity to the delivery of care. Additionally, PMC students who do not have prior coursework in family systems theory, take NURG 5810 Family Dynamics. This course incorporates theories drawn from

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sociology, family therapy, and nursing. Cultural issues are integrated in a case scenario. Family values, coping strategies, and adaptation are evaluated using scenarios of families who are from varying cultures.

In 2022 the target was met. Based on the analysis of the 2022 results, in 2023 faculty: 1) updated and expanded the resources for addressing cultural issues and interacting with clients in a culturally sensitive and ethical manner, and 2) added PPT presentations related to diversity, equity and inclusion to FNP clinical courses (NURG 5780, 5790, and 5770) In 2023, 80% (4/5) of students reported their preparedness as a score of 3 (well prepared) or higher (very well prepared) on the PMC Exit Survey question 3.1.

In 2023 the target was met. Based on the analysis of the 2023 results, in 2024 the faculty: 1) updated the resources for addressing the delivery of culturally sensitive care; 2) met face-to-face every two weeks during the first three clinical semesters in AGACNP clinical courses. The faculty expanded the discussion of delivering care to the diversity of patients in the acute care setting through specific presentations; and 3) included a PPT on cultural perspectives in FNP clinical courses.

As a result, in 2024 100% (2/2) PMC students reported their preparedness to design and deliver culturally sensitive care to diverse clients as very well prepared (score of 4). Both students were practicing as NPs before returning for a PMC in a new population.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, faculty plan to: 1) update the resources for addressing the delivery of culturally sensitive care; 2) meet face-to-face during the first three clinical semesters in AGACNP clinical courses; 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: Role Comprehensive Examination

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

Finding. Target was met.

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Trending.

2024: 100% (2/2)

2023: 71% (5/7)

2022: 100% (6/6)

Item	2022		2023		2024	
Students achieving 80% or higher	FNP n=2/2	100%	FNP n=1/3	33%	FNP n=1/1	100%
	PMHNP n=4/4	100%	PMHNP n=2/2	100%	PMHNP n=0/0	na
	AGACNP n=0/0	NA	AGACNP n=2/2	100%	AGACNP n=1/1	100%
Total	6/6	100%	5/7	71%	2/2	100%

Analysis. All non-NP PMC students are required to take corequisite role courses (NURG 5830, 5840). Students who are already NPs have previously earned credit for these courses. In the last semester of clinical coursework, all PMC students are required to pass a comprehensive role exam. This examination demonstrates the student's knowledge of his/her new role as an APRN in a specified population.

In 2022 the target was met. Based on the analysis of 2022 results, in 2023 the faculty: 1) implemented a multiple-choice exam in place of the essay format that covered the basics of the role for all NPs and specifics for each role. The multiple-choice exam removed subjectivity from grading. Note: Coordinators had the option to use the essay exam; 2) updated the links for accessing current information; 3) included a discussion of the role comprehensive requirement while reviewing the gap analysis for PMC students; and 4) emphasized the importance of preparing for the role comprehensive and related resources in each clinical course.

In 2023, 71% (5/7) of completing PMC students passed the final role comprehensive exam on their first attempt. Two of three PMC FNP students did not pass the role comprehensive examination on the first attempt. One FNP student who was not successful was practicing as an NP and received a packet of information to prepare for the role comprehensive exam. The other FNP student who was not successful was not an NP and took the role courses. These students were remediated and passed on the second attempt. Note: In 2023, the role comprehensive exam was given as a multiple-choice test to PMC students in FNP and PMHNP. AGACNP students took an essay exam. The target was not met.

In 2023 the target was not met. Based on the analysis of 2022 results, in 2023 the faculty: 1) offered students a choice between multiple choice and essay exam, and 2) assessed student readiness to pass the role comprehensive exam by offering a pre-test with remediation, which was helpful to PMC students who are nurse practitioners and do not take the role courses. As a result, in 2024 100% (2/2) of PMC students successfully passed the comprehensive role exam on the first attempt. The target was met. Both the FNP and AGACNP PMC students passed the role comprehensive examination on the first attempt.

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Decision. In 2024 the target was met. Based on the analysis of the 2024 results, in 2025 the faculty plan to: 1) offer students additional role review meetings with faculty prior to role comp examinations, and 2) 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 2.2.

Assessment Method: PMC Exit Survey. Question 4.2 “How well do you feel the PMC program prepared you to: practice within your nurse practitioner role scope and standards?”

Expected Outcome: 80% of students will score 3 or higher (scale 1-4)

Finding. Target was met.

Trending.

2024: 100% (2/2)

2023: 100% (5/5)

2022: 100% (4/4)

Analysis. Students apply specific scope and standards of care to patient care in the clinical setting, as evidenced by written assignments and clinical performance evaluations by preceptors and faculty. Written assignments include the Signature Assignment – Case Study Paper (NURG 5910 PMHNP I: Assessment and Diagnostic Reasoning Across the Lifespan), unfolding case studies, and four required SOAP notes (NURG 5800 FNP IV: Clinical Preceptorship). Students who are not NPs are required to take the role courses (NURG 5830 & 5840). The PMC Exit Survey is offered to all PMC students at the end of their last clinical semester.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023 the faculty: 1) updated unfolding scenarios to all FNP clinical courses (NURG 5780, 5790, 5770) to assist students in transitioning from RN (Registered Nurse) to APRN; 2) provided new telehealth training continuing education events in PMHNP courses (NURG 5920, 5930); 3) continued live Webex meetings with case simulations and student debriefing to assist with learning experiences in PMHNP course (NURG 5940); and 5) hosted virtual sessions with students to discuss real-life case study scenarios.

In 2023, 100% (5/5) of PMC students reported their preparedness as a score of 3 (well prepared) or higher (very well prepared) on question 3.2 of the PMC Exit survey. The target was met. Five of the seven completing PMC students answered the PMC Exit Survey.

In 2023, the target was met. Based on the analysis of the 2023 results, in 2024 the faculty: 1) meet with PMHNP first level clinical students every two to three weeks to ensure understanding of course content and to answer questions; 2) (PMHNP) update case studies for upper-level clinical students; and 3) All PMC students will be invited to

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attend the local meetings of the professional organizations such as LANP to network and learn about the role of the NP in practice.

As a result, in 2024 100% (2/2) of PMC respondents reported their preparedness to practice as a score of 3 (well prepared) or higher (very well prepared) on question 4.2 of the PMC Exit Survey question. The target was met. PMHNP faculty meet with NURG 5910 students every other week to check on their understanding of content. AGACNP clinical courses meet face-to-face every two weeks during the first three clinical semesters. FNP clinical courses have small break-out sessions with specific clinical lead faculty to review progress in primary care. Discussion about the role of the NP is part of the didactic content. PMC students can attend in person or virtually participate in the discussion.

Decision. In 2024 the target was met. Based on the analysis of the 2024 results, in 2025: the faculty plan to: 1) Reevaluate course content in PMHNP for role transition updates; 2) (AGACNP) update case studies for upper-level clinical 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.

SLO 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.

Measure 3.1. Final Clinical Evaluation: Question 8 “Formulates a treatment plan based on scientific rationale, evidence-based standards of care and practice guidelines. Resources are verbalized.”

Expected Outcome: 80% of the students will score a 3 or higher (scale 1-4)

Finding. Target was met.

Trending.

2024: 100% (2/2)

2023: 100% (7/7)

2022: 100% (6/6)

Item	2022		2023		2024	
Question #8	FNP n=2/2	100%	FNP n = 3/3	100%	FNP n = 1/1	100%
	PMHNP n= 4/4	100%	PMHNP n =2/2	100%	PMHNP n =0/0	na
	AGACNP n=0/0	N/A	AGACNP n = 2/2	100%	AGACNP n = 1/1	100%
Total	6/6	100%	7/7	100%	2/2	100%

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Analysis. The final clinical evaluation is administered in the last clinical course of the PMC program. This practicum is a comprehensive clinical evaluation with specific criteria, which includes formulating a treatment plan based on scientific rationale, evidence-based standards of care, and practice guidelines. The graded final practicum involves faculty evaluation of student performance in the clinical setting and accurately reflects the culmination of students' clinical knowledge.

Throughout the clinical experience, students are required to develop a plan of care based on current guidelines. Evaluation of this skill is determined through student performance evaluations by the preceptor and faculty, identification, and application of the evidence-based competency (Hamric) in clinical practice, and documentation in clinical logs, SOAP notes, and narratives/self-reflections. In 2022, the target was met with 100% (6/6) of PMC students scoring 3 or higher on question #8 of the Graded Final Practicum.

Based on the analysis of the 2022 results, in 2023 the faculty: 1) (PMHNP) conducted Webex sessions with students every 2 weeks that included clinical pearls, recaps of material, entry level case scenarios (NURG 5920), advanced case scenarios (NURG 5930 and 5940), and ensured that students received same content for exams and certification; 2) (NURG 5910) conducted Webex meetings to address common questions among new clinical students during Orientation and in emails; 3) (NURG 5910) encouraged new clinical students to obtain the certification exam prep book and apps such as Pocket Prep to assist with formulating a treatment plan based on evidenced based practice and practice guidelines; and 4) added specialty lectures to FNP clinical courses to enhance students' understanding of the most current clinical practice guidelines.

In 2023, 100% (7/7) of PMC students scored 3 or higher on question #8 of the Graded Final Practicum. Therefore, the target was met. Based on this result, students were able to formulate and verbalize a treatment plan based on scientific rationale, evidence-based standards of care, and practice guidelines.

In 2023, the target was met. Based on the analysis of the 2023 results, in 2024 the faculty: 1) added two verbal SOAP presentations for students in NURG 5780 (FNP) to increase their skill in presenting the history, physical, differentials and plan of care; and 2) encouraged PMHNP students to obtain updated phone apps for access to current treatment guidelines. As a result, in 2024 100% (2/2) of students achieved a score of three or higher on question 8 of the Graded Final Practicum, meeting the target/expected outcome.

Decision. In 2024 the target was met. Based on the analysis of the 2024 results, in 2025, faculty plan to: 1) revise verbal SOAP presentations for students in NURG 5780 (FNP) to increase their skill in presenting the history, physical, differentials and plan of care; 2) update guidelines in clinical course presentations; and 3) reevaluate measures for the new Graduate Nursing Essentials. This measure will be maintained in future

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PMC program reports; however, it will likely have a new measure label in the 2025 PMC Program Report.

Measure 3.2.

Assessment Method: PMC Exit Survey. Question 4.3 “How well do you feel the PMC program prepared you to: use evidence-based recommendations in delivery of care to clients?”

Expected Outcome: 80% of students will score 3 or higher (scale 1-4)

Finding. Target was met.

Trending.

2024: 100% (2/2)

2023: 100% (5/5)

2022: 100% (4/4)

Analysis. Throughout the PMC program, students apply evidence-based recommendations in the assessment, diagnosis, and management of healthcare. This competency is demonstrated in written assignments, such as the Signature Assignment/ Case Study Paper (NURG 5910), unfolding case studies (NURG 5800) required SOAP notes (NURG 5770, 5780, 5790, 5910, 5920, 5930, 5940), and the clinical evaluations by preceptors and faculty.

In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, faculty: 1) engaged more with clinical students by traveling throughout the state for regional meet and greets outside of the clinical setting, one region per semester. This resulted in improved rapport between students and faculty and provided a space for students to meet with faculty in addition to virtual communication.

In 2023, 100% (5/5) of the PMC reported their preparedness as a score of 4 (very well prepared) on the PMC Exit Survey question. Based on these scores, PMC students felt prepared to use evidence-based recommendations in delivering care to clients. Five of the seven completing PMC students answered the PMC Exit Survey.

In 2023, the target was met. Based on the analysis of the 2023 results, in 2024 the PMHNP faculty: 1) (FNP) incorporated verbal presentation of the SOAP note to increase student's skill in reporting the history and physical, differential diagnoses and plan of care; 2) (PMHNP) visited students by region to engage with them outside the clinical/classroom setting and offer support and ensure understanding of content; 2) (PMHNP) met with PMC students virtually to discuss course content and clinical experiences that encompass the role of the NP in a new population; and 3) (AGACNP) met face-to-face every two weeks during the first three clinical semesters. Discussion about the role of the NP is part of the didactics. PMC students were encouraged to attend in person or virtually to participate in the discussion.

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As a result, in 2024 100% (2/2) of PMC students reported their preparation as a score of 4 (very well prepared) to use evidence-based recommendations in delivery of care to clients. The target was met.

Decision. In 2024 the target was met. Based on the analysis of the 2024 results, in 2025, the faculty plan to: 1) (FNP) update verbal presentation of the SOAP note to increase student's skill in reporting the history and physical, differential diagnoses and plan of care; 2) (AGACNP) visit students by region to engage with them outside the clinical/classroom setting and offer support and ensure understanding of content; 3) (PMHNP) update course information through revising role of the NP in a new population; and 4) 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 4. Analyze the effect of historical, cultural, economic, ethical, legal, and political influence on nursing and health care delivery.

Measure 4.1.

Assessment Method: History portion of the Final Clinical Evaluation. Final clinical performance evaluation Question 1 "Obtains a comprehensive history from the client to include PMH, medications, family and social history."

Expected Outcome: 80% of students will score a 3 or higher (Scale 1-4).

Finding. Target was met.

Trending:

2024: 100% (2/2)

2023: 100% (7/7)

2022: 100% (6/6)

Item	2022		2023		2024	
Question #1	FNP n=2/2	100%	FNP n=3 /3	100%	FNP n=1/1	100%
	PMHNP n=4 /4	100%	PMHNP n=2/2	100%	PMHNP n=0/0	na
	AGACNP n=0/0	N/A	AGACNP n=2/2	100%	AGACNP n=1/1	100%
Total	6/6	100%	7/7	100%	2/2	100%

Analysis. Students demonstrate their ability to obtain a comprehensive history from the client that includes PMH, medications, and family and social history during the final practicum. The graded final practicum includes faculty evaluation of student performance of assessing the patient's history in the clinical setting. The practicum also accurately reflects the culmination of students' clinical knowledge that began in NURG 5700 Methods of Clinical Nursing Assessment and continued through each clinical level.

In 2022 the target was met. Based on the analysis of 2022 results, in 2023, faculty: 1) 1) added unfolding clinical scenarios to NURG 5780 (first FNP clinical course), and 2)

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provided additional live specialty lectures in FNP clinical courses (NURG 5780, NURG 5790, NURG 5770, NURG 5800). In 2023, the target was met. Based on the results, students demonstrated competency in obtaining a comprehensive history from the client.

In 2023, the target was met. Based on the analysis of the 2023 results, in 2024 the faculty: 1) update unfolding clinical scenarios for FNP clinical courses to reflect growth of skills between NURG 5780 and NURG 5800; 2) update/revise the format of the history taking session for NURG 5700 open lab to include updating the scripts for student volunteers; and 3) (FNP) add verbal SOAP assignments to each clinical course to increase skills in reporting the history & physical, differential diagnoses and plan of care.

As a result, in 2024 100% (2/2) of PMC students scored a 3 or higher Question 1 of the graded Final Practicum. Based on the results, students demonstrated their ability to obtain a comprehensive history.

Decision. In 2024 the target was met. Based on the analysis of the 2024 results, in 2025: the faculty plan to: 1) integrate AI discussions in how this new technology can be used in clinical practice; 2) update/revise the clinical course research articles; 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 5. Manage resources within a health care delivery system through collaboration with other health care providers, community, and clients.

Measure 5.1.

Assessment Method: Final Clinical Evaluation: Question 15 “Initiates/Discusses appropriate consultation and/or collaboration. Able to verbalize when it is indicated.”
Expected Outcome: 100% of students will score 3 or higher (scale 1-4)

Finding. Target was met.

Trending:

2024: 100% (2/2)

2023: 100% (7/7)

2022: 100% (6/6)

Item	2022		2023		2024	
Question #15	FNP n=2/2	100%	FNP n =3 /3	100%	FNP n =1/1	100%
	PMHNP n=4/4	100%	PMHNP n =2/2	100%	PMHNP n =0/0	na
	AGACNP n=	N/A	AGACNP n = 2/2	100%	AGACNP n = 1/1	100%
Total	N= 6/6	100%	7/7	100%	2/2	100%

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Analysis. The final clinical evaluation is administered in the last clinical course of the PMC program. This practicum is a comprehensive clinical evaluation with specific criteria, which includes consultation, collaboration and referral of appropriate healthcare services and providers. The graded final practicum involves faculty evaluation of student performance of these skills in the clinical setting and accurately reflects the culmination of students' clinical knowledge. Students demonstrate and document the application of the APRN competencies of collaboration and consultation (Hamric) in clinical logs, SOAP notes, and narratives/self-reflections.

In 2022 the target was met. Based on the analysis of 2022 results, in 2023 faculty: 1) invited NPs in clinical practice to provide live lectures twice a semester (NURG 5780, 5790, 5770, 5800), and 2) invited the LSBN (Louisiana State Board of Nursing) APRN Director to make a presentation on barriers to APRN practice in the spring for all clinical students. All clinical students were encouraged to join LANP. PMHNP students were encouraged to join the American Psychiatric Nurses Association.

In 2023, 100% (7/7) of PMC students scored 3 or higher on Question 15 of the Graded Final Practicum. In 2023, the target was met. Based on the results, students demonstrated their ability to initiate discussions for consultation, collaboration, and referral of appropriate healthcare services.

In 2023, the target was met. Based on the analysis of the 2023 results, in 2024 the faculty: 1) updated resources on NP competencies; and 2) invited students to professional meetings to facilitate networking and understanding of regulatory issues related to NP competencies. As a result, in 2024 100% (2/2) PMC students scored 3 or higher on Question 15 of the Graded Final Practicum. In 2024, the target was met.

Decision. In 2024 the target was met. Based on the analysis of the 2024 results, in 2025, faculty plan to: 1) update resources on NP competencies; 2) invite students to attend LSNA Nurse at the Capitol Day along with participation in regional LANP meetings to engage in professional practice improvement; 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: PMC Exit Survey. Question 4.4 "How well do you feel the PMC program prepared you to: manage resources within a health care delivery system through collaboration with other health care providers, community, and clients?"

Expected Outcome: 80% of students will score 3 or higher (scale 1-4)

Finding. Target was met.

Trending:

2024: 100% (1/1)

2023: 80% (4/5)

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2022: 100% (4/4)

Analysis. Students apply the APN competency of collaboration (Hamric) in delivering patient care in the clinical setting, as demonstrated in written assignments and clinical performance evaluations by preceptors and faculty. Assignments include devising a plan of care in the written SOAP note and verbal presentation of the plan of care to the preceptor.

In 2022, 100% (4/4) of PMC students reported their preparedness as a score of 3 (well prepared) or higher (very well prepared) on the PMC Exit Survey question 3.4. Therefore, the target was met. Four of the six completing PMC students answered the PMC Exit Survey. Based on these results, students felt proficient in consulting and collaborating with healthcare providers in the community.

In 2022 the target was met. Based on the analysis of 2022 results, in 2023 faculty: 1) provided an expert speaker to assist with billing and, coding processes in the second NP role course (NURG 5840), 2) added a discussion board assignment focused on interprofessional collaboration and consultation (NURG 5840); and 3) gave FNP students the option to participate in a regional health fair by presenting an educational talk to fair participants (blood pressure management, diabetic foot care, etc.). In 2023, 80% (4/5) of PMC students reported their preparedness as a score of 3 (well prepared) or higher (very well prepared) on the PMC Exit Survey question 3.4. Five of the seven completing PMC students answered the PMC Exit Survey. Based on these results, students felt proficient in consulting and collaborating with healthcare providers in the community.

In 2023 the target was met. Based on the analysis of the 2023 results, in 2024 the faculty: 1) invited all NP students to the LSBN regulatory presentation; 2) encouraged all NP students to attend monthly LANP meetings to network and stay current with changes affecting APRNs; and 3) encouraged all NP students to attend the annual LANP Legislative Workshop.

As a result, in 2024 100% (2/2) of PMC respondents reported their satisfaction as a score of 4 (very well prepared) indicating they felt prepared to manage resources within a health care delivery system through collaboration with other health care providers, community, and clients. One student reported their preparedness as a score of 1 (somewhat prepared). Both students indicated that they were practicing as NPs before returning for a PMC in a new population.

Decision. In 2024 the target was met. Based on the analysis of the 2024 results, in 2025: the faculty plan to: 1) invite all NP students to attend LANP workshop presentations; 2) encourage LSNA and LANP membership to stay current with changes affecting APRNs; 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.

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

Measure 6.1.

Assessment Method: PMC Exit Survey Question 4.5 “How satisfied are you that the PMC program prepared you to contribute to the continued professional development and improvement of self, client, community, and healthcare delivery systems?”

Expected Outcome: 80% of students will score 3 or higher (scale 1-4)

Finding. Target was met.

Trending:

2024: 100% (2/2)

2023: 80% (4/5)

2022: 100% (4/4)

Analysis. PMC Exit Survey Question 4.5 assesses student satisfaction with the PMC program’s contribution to continued professional development. Throughout the PMC program, students receive instruction on contributing to their continued professional development and improvement of self, client, community, and healthcare delivery in their clinical courses (NURG [FNP] 5770, 5780, 5790, [PMHNP] 5910, 5920, 5930, 5940 [AGACNP] 5410, 5420, 5430) Written assignments to assess professional development include the Signature Assignment – Case Study Paper (NURG 5910 PMHNP I: Assessment and Diagnostic Reasoning Across the Lifespan) and case work assignments (NURG 5790 FNP 3 and NURG 5800 FNP 4). Students who are non-NPs had additional instruction in the role courses (NURG 5830 and NURG 5840). PMC-FNP students had the option to attend clinical one day per semester at community safety net clinics in Shreveport or Alexandria working with faculty who model professional development. All PMC students were invited to attend the regulatory presentation by the APRN Director from the Louisiana State Board of Nursing that is offered every fall. All students are encouraged to join a professional nursing organization, especially the state nurse practitioner organization (LANP).

In 2022 the target was met. Based on the analysis of the 2022 results, in 2023 faculty: 1) encouraged students in NURG 5840 and clinical courses to join their state professional organization; and 2) invited students to local LANP meetings.

As a result, in 2023 80% (4/5) PMC students reported their satisfaction as a score of 4 (very well prepared) indicating they felt prepared to contribute to the continued professional development and improvement of self, client, communities and healthcare delivery systems.

In 2023, the target was met with 80% (4/5) respondents reporting their preparedness as a score of 3 (well prepared) or higher (very well prepared) on the PMC Exit Survey question 3.5. Four of six PMC students answered the PMC Exit Survey. Based on these results, PMC students felt the program prepared them to contribute to the continued professional development and improvement of self, client, communities, and healthcare

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delivery systems. One student reported their preparedness as a score of 1 (somewhat prepared). Four students indicated that they were practicing as NPs before returning for a PMC in a new population. One student was not an NP before returning for a PMC and completed the role courses.

In 2023 the target was met. Based on the analysis of the 2023 results, in 2024 the faculty: 1) provided PMC students with information and support in the transition to the role of the NP in a new population; 2) (AGACNP clinical courses) met face-to-face every two weeks during the first three clinical semesters, and discussed the role of the NP as a larger part of the didactics ; 3) assigned FNP PMC students to faculty who assisted them in the transition to a new role; and 4) invited all PMC students to attend professional meetings to network and understand their role in a new population.

Decision. In 2024 the target was met Based on the analysis of the 2024 results, in 2025, faculty plan to: 1) updated PMC students with new information and support in the transition to the role of the NP in a new population; 2) introduce PMHNP students to a new community clinic to assist care in underserved population; 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 6.2.

Assessment Method: Membership in a professional nursing organization. (Role Comprehensive exam)

Expected Outcome: 50% of students taking the role comprehensive examination are members of a professional nursing organization.

Finding. Target was met.

Trending:

2024: 100% (2/2)

2023: 100% (7/7)

2022: 100% (6/6)

Analysis. This question was added to the role comprehensive exam to gather information as all PMC students are required to complete the exam. The question was not assigned a point value and was not graded. Students are encouraged to join a professional nursing organization during the program, especially the state nurse practitioner organization (LANP).

In 2022 the target was met. Based on the analysis of 2022 results, in 2023 the faculty: 1) moved the LSBN meeting to the spring semester to reinforce regulatory information prior to graduation, certification, and licensure; and 2) posted announcements for local and state LANP meetings in all courses. Regulatory content was revised in Role of the NP in Business (NURG 5840 for fall 2023). In 2023, 7/7 or 100% of PMC students

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indicated that they were members of a professional nursing organization. In 2023 the target was met.

In 2023 the target was met. Based on the analysis of the 2023 results, in 2024 the faculty: 1) expanded the invitation to attend the LSBN regulatory meeting to first and 4th level NP clinical students. First level NP clinical students are taking the Role of the NP while fourth level students are completing coursework and will graduate in the spring; and 2) posted professional meetings and invite students to attend. The cost of student membership is typically half the cost of regular membership. Meetings facilitate networking among colleagues and understanding of the NP role.

As a result, in 2024 100% (2/2) of PMC students indicated that they were members of a professional nursing organization. In 2024 the target was met.

Decision. In 2024 the target was met. Based on the analysis of the 2024 results, in 2025 the faculty plan to: 1) invite students to participate at LSNA's Nurse at the Capitol Day; 2) post new professional meetings and invite students to attend LANP; 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.

Based on the analysis of the 2023 results, in the 2024 assessment year, the PMC program implemented many 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. The following reflects changes implemented to drive the continuous process of seeking improvement in the 2024 assessment cycle. These changes are based on the knowledge gained through the analysis of the 2023 results.

- Reviewed and updated current resources and references for all courses.
- PMHNP faculty met with first level clinical students at least every 2-3 weeks to ensure understanding of content and transition to clinical experience.
- Incorporated evolving information on culture, diversity, and inclusion within clinical and non-clinical courses (NURG 5810, NURG 5830, NURG 5910, 5920, 5930, 5940, NURG 5770, 5780, 5790, 5800).
- Discussed the importance of successful completion of the role comprehensive exam with all students during advising, clinical and role courses.
- Invited all NP students to attend the presentation of the APRN scope of practice, and standards and regulatory issues presented by the APRN Director for the Louisiana State Board of Nursing each spring.
- Encouraged all PMC clinical students to attend the annual Louisiana NP Health

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Policy Conference held each spring and encourage attendance as part of the final clinical semester.

- Assisted students in delivering evidence-based care by providing coaching and mentoring to students during clinical site visits (in person or via technology), and written and verbal feedback on clinical logs, narratives, and SOAP notes.
- Revised the NURG 5700 open lab to increase the amount of observed practice of physical exam skills for attending students.
- Assessed student progress in population focused clinicals in obtaining a focused history and performing a focused physical exam by conducting two clinical performance evaluations per semester via on site visit or by telecommunication e.g., FaceTime, WebEx, Zoom.
- Provided written and/or verbal feedback on written and verbal SOAP notes to ensure students' understanding of data collection and organization of the health history.
- Invited students to join the Louisiana state NP association and posted information on joining the Louisiana Association of Nurse Practitioners in all MSN NP courses.
- Improved student skills in managing resources by increasing their interaction with the interprofessional teams at MLK and Healthworx (social work, pharmacy, dietary, etc.).
- Encouraged 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.
- Provided information in role and clinical courses to address interprofessional collaboration among all disciplines.
- Incorporated updated resources and references related to the APRN competencies in the role courses (NURG 5830, 5840), the study guide/packet, and clinical courses. Offer PMC students a pre-test and remediation prior to the role comprehensive exam.
- Integrated projects that challenged students to apply and extend the learned interprofessional collaborative competencies that enabled them to manage healthcare resources in improving the health of patients and communities.
- Incorporated the new MSN Essentials and competency-based learning into MSN courses by reviewing SLOs this summer.
- Hosted the fourth annual skills event for all MSN and PMC students in the spring of 2022. The event provided prerecorded and live sessions in ECG reading, interpreting X-rays, fluid resuscitation, lab interpretation, demonstration and practice of skin biopsies, incision and drainage and suturing techniques.
- Conducted in person meetings with clinical PMHNP students in their home regions. The coordinator will meet students in a relaxed environment, traveling to

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a different area of the state each semester.

- Continued efforts with the Behavioral Health Workforce Education and Training (BHWET) program grant (initially received in 2021). The overarching purpose of this project is to improve the supply and distribution of the behavioral health workforce, namely Psychiatric Mental Health Nurse Practitioners (PMHNP), by developing and expanding experiential learning activities that target high need and high demand populations across the life span. Objectives: 1) increase multidisciplinary training experiences for PMHNP students that integrates behavioral health care for high risk, high need youth, adolescents, and transition aged youth within primary care environments; 2) develop strategies for technology integration in the provision of behavioral healthcare by PMHNPs; and 3) recruit a PMHNP workforce that expands the diversity of the targeted geographic area(s). Sixteen students were awarded stipends of \$10,000 from the BHWET grant. A midcycle review was completed in 2023 and objectives were updated. The grant expires in 2025.

Plan of action moving forward.

Based on the analysis of the 2024 results, the following actions will be taken during the 2025 assessment year:

- Review and update current resources and references for all 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 standards.
- Discuss the importance of successful completion of the role comprehensive exam with all students during advising, clinical and role courses.
- Invite all PMC students to attend the LSNA Nurse at the Capitol Day for increased involvement in nursing advanced practice rights support.
- Encourage all PMC 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.

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- 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.
- Host the fifth annual skills event for all MSN and PMC students in the spring of 2025.