Master of Science in Nursing Program

College: College of Nursing (College of Nursing and School of Allied Health)

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

College of Nursing's Mission. Northwestern State University College of Nursing serves the people of Louisiana and in so doing improves the health of its citizens while advancing the mission of Northwestern State University through excellence in accessible undergraduate, graduate, and continuing education programs that are designed to assist individuals in achieving their professional goals as responsible and contributing members of their profession and society.

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

MSN Purpose: The Master of Science Program's purpose is to provide learning opportunities for:
(a) the development of knowledge, intellectual skills, and clinical competence necessary to fulfill the role of the advanced practice registered nurse, nurse educator, or nurse administrator;
(b) the development of skills and knowledge to function as an educator, an administrator, or a nurse practitioner and,
(c) to provide a foundation for doctoral study.

MSN Student Learning Outcomes: 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 clients, families, and communities within the professional scope and standards of advanced nursing practice.
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, community, 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 the MSN Program and Curriculum Committee (PCC) and sent to the program director.

(2) The program director enters the data in the Student Learning Outcomes (SLO) database.

(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 future plans to address needed improvements.

(4) The Assessment committee findings are discussed in the program curriculum committee meetings. Additional insights and actions are added to the SLOs based on faculty input.

(5) Significant findings are reported in the Administrative Council meeting.

Student Learning Outcomes:

Note[1]: Skyfactor™ survey (a student satisfaction tool) is given the semester the student graduates. Skyfactor™ is a tool that is based on research and is designed to provide data for benchmarking and longitudinal comparisons. Questions utilized in Skyfactor™ are designed based on accreditation standards. The survey is administered by Skyfactor™, ensuring student anonymity. Results from the year are compiled by Skyfactor™ into an aggregate report which provides student responses and compares our program with like programs across the nation. Skyfactor™ compares the NSU program mean to schools with the same Carnegie level. The NSU MSN program uses the Carnegie level as a standard for comparison for the Skyfactor™ questions used as an assessment measure. The scale for the Skyfactor™ questions ranges from one to seven with seven being the highest score.
Note[2]: Assessment period. The MSN assessment data is based on the calendar year Jan-Dec. For clarity and to be consistent with university programs, we will label the 2017 year as 2017-2018 and 2018 year as 2018-2019. AY=Assessment Year

SLO 1. Synthesize theories from nursing sciences and related disciplines to guide the design and implementation of culturally sensitive care to client, families, and communities within the respective professional scope and standard of advanced nursing practice.

Measure 1.1.
Assessment Method: Graded Final Practicum: 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 advanced practice nursing.
Expected Outcome: 90% of students will achieve a final score of 80% or better on the initial graded final practicum.

Finding. Target was met.

AY 2016-2017:   97% (58/60) of students scored 80% or higher Target Met
AY 2017-2018:   97% (70/72) of students scored 80% or higher Target Met
AY 2018-2019:   98% (65/66) of students scored 80% or higher Target Met

Analysis. The graded final practicum involves faculty evaluation of student performance in the clinical setting. This final practicum accurately reflects the culmination of students' clinical knowledge. Demonstration allows teacher-student interaction after the practicum to facilitate learning.

In the 2017-2018 assessment year the expected outcome was met. Based on the analysis of the results, the plan for the 2018-2019 assessment year was for faculty to: 1) contact preceptors on a weekly basis to ensure regular communication regarding student performance/learning, clinical experiences, and students delivery of appropriate, culturally sensitive care; and 2) change the Primary Care Pediatric Nurse Practitioner (PCPNP) primary text to *Burn's Primary Care Pediatrics*. This text is written by nurse practitioners for nurse practitioners and includes discussions regarding nursing theory, nursing science, as well as practice which are congruent with the pediatric national certification exam. In addition, the MSN program's plan was to expand the use of: 1) Shadow Health in teaching NURG 5700, 2) "Clinical Pearls" assignments in concentration specific clinical courses, and 3) Flipgrid, and other video formats in NURG 5810. Additionally, a new NURG 5280 pathophysiology section was to be offered.

In the 2018-2019 AY, the above plan was implemented. Faculty contacted preceptors on a weekly basis, the PCPNP text was changed to Burn's *Primary Care Pediatrics,* and previous practices were maintained. Additionally, the use of Flipgrid was added to sections of NURG 5100 Social Forces. In the 2018-2019 AY, 98% of students achieved a score of 80% or better on the final practicum, exceeding the expected outcome of 80%. Therefore, the target was met.

Decision. Based on the analysis of the 2018-2019 results, the plan for the 2019-2020 assessment year is to 1) add a genomics course to the MSN curriculum in the Fall of 2019 to further incorporate the science of genomics into guiding advanced practice nursing care, 2) evaluate the use of Burn's text as the cohort first using this new text will

be graduating in the Spring of 2019 and taking their certification exam, 3) expand the use of Flipgrid to other MSN courses.

Measure 1.2.
Assessment Methods: Skyfactor™ Questions:
1. Q86 "To what degree did the MSN program enhance your ability to integrate evidence from nursing and other sciences as the foundation for practice?"

2. Q80 "Regarding clinical prevention and population health for improving health, to what degree did your MSN program enhance your ability to apply organizational, client-centered, and culturally appropriate concepts in the delivery of evidence based clinical prevention and population care and services to patients?"

Expected Outcome: Equal to or greater than Carnegie mean score (Range 1-7)

Finding. Target was met.

Question 1 (86) Integrate evidence
AY 2016-2017: NSU Mean – 6.31**;** Carnegie Mean Score – 6.15   Target Met
AY 2017-2018: NSU Mean – 6.41; Carnegie Mean Score – 6.15   Target Met
AY 2018-2019: NSU Mean – 6.69; Carnegie Mean Score – 6.17   Target Met

Question 2 (80) Apply culturally appropriate concepts
AY 2016-2017: NSU Mean – 6.44; Carnegie Mean Score - 6.12   Target Met
AY 2017-2018: NSU Mean – 6.38; Carnegie Mean Score - 6.09   Target Met
AY 2018-2019: NSU Mean – 6.69; Carnegie Mean Score – 6.10   Target Met

Trended results

Year	2016-17	2017-18	2018-2019
Skyfactor™ Question	Q86 Integrate evidence	Q86 Integrate evidence	Q86 Integrate evidence
NSU	6.31	6.41	6.69
Carnegie	6.15	6.15	6.17
	Q80 Apply culturally appropriate concepts	Q80 Apply culturally appropriate concepts	Q80 Apply culturally appropriate concepts
NSU	6.44	6.38	6.69
Carnegie	6.12	6.09	6.10

Analysis. All MSN students take core courses which include NURG 5010 Research in Nursing, NURG 5100 Social Forces and Nursing Practice, NURG 5120 Theory Oriented Nursing Practice, and NURG 5280 Advanced Human Physiology and Pathology for Advanced Practice Nurses. These courses provide the foundation for advanced nursing practice that students use as they enter their clinical and functional role concentrations.

In the 2017-2018 AY the expected outcome was met. Based on the analysis of the results, the plan for the 2018-2019 assessment year was to: 1) maintain synchronous online forum presentations and discussion of clinical guidelines with students but decrease the number of participants for each forum to approximately 10 to 15 students with two faculty facilitators. This allowed more interaction between students and faculty and ensured all students had a chance to participate in course discussions; 2) update NURG 5100 Social Forces and Nursing Practice to reflect current trends in nursing and policy because of the dynamic political climate; and 3) reformat the research content (NURG 5010 & NURG 5995) to ensure students complete mini research proposals which represent their comprehension of the research process and understanding of the necessity to preform article reviews and determine the best evidence.

In the 2018-2019 AY, the above plan was implemented. The research content revision was started in the NURG 5995 course by having students complete the mini proposal. Additionally, assignments were added to the FNP courses that required students to find practice guidelines on assigned topics, develop PowerPoint (PPT) presentations, and present the information with a case study. Also, NURG 5810 faculty added an assignment in which students found a research article and addressed how a family theory was used as the framework.

In the 2018-2019 assessment year, the NSU mean score for Question #86 was 6.69, which exceeded expected outcome the Carnegie mean score of 6.17. The NSU mean score for Question #80 was 6.69, which also exceeded the expected outcome of the Carnegie mean score of 6.10. Thus, the target was met for both questions. This is evidence that graduating students believed the MSN program enhanced their ability to integrate evidence from nursing and other sciences as the foundation for practice and apply organizational, client-centered, and culturally appropriate concepts in the delivery of evidence based clinical prevention and population care and services to patients.

Decision. Based on the analysis of the 2018-2019 results, the plans for 2019-2020 are to 1) revise NURG 5010 to better prepare students to begin writing the mini proposal in NURG 5995. It is expected that by initiating the writing of research mini proposals in the NURG 5010 course, students will be better prepared for NURG 5995 and NURG 5996; and 2) add a practice guidelines assignment to all WHNP didactic courses-similar to the assignment in FNP courses.

Measure 1.3.
Assessment Method: NURG 5830 Role of the Nurse Practitioner in Clinical Practice assignment on cultural and spiritual sensitivity.
Expected Outcome: 90% of the students will score 80% or better.

Finding. Target was met.

AY 2016-2017: 98.7% (76/77) scored 80% or higher   Target Met
AY 2017-2018: 97.0% (67/69) scored 80% or higher   Target Met
AY 2018-2019: 98.6% (69/70) scored 80% or higher   Target Met

Analysis. In the 2017-2018 assessment year, the expected outcome was met. Based on the analysis of the evidence, the plan for the 2018-2019 assessment year was for faculty to: 1) provide current examples and online resources for students to ensure a variety of spiritual and cultural modalities that can be used when providing culturally sensitive care to clients, families, and communities; and 2) provide interactive lectures to ensure engagement in cultural and spiritual aspects of care for different populations. Although students were currently addressing the spiritual/cultural variable in the application of Neuman's framework to practice, further emphasis was needed regarding the significance of this variable on delivering effective care.

In the 2018-2019 assessment year, the above plan was implemented. Faculty in NURG 5830 Role of the Nurse Practitioner in Clinical Practice provided various resources for students, such as articles and websites (i.e. CIRRIE Cultural Competence). Further, NP students assigned clinical experiences at the MLK Health Center and Healthworx Clinics began providing care to a growing population of Hispanic, African, and Middle Eastern people. In the 2018-2019 assessment year, 98.6% of students achieved a score of 80% or higher on the assignment on cultural and spiritual sensitivity in NURG 5830. This met the expected outcome.

Decision. Based on the analysis of the 2018-2019 results, the plans for the 2019-2020 assessment year are to: 1) implement components of the AACN Tool Kit for Cultural Competency in Nursing Education, and 2) offer a LGBQ+ cultural advocacy seminar for faculty and students.

Measure 1.4.
Assessment Method: Alumni Survey question 5a
Question 5a asks alumni to rate their satisfactions with how well the MSN program prepared them to incorporate knowledge, theory, and skill bases from scientific disciplines as related to provision of culturally sensitive care to clients, families and communities within the standards and scope of practice. Answer choices are not satisfied, somewhat satisfied, satisfied, and very satisfied.
Expected Outcome: 80% of one year alumni select satisfied or very satisfied

Finding. Target was met.

AY 2016-2017:   95% satisfied or very satisfied (N=23) Target Met
AY 2017-2018: 100% satisfied or very satisfied (N=11)   Target Met
AY 2018-2019:   80% satisfied or very satisfied (N=10)   Target Met

Analysis.   Students currently address the spiritual/cultural variables in the application of Neuman's framework to practice in role and clinical courses. The one-year alumni feedback is important because the graduates have been able to work in the communities and have a better understanding of the knowledge and skills needed during their education to prepare them as competent advanced practice nurses.

In the 2017-2018 assessment year, the expected outcome/target was met. Based on the analysis of the results, the plans for the 2018-2019 assessment year were for faculty to: 1) enhance the synchronous online forum presentations and discussion of

clinical guidelines with students by decreasing the number of participants for each forum, by having 2 faculty per forum with approximately 10 to 15 students. This allowed more interaction with students and faculty, and ensured all students had a chance to participate and engage each other; 2) update NURG 5100 Social Forces and Nursing Practice to reflect the most current trends in nursing and policy due to the dynamic political climate; 3) revise NURG 5010 Research in Nursing to facilitate student comprehension of the rigor expected in research; 4) expand the use "Clinical Pearls" assignments; and 5) expand the use Flipgrid and other video formats in NURG 5810 Family Dynamics for advance Nursing Practice.

In the 2018-2019 assessment year, the above plan was implemented. The positive outcomes from these measures may not been seen for 1-3 years as this measure is an alumni survey which is sent to alumni one year after graduation. Additionally, some courses involved in the plan are taken one year or more before graduation.

In the 2018-2019 assessment year, 80% of students responding to the alumni survey were "satisfied" or "very satisfied" the MSN program "prepared them to incorporate knowledge, theory, and skill bases from scientific disciplines as related to provision of culturally sensitive care to clients, families and communities within the standards and scope of practice." This result met the expected outcome of 80%.

Decision. The actions from the previous year will not be evident in the alumni survey for 1-2 years. Based on the analysis of the 2018-2019 results, the plan for the 2019-2020 assessment year is to: 1) provide a seminar/continuing education (CE) on LGBT+ advocacy training for students and faculty; 2) update NURG 5100 Social Forces and Nursing Practice to reflect the most current trends in nursing and policy due to the dynamic political climate; 3) revise NURG 5010 Research in Nursing to facilitate student preparation for writing content for the NURG 5995 and NURG 5996 courses, 4) expand the use of Flipgrid to other courses, and 5) implement components of the AACN Tool Kit for Cultural Competency in Nursing Education.

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: Functional Role Comprehensive Examination is administered in the last semester of course work. This examination is comprised of several scenarios/questions with specific criteria that must be addressed, depending upon the student's selected practice role (NP, educator, administrator).
Expected Outcome: 90% of students will score 80% or higher on the first attempt.

Finding. Target was met.

AY 2016-2017:	96.7% (55/57)	scored > 80%	Target Met
AY 2017-2018:	97.3% (71/73)	scored > 80%	Target Met

AY 2018-2019:   93.5% (58/62)   scored $\geq$ 80%   Target Met

Analysis. Throughout the MSN program, responsibility and accountability of the Advanced Practice Nurse (APN) as an advocate for population health is emphasized on local, state, and national levels. Students complete three to four role courses (depending on the role) which incorporate strategies (including readings, lectures, and other module activities) to prepare them to successfully complete the role comprehensive exam. During these courses, students develop a plan that demonstrates integration of their knowledge and advocates for their patients.

In the 2017-2018 assessment year, the expected outcome was met. Based on the analysis of the evidence, the plans for the AY 2018-2019 were for faculty to: 1) incorporate, into selected courses, changes in the local, state, and national environments that potentially impact advanced practice nursing; 2) utilize appropriate and consistent nomenclature such as "change-agent" across courses and across the program to ensure student understanding of the language; 3) examine the consistency of each role and clinical course in adding the local, state and national factors that impact APN practice; 4) provide current examples, interactive lectures, online resources, to promote student advocacy for patients; and (5) emphasize the application of state and national legal and professional standards and scope of practice relative to specialty concentrations.

In the 2018-2019 assessment year, the above plan was implemented. In addition, faculty in NURB 5840 Role of the NP in Business developed a student seminar in which the Director of Advanced Practice Nursing for the Louisiana State Board of Nursing presented regulatory information to the 3rd level NP students. Information presented at this seminar included how to obtain initial prescriptive authority, obeying rules of collaborative practice, obtaining a controlled substance license, and scope of practice. Student questions were answered related to scope of practice and limits of practice according to the NP population (acute care versus primary care). The content was delivered in person to NP students in Alexandria and by compressed video to students in Shreveport. In NURG 5090 Curriculum Development in Nursing Education, resources and assignments were updated to include the 2018 Standards for Accreditation from CCNE. Additionally, resources for modules were updated in all role courses in the Nurse Educator program. In the 2018-2019 assessment year, 93.5% of students achieved a score of 80% or better on the Functional Role Comprehensive Exam, meeting and exceeding the expected outcome.

Decision. Based on the analysis of the 2018-2019 assessment year results, the plan for the 2019-2020 assessment year is for faculty to: 1) offer a yearly student seminar which presents a representative from the LSBN to discuss current regulatory issues for new nurse practitioners, and 2) add a "mock comprehensive" assignment in each of the educator role courses.

Measure 2.2.
Assessment Method: Skyfactor™ survey questions:
Question 68: "To what degree did your MSN program enhance your ability to work as a change agent?"

Question 140: "To what degree did your didactic and clinical courses prepare you in the following content areas? Ability to articulate advance practice role issues."
Expected Outcome: Equal to or greater than the Carnegie mean score (Range 1-7)

Finding. Target was met.

Question 68 - Act as a change agent
AY 2016-2017: NSU Mean – 6.29**;** Carnegie Mean Score – 5.97   Target Met
AY 2017-2018: NSU Mean – 6.08**;** Carnegie Mean Score – 5.95   Target Met
AY 2018-2019: NSU Mean – 6.34**;** Carnegie Mean Score – 5.99   Target Met

Question 140 – Articulate role issues
AY 2016-2017: NSU Mean – 6.19**;** Carnegie Mean Score – 5.87   Target Met
AY 2017-2018: NSU Mean – 6.19**;** Carnegie Mean Score – 5.78   Target Met
AY 2018-2019: NSU Mean – 6.33**;** Carnegie Mean Score – 5.85   Target Met

Trended Results

Year	2016-2017	2017-2018	2018-2019 N=69
Skyfactor™ Question	Q68 Act as change agent	Q68 Act as change agent	Q68 Act as change agent
NSU	6.29	6.08	6.34
Carnegie	5.97	5.95	5.99
Skyfactor™ Question	Q140 Articulate role issues	Q140 Articulate role issues	Q140 Articulate role issues
NSU	6.19	6.19	6.33
Carnegie	5.87	5.78	5.85

Analysis. Throughout the MSN program, the responsibility and accountability of the Advanced Practice Nurse (APN) as an advocate for population health is emphasized on local, state, and national levels. Students complete three to four role courses (depending on the role) which incorporate strategies (including readings, lectures, and other module activities) to prepare them to successfully complete the role comprehensive exam. During these courses, students develop a plan that demonstrates integration of their knowledge and advocates for their patients.

In the 2017-2018 assessment year, the expected outcome was met. Based on the analysis of the evidence, the plans for the AY 2018-2019 were for faculty to: 1) incorporate any changes in the local, state, and national environments that potentially impact advanced practice nursing into courses in the program; 2) utilize appropriate and consistent nomenclature such as "change-agent" across courses and across the program to ensure student understanding of the language; 3) examine the consistency of each role and clinical course in adding the local, state and national factors that impact APN practice; 4) provide current examples, interactive lectures, online resources, to promote student advocacy for patients; and (5) continue to emphasize the application of state and national legal and professional standards and scope of practice relative to specialty concentrations.

In the 2018-2019 assessment year, the above plan was implemented. In addition, faculty in NURB 5840 Role of the NP in Business developed a student seminar in which the Director of Advanced Practice Nursing for the Louisiana State Board of Nursing presented regulatory information to the 3rd level NP students. Information presented at this seminar included how to obtain initial prescriptive authority, obeying rules of collaborative practice, obtaining a controlled substance license, and scope of practice. Student questions were answered related to scope of practice and limits of practice according to the NP population (acute care versus primary care). The content was delivered in person to NP students in Alexandria and by compressed video to students in Shreveport.

In the 2018-2019 assessment year, the NSU mean score for question 68 was 6.34, which exceeded the Carnegie mean score of 5.99. This met the expected outcome. Also, the NSU mean score for question 140 was 6.33, which exceeded the Carnegie mean score of 5.85. This also met the expected outcome. NSU mean scores on both questions have met the benchmark for the last three years and this year's mean scores increased from last year. This evidence demonstrates that students believe the MSN program has enhanced their ability to work as a change agent and prepared them to articulate advance practice role issues.

Decision. Based on the analysis of the 2018-2019 assessment year, the plans for the 2019-2020 assessment year are to: 1) incorporate changes in the local, state, and national environments that potentially impact advanced practice nursing into courses in the program, 2) encourage student participation in local Louisiana Association of Nurse Practitioner (LANP) organization or other professional nursing organization, and 3) encourage student attendance at the annual LANP Legislative Bill Review Conference and/or LSNA Nurse Day at the Legislature/Capitol.

Measure 2.3.
Assessment Method: Alumni Survey
Question 5b asks alumni to rate their satisfaction with how well the MSN program prepared them to be an accountable, responsible practitioner of advanced nursing and a consumer advocate to effect relevant change to improve the health and citizens on a local, state, and national level. Answer choices are not satisfied, somewhat satisfied, satisfied, and very satisfied.
Expected Outcome: 80% of one-year alumni will select satisfied or very satisfied

Finding. Target was met.

AY 2016-2017: 91% were satisfied or very satisfied (N=23)   Target Met
AY 2017-2018: 100% were satisfied or very satisfied (N=11)   Target Met
AY 2018-2019: 90% were satisfied or very satisfied (N=11)   Target Met

Analysis. In the 2017-2018 assessment year, the expected outcome was met. Based on the analysis of the evidence, the plan for the 2018-2019 assessment year was for faculty to: 1) contact preceptors on a weekly basis to ensure regular communication regarding student performance/learning, clinical experiences, and students delivery of

appropriate, culturally sensitive care; 2) incorporate any changes in the local, state, and national environments that potentially impact advanced practice nursing into courses in the program, and 3) change the Primary Care Pediatric Nurse Practitioner (PCPNP) primary text to *Burn's Primary Care Pediatrics*. This text is written by nurse practitioners for nurse practitioners and includes discussions regarding nursing theory, nursing science, as well as practice which are congruent with the pediatric national certification exam In addition, the MSN program's plan was to expand the use of: 1) Shadow Health in teaching NURG 5700, 2) "Clinical Pearls" assignments in concentration specific clinical courses, 3) Flipgrid, and other video formats in NURG 5810, and 4) to offer the new NURG 5280 pathophysiology section.

In the 2018-2019 AY, the above plan was implemented. All faculty contacted preceptors on a weekly basis, the PCPNP text was changed to Burn's Primary Care Pediatrics, and previous practices were continued. Additionally, Flipgrid use was expanded to NURG 5100 Social Forces. On the MSN Alumni Survey, 90% of respondents reported they were satisfied or very satisfied with their preparation to be an accountable, responsible practitioner of advanced nursing and a consumer advocate to effect relevant change to improve the health and citizens on a local, state, and national level.

Decision. Based on the analysis of the results, the plans for the 2019-2020 assessment year are to: 1) incorporate changes in the local, state, and national environments that potentially impact advanced practice nursing into courses in the program, 2) add a genomics course to the MSN curriculum in the Fall of 2019 to further incorporate the science of genomics into guiding advanced practice nursing care, 3) evaluate the use of Burn's text as the cohort first using this new text will be graduating in the Spring of 2019 and taking their certification exam, and 4) offer a yearly student seminar which presents a representative from the LSBN to discuss current regulatory issues for new nurse practitioners, 5) evaluate and update Adult-Gerontology Nursing I & II and Maternal-Child and Family Nursing I & II on content related to practicing as an change agent, consumer advocate, and as an accountable, responsible practitioner of advanced nursing.

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: The PILT is completed prior to graduation, usually in the last semester of course work. The MSN students complete either a pilot project, integrative review of literature, systematic review of literature, or concept analysis.
Expected Outcome: 90% of the students will score 80% or higher

Finding. Target was met.

AY 2016-2017: 100% (62/62) scored $\geq$ 80%   Target Met
AY 2017-2018: 100% (74/74) scored $\geq$ 80%   Target Met
AY 2018-2019: 100% (64/64) scored $\geq$ 80%   Target Met

Analysis. Students work in groups of three to four to develop a PILT project during NURG 5995 Research Seminar I, and they implement the project during two consecutive semesters in NURG 5996 Research Seminar II. Each student group is led by a graduate faculty prepared at the doctorate level. The students' PILT projects are program requirements to the Graduate School. During MSN PCC meetings, PILT faculty provide updates regarding their specific students' progress with the PILT projects.

In the 2017-2018 assessment year, the expected outcome was met. Based on the analysis of the evidence, the plan was to: 1) limit the number of groups per faculty to ensure students get the needed attention to successfully progress to completion of the projects, 2) restructure NURG 5995 Research Seminar I (offered in the summer semester) to provide the students with a solid foundation to begin their projects immediately upon the start of NURG 5996 Research Seminar II, which is offered in the fall semester, 3) expand the use of doctorate prepared adjunct faculty to serve on the PILT committees, and 4) incorporate more voice over PowerPoints to guide students while working on their PILTs.

In the 2018-2019 assessment year, the above plan was implemented. Students in NURG 5995 formed groups of 3 or 4 students per PILT group. Most faculty had one section (2 groups). Two doctorate prepared adjunct faculty were assigned NURG 5996 PILT groups. Faculty shared and posted voice over PowerPoints and/or scheduled WebEx meetings to disseminate information regarding PILT requirements. In the 2018-2019 assessment year, 100% of PILT groups scored at or above 80%. Therefore, the expected outcome was met.

Decision. Based on the analysis of the results, the plan for the 2019-2020 assessment year is to: 1) Incorporate more voice over PowerPoint presentations to guide students in the PILT process, and 2) implement the approved curriculum changes in Fall 2019 which include the addition of an informatics course.

Measure 3.2.
Assessment Method: Skyfactor™ questions:
Question 66: "To what degree did your MSN program enhance your ability to apply research outcomes within the practice setting?"

 Question 67: "To what degree did your MSN program enhance your ability to resolve practice problems using research?"

Expected Outcome: Mean score equal to or greater than the Carnegie mean score.

Finding. Target was met.

Question 66   Apply research
AY 2016-2017: NSU Mean 6.50;   Carnegie Mean 6.11   Target Met
AY 2017-2018: NSU Mean 6.42;   Carnegie Mean 6.09   Target Met
AY 2018-2019: NSU Mean 6.54;   Carnegie Mean 6.11   Target Met

Question 67   Resolve practice problems using research
AY 2016-2017: NSU Mean 6.42;   Carnegie Mean 6.09   Target Met
AY 2017-2018: NSU Mean 6.29;   Carnegie Mean 6.07   Target Met
AY 2017-2018: NSU Mean 6.50;   Carnegie Mean 6.09   Target Met

Trending Results

Year	2016-2017	2017-2018	2018-2019
Skyfactor™ Question	Q66 Apply research	Q66 Apply research	Q66 Apply research
NSU	6.50	6.42	6.54
Carnegie	6.11	6.09	6.11
Skyfactor™ Question	Q67 Resolve problems	Q67 Resolve problems	Q67 Resolve problems
NSU	6.42	6.29	6.50
Carnegie	6.09	6.07	6.09

Analysis. In the 2017-2018 assessment year, the expected outcome was met. Based on the analysis of the results, the plans for the 2018-2019 assessment year were to: 1) contact preceptors weekly (rather than sporadically) throughout the semester to help guide students in the clinical setting and through the didactic courses, and 2) continue the WebEx sessions which help students become familiar with clinical guidelines and how they "fit" into clinical practice in a very real way.

In the 2018-2019 assessment year, the above plan was implemented. Preceptors were contacted weekly by faculty and WebEx sessions were added to describe clinical guidelines. The MSN PCC also discussed and made curricula changes which resulted in seeking approval for the addition of an informatics course. In the 2018-2019 assessment year, the NSU mean score for question 66 was 6.54, which met the expected outcome of meeting or exceeding the Carnegie mean score of 6.11. Therefore, the target was met. The NSU mean score for question 67 was 6.50, which met the expected outcome of meeting or exceeding the Carnegie mean score of 6.09. Therefore, the target was met.

Decision. Based on the analysis of the results, the plans for the 2019-2020 assessment year are to: 1) incorporate more voice over PowerPoint presentations to guide students in the PILT process, and 2) implement the approved curriculum changes in the Fall 2019 semester which include the addition of an informatics course.

Measure 3.3.
Assessment Method: Alumni Survey: Question 5c asks alumni to rate their satisfaction with how well the MSN program prepared them to become a producer and consumer of

research evidence, contributing to ursing theory, nursing practice, and to use evidence based research to improve client and healthcare outcomes. The selection of choices on the alumni survey include (1) not satisfied, (2) somewhat satisfied, (3) satisfied, and (4) very satisfied.

Expected Outcome: Eighty percent (80%) of alumni will select satisfied or very satisfied.

Finding. Target was met.

AY 2016-2017:	83% (N=23)	Expected Outcome 80%	Target Met
AY 2017-2018:	100% (N=11)	Expected Outcome 80%	Target Met
AY 2018-2019:	80% (N=10)	Expected Outcome 80%	Target Met

Analysis. NURG 5010 is the first foundational research course in the MSN student's curriculum. In the 2017-2018 assessment year, the expected outcome was met. Based on the analysis of the evidence, the plan for the 2018-2019 assessment year was to: 1) have a seasoned researcher teach NURB 5010 to further revise the course and enhance the student learning experiences, 2) include WebEx sessions in which students can ask questions in a synchronous environment and other students can benefit, 3) have consistent faculty teaching NURG 5010 Research in Nursing and NURG 5995 Research Seminar to help students see the connection between the courses, 4) use a pre-assessment exam, but for purposes of student enlightenment only, not to be included as a course grade, and 5) make the final exam a graded exam.

        In the 2018-2019 assessment year, the above plan was implemented. A faculty member with expertise in research was assigned to NURG 5010 and NURG 5995. Because this faculty only began teaching this course in Spring 2018, the effects on the responses to the Alumni Survey will not been seen until the survey for the graduates of 2019. Those results will come in 2020. In the 2018-2019 assessment year, 80% of students selected "satisfied" or "very satisfied" to this question. This is a decrease from the previous year (100%), but did meet the expected outcome.

Decision. Based on the analysis of the results, the plans for the 2019-2020 assessment year are to 1) continue the plan from 2017-2018, since the effects from this action cannot be analyzed until 2020, and 2) incorporate the addition of an informatics course in Fall 2019.

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

Measure 4.1.
This measure has three questions from the Skyfactor Survey. Each is addressed separately.

First Question
Assessment Method: Skyfactor™ survey question:
Question 141: "To what degree did your didactic and clinical courses prepare you in the following content area? Business aspects of practice."
Expected Outcome: Mean score equal to or greater than the Carnegie mean score.

Finding. Target was met.

Question 141   Business aspects
AY 2016-2017: NSU Mean 5.87; Carnegie Mean 5.04   Target Met
AY 2017-2018: NSU Mean 5.83; Carnegie Mean 5.00   Target Met
AY 2018-2019: NSU Mean 5.95; Carnegie Mean 5.18   Target Met

Analysis: Business aspects of the nurse practitioner role are taught in NURG 5840 Role of the Nurse Practitioner in Business Practice.
        In the 2017-2018 assessment year, the expected outcome was met. Based on the analysis of the results, the plans for the 2018-2019 assessment year were to: 1) reconsider the business plan assignment, 2) consider adding more content related to credentialing, insurance, and licensure, and 3) continue the presentation by the LSBN, and 4) add a resume as an assignment.
        In the 2018-2019 assessment year, the above plan was implemented. A resume was added as an assignment and the business plan assignment was restructured. A template was provided for each part of the business plan to guide students. Modules with exercises related to credentialing, insurance and licensure were added. Overall, the end-of-the-semester student evaluations of the course were positive compared with the previous two years. However, the comments continue to be less than favorable regarding the amount of work for a one credit hour course. In the 2018-2019 assessment year, the NSU mean score was 5.95, which exceeded the expected outcome of the Carnegie mean score of 5.18. The program has met the target for the last three years.

Decision. Based on the analysis of the results, the plans for the 2019-2020 assessment year are to: 1) include coding and billing exercises in NURG 5840, in addition to current business related content; 2) modify the business plan for those students who will practice in the acute care settings rather than primary care; and 3) revise the three role courses (4 hours total) to result in two role courses (2 credit hours each).

Second Question
Assessment Method: Skyfactor™ survey question:
Question 74: "To what degree did your MSN program enhance your ability to intervene through the system level at the policy development process?"
Expected Outcome: Mean score equal to or greater than the Carnegie mean score.

Finding. Target was met.

Question 74 Intervene through system level at policy development process
AY 2016-2017: NSU Mean 5.45 Carnegie Mean 5.63   Target Not Met
AY 2017-2018: NSU Mean 5.61 Carnegie Mean 5.67   Target Not Met
AY 2018-2019: NSU Mean 6.00 Carnegie Mean 5.72   Target Met

Analysis: NURG 5100 Social Forces provides the student with the opportunity to survey trends and developments in contemporary nursing and to examine the social forces affecting nurses, nursing, the client, and the health care system. Attention is focused on professionalism, the changing role of the nurse, legal and ethical frameworks and the professional practice of nursing in education and practice settings. Discussions include the skills needed to assess the system, conflicts, and means of entry into the political power base. Students select a current healthcare issue, identify stakeholders, and analyze healthcare policy and proposed solutions to the related issue. Students are required to complete a final video project that incorporates the historical, as well as the current, cultural, economic, ethical, legal, and political influences on the US healthcare system.

In the 2017-2018 assessment year, the expected outcome was not met. Based on the analysis of the results, the plan for the 2017-2018 assessment year was for faculty to update the Final Project in NURG 5100 to align with current issues and policies.

In the 2018-2019 assessment year, the above plan was implemented. Rather than focusing on the Affordable Care Act (2016-2017) or opposing healthcare legislation that was highlighted in the Presidential debates (2017-2018), students identified a proposed or current healthcare policy related to an area of interest. The students evaluated historical, cultural, economic, ethical, legal, and political influences that have or could have contributed to the success/failure of the selected healthcare proposal or policy.

Throughout the entire course, a variety of learning strategies were implemented to aid in student learning. Each module included relevant resources and helpful links (such as Kaiser, RAND Corporation, etc.), as well as quizzes and discussion boards. Examples and resources from current nursing and healthcare issues were integrated each semester to illustrate concepts being studied. In the end-of-course evaluations, students were asked how the teacher helped them learn the material for class. Comments included: "They pulled various resources in to teach with in addition to texts. Information that they believed would benefit us", "Providing additional materials via You Tube or additional websites such as RAND or WHO or KFF Giving real world examples of material through articles", and "She provided various learning tools-chapter assignments of course,… articles and video medium, web sites, references-that will be useful throughout my career."

In the 2018-2019 assessment year, the NSU mean score was 6.0, which exceeded the expected outcome of the Carnegie mean score of 5.72. Therefore, the expected outcome was met. The NSU mean score has increased each year for the last three years, and this year has met the target for the first time in three years.

Decision. Based on the analysis of the results, the plans for the 2019-2020 assessment year are to: 1) expand use of resources and tools given to students for each learning

module, and 2) maintain the final video project since the assignment encompasses all aspects of this SLO (historical, cultural, economic, ethical, legal, and political).

Third Question
Assessment Method: Skyfactor™ survey question:
Question 57: "To what degree did the MSN program enhance leadership skills that emphasize ethical decision making?"
Expected Outcome: Mean score equal to or greater than the Carnegie mean score.

Finding. Target was met.

Question 57   Emphasize ethical decision making
AY 2016-2017: NSU Mean 6.58; Carnegie Mean 6.24   Target Met
AY 2017-2018: NSU Mean 6.43; Carnegie Mean 6.24   Target Met
AY 2018-2019: NSU Mean 6.75; Carnegie Mean 6.21   Target Met

Analysis. Ethical decision making is integrated throughout the MSN program curriculum, particularly in the role courses, NURG 5100 Social Forces, and clinical courses. Examples of assignments involving ethics include the ethical dilemma assignment in Social Forces, watching the movie "John Q" and discussion of all aspects of the ethical dilemmas observed, and case scenarios.

In the 2017-2018 assessment year, the expected outcome was met. Based on the analysis of the evidence, the plan for the 2018-2019 assessment year was to consider changing some discussion forum assignments to self-graded quizzes or assignments to decrease the delay in feedback caused by the time required to grade discussion forums. The concern with this would be the loss of the robust discussions that are found with discussion forums; however, the benefit would be faster feedback to inform students of their progress in the course and in their understanding of the content.

In the 2018-2019 assessment year, the above plan was implemented. Ethical decision making was incorporated throughout the MSN program. In addition to reviewing the ethical concepts, details and examples of the APN ethical competency were studied in the introductory role course (NURG 5820) and social forces (NURG 5100). The application of this competency occurs in the clinical courses with various assignments and clinical site checkoffs. NURG 5100: In addition to maintaining discussion boards for some topics within the course, a variety of learning strategies were implemented to aid in student learning. Each module included relevant resources and helpful links (such as Kaiser, RAND Corporation, etc) as well as quizzes and discussion boards. Examples and resources from current nursing and healthcare issues were integrated each semester to illustrate concepts being studied. In the end-of-course evaluations, students were asked how the teacher helped them learn the material for class. Comments included: "They pulled various resources in to teach with in addition to texts. Information that they believed would benefit us", "Providing additional materials via You Tube or additional websites such as RAND or WHO or KFF Giving real world examples of material through articles", "She provided various learning tools-chapter assignments of course,… articles and video medium, web sites, references-that will be

useful throughout my career", and "By not only using the required texts but also providing outside sources to enrich learning."

In the 2018-2019 assessment year, the NSU mean score was 6.75, which was greater than the expected outcome of the Carnegie mean score of 6.21. Therefore, the expected outcome was met. This measure is consistently met with a high mean score of $\geq$ 6.3 on a scale of 1-7 and has exceeded the expected outcome for the past four years. This is evidence that graduating students feel the MSN program greatly enhanced leadership skills that emphasized ethical decision making.

Decision. Based on the analysis of the results, the plans for the 2019-2020 assessment year are to: 1) provide more opportunities for the application of ethical competencies within the MSN Program, such as presenting hypothetical ethical dilemmas in practice relevant to current clinical experiences, clinical performance evaluations with greater emphasis on the ethical competency, and possibly incorporating exam questions relevant to ethical competency. 3) In NURG 5100 Social Forces and Nursing Practice, expand the use of multiple interactive strategies interspersed with some writing assignments and Flipgrid videos.

Measure 4.2.
Assessment Method: NURG 5100 Social Forces and Nursing Practice assignment on Professional Ethics: the Ethical Dilemma assignment.
Expected Outcome: 80% of students will make 80% or higher

Finding. Target was met.

AY 2016-2017:	97.4% (77/76) scored $\geq$ 80%	Target Met
AY 2017-2018:	94.2% (65/69) scored $\geq$ 80%	Target Met
AY 2018-2019:	98.7% (77/78) scored $\geq$ 80%	Target Met

Analysis. The Ethical Dilemma assignment in NURG 5100 Social Forces and Nursing Practice is an assignment in which students watch the movie "John Q" and analyze the many ethical situations identified in the movie. Students are required to identify and apply the utilitarian and deontological schools of thought in the movie and discuss with classmates in the discussion forum.

All aspects of this SLO (historical, cultural, economic, ethical, legal, and political) are integrated throughout the MSN Program Curriculum, particularly in the role courses and NURG 5100 Social Forces and Nursing Practice.

In the 2017-2018 assessment year, the expected outcome was met. Based on the analysis of the results, the plan for the 2018-2019 assessment year was to: 1) enhance understanding of these (SLO 4) concepts by hosting a face to face viewing of the movie "John Q," followed by a live discussion on ethics using the multiple ethical situations presented in the movie, 2) incorporate the APN ethical competency into the role and clinical courses in the MSN Program, 3) provide more opportunities for the application of the ethical competency within the MSN Program, and 4) consider

replacing or adding an assessment method that encompasses the historical, cultural, economic, legal, and political influences on nursing and health care delivery.

In the spring semester a face-to-face showing of "John Q" was conducted, followed by a live discussion. This was well received by students, however, only seven students attended. Consequently, in the summer and fall semesters of 2018, the ethics assignment reverted back to written discussion board format due to inability of faculty to coordinate date/time of meeting with various students' schedules, locations, and availability. No student feedback was received specific to the format of the assignment, but requests were made for more movie options. Faculty did provide resources to enhance the student's understanding of the concepts, such as ANA Definitions and Code of Ethics and the Movie Café.

After covering the various influences (historical, cultural, economic, legal, and political) on nursing and healthcare delivery singly in each course module, students integrate and apply the knowledge to a healthcare policy or issue in the NURG 5100 Social Forces and Nursing Practice Final Video Project. Consequently, the MSN PCC decided the final project would provide a better measurement of SLO 4.

In the 2018-2019 assessment year, 98.7% of students achieved a score of 80% or higher on the Ethical Dilemma assignment. Trending results for this measure indicate that this measure has met the expected outcome for three years with 94 to 98% of students achieving a score of 80% or better. This is evidence that students are knowledgeable about ethical influence on nursing and health care delivery.

Decision. Based on the analysis of the results, the plan for the 2019-2020 assessment year is to: 1) change measure of 4.2 Question 3 (ethical dilemma assignment in NURG 5100) to the Final Project in NURG 5100, as this project encompasses not only the ethical component of SLO 4, but also the historical, cultural, economic, legal, and political influences on nursing and health care delivery. The expected outcome will be 90% of students will achieve a score of 80% or better; and 2) enhance the ethics assignment in NURG 5100 by offering a wider range of movie options or examples/scenarios for application of the ethical concepts in practice.

Measure 4.3.
Assessment Method: Alumni Survey: Question 5d asks alumni to rate their satisfaction with how well the MSN program prepared them to analyze the effect of historical, cultural, economic, ethical, legal and political influence on nursing and healthcare delivery. The choices include not satisfied, somewhat satisfied, satisfied, and very satisfied.

Expected Outcome: 80% of alumni will select "satisfied" or "very satisfied"

Finding. Target was not met.

AY 2016-2017: 83% were satisfied or very satisfied (N=23) Target Met
AY 2017-2018: 100% were satisfied or very satisfied (N=11) Target Met
AY 2018-2019: 70% were satisfied or very satisfied (N=10) Target Not Met

Analysis. Methods for teaching these concepts and the courses in which they are taught are in the information found in SLO 4, Measures 4.1 to 4.2.

In the 2017-2018 assessment year, the expected outcome was met. Based on the analysis of the results, the plans for the 2018-2019 assessment year were to: 1) reconsider the business plan assignment in NURG 5840; 2) consider adding more content related to credentialing, insurance, and licensure (NURG 5840); 3) continue the presentation by the LSBN (NURG 5840 Role of the Nurse Practitioner in Business Practice); 4) add a resume as an assignment (NURG 5840); and 5) change some discussion forum assignments to self-graded quizzes or assignments to decrease the delay in feedback caused by the time required to grade discussion forums.

In the 2018-2019 assessment year, the above plan was implemented. In NURG 5840 Role of the Nurse Practitioner in Business Practice, a resume was added as an assignment and the business plan assignment was restructured. A template was provided for each part of the business plan to guide students. Modules with exercises related to credentialing, insurance and licensure were added. Overall, the end-of-the-semester student evaluations of the course were positive compared with the previous two years. In addition, faculty in NURB 5840 Role of the NP in Business developed a student seminar in which the Director of Advanced Practice Nursing for the Louisiana State Board of Nursing presented regulatory information to the 3rd level NP students. Information presented at this seminar included how to obtain initial prescriptive authority, obeying rules of collaborative practice, obtaining a controlled substance license, and scope of practice. Student questions were answered related to scope of practice and limits of practice according to the NP population (acute care versus primary care). The content was delivered in person to NP students in Alexandria and by compressed video to students in Shreveport.

In the 2018-2019 assessment year, 70% of responding alumni (n=10) reported they were "satisfied" or "very satisfied" when asked how satisfied they were with how well the MSN program prepared them to "analyze the effect of historical, cultural, economic, ethical, legal and political influence on nursing and healthcare delivery". In 2018, three alumni responded, "somewhat satisfied", resulting in a weighted average of 3.1 on a scale of 1-4. Trending results for this measure indicate this measure was met for the past two year at 83% (2016) and 100% (2017). The last time the measure was not met was in 2015 (75%). When asked for suggestions for changes, one alumnus responded, "I wish billing codes would have been a bigger focus" and another responded "More clinical and skills experience, less busy work and papers. Too much time spent on theory and research".

Decision. Based on the analysis of the results for the 2018-2019 assessment year, the plan for the 2019-2020 assessment year is to: 1) include coding and billing exercises in NURG 5840 Role of the Nurse Practitioner in Business Practice, in addition to current business related content; 2) modify the business plan for those students who will practice in the acute care settings rather than primary care; 3) offer a yearly student seminar which presents a representative from the LSBN to discuss current regulatory

issues for new nurse practitioners; and 4) revise the three role courses (4 hours total) to result in two role courses (2 credit hours each).

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

Measure 5.1.
Measure 5.1 is composed of three Skyfactor questions. Data regarding each question will be presented separately. Analysis of the three questions will be addressed as one item as all questions are closely related.
Assessment Method: Skyfactor™ questions –
Question128: "To what degree did your clinical and didactic courses prepare you in the following content areas: Interdisciplinary Team Concepts?"

Question 77: "As a member and leader of interprofessional teams, to what degree did your MSN program enhance your ability to manage and coordinate care by collaborating with team members?"

Question78: "As a member and leader of interprofessional teams, to what degree did your MSN program enhance your ability to manage and coordinate care by consulting other health professionals?"

Expected Outcome: Mean score equal to or greater than the Carnegie mean score.

Finding. Target was met for all three questions.

Question 128 – Interdisciplinary Team Concepts
AY 2016-2017: NSU Mean – 5.90**;** Carnegie Mean Score – 5.71   Target Met
AY 2017-2018: NSU Mean – 5.71**;** Carnegie Mean Score – 5.69   Target Met
AY 2017-2018: NSU Mean – 6.22**;** Carnegie Mean Score – 5.74   Target Met

Question 77 – Manage and coordinate care by collaborating with team members
AY 2016-2017: NSU Mean – 6.31**;** Carnegie Mean Score – 6.13   Target Met
AY 2017-2018: NSU Mean – 6.16**;** Carnegie Mean Score – 6.12   Target Met
AY 2017-2018: NSU Mean – 6.64**;** Carnegie Mean Score – 6.12   Target Met

Question 78 – Consulting with other health professionals
AY 2016-2017: NSU Mean – 6.25**;** Carnegie Mean Score – 6.10   Target Met
AY 2017-2018: NSU Mean – 6.10**;** Carnegie Mean Score – 6.09   Target Met
AY 2017-2018: NSU Mean – 6.66**;** Carnegie Mean Score – 6.10   Target Met

Trended

	2016-2017	2017-2018	2018-2019
	N=55	N=69	
Skyfactor™	Q128 Interdisc. Team concepts	Q128 Interdisc. Team concepts	Q128 Interdisc. Team concepts
NSU	5.90	5.71	6.22
Carnegie	5.71	5.69	5.74
Skyfactor™	Q77 Collaboration with team	Q77 Collaboration with team	Q77 Collaboration with team
NSU	6.31	6.16	6.64
Carnegie	6.13	6.12	6.12
Skyfactor™	Q78 Consulting other profess	Q78 Consulting other profess	Q78 Consulting other profess
NSU	6.25	6.10	6.66
Carnegie	6.10	6.09	6.10

Analysis. The three questions in this measure address the related concepts of interprofessional teams, collaboration, and consultation. This content is taught and/or reinforced in all MSN clinical and role courses. Interdisciplinary patient care assignments include discussion boards, and the synthesis and demonstration of these concepts in clinical practice. The required text for the APRN role courses is Hamric and Hanson's Advanced Practice Nursing (6th Ed.). The text is used throughout these courses for learning/enhancement of the key concepts related to interprofessional collaboration.

In the 2017-2018 assessment year, the expected outcome was met for all questions in this measure. The plan for the 2018-2019 assessment year was to revise some of the clinical courses to include a monthly WebEx session to enhance student learning through student-led discussions on selected case studies which promote the use of core competencies and interprofessional collaboration.

In the 2018-2019 assessment year, the plan was implemented. In addition, faculty and students continued work in the interdisciplinary clinics at the Martin Luther King (MLK) Health Center and Healthworx Clinic. In these settings there are limited resources and complex patients which challenge faculty and students to provide comprehensive care that meets patients' needs. Faculty and students manage resources and services within the community in order to navigate the patient through the health care delivery system. The faculty also made plans for curricula changes in which the three role courses will be combined, resulting in two role courses.

In the 2018-2019 assessment year, the NSU mean score for question 128 (Interdisciplinary Team Concepts) was 6.22, which exceeded the expected outcome of the Carnegie mean score (5.74). The NSU mean score for question 77 (collaborating with team members) was 6.64, which exceeded the expected outcome of the Carnegie mean score (6.12). The NSU mean score for question 78 (consulting) was 6.66, which exceeded the expected outcome of the Carnegie mean score (6.1). The target was met for all three questions in this measure and has been met for the past three years. These

results are evidence that students believe the MSN program enhanced their ability to communicate, collaborate, and work in teams and with other health professionals.

Decision. Based on the analysis of the results, the plans for the 2019-2020 assessment year are to: 1) expand NP student learning opportunities at the MLK Health Center and Healthworx Clinics, 2) implement the approved curriculum revision of combining the three role courses into two role courses, 3) invite content experts from specialty disciplines as guest speakers, and 4) evaluate student learning of interdisciplinary collaboration and teamwork in Educator and Administrator courses.

Measure 5.2.
Assessment Method: NURG 5830 Role of the Nurse Practitioner in Practice - assignment on interprofessional collaboration.
Expected Outcome: 80% of students will receive 80% or higher

Finding. Target was met.

AY 2016-2017:   96% (74/77) achieved an 80% or higher   Target met
AY 2017-2018: 100% (50/50) achieved an 80% or higher   Target met
AY 2018-2019: 100% (70/70) achieved an 80% or higher   Target met

Analysis.   This assignment focused on the core competencies of collaborative practice as defined by Interprofessional Education Collaborative (IPEC) and American Association of Colleges of Nursing (AACN). The expected outcome was 80% of students would achieve an 80% or higher on the 50-point assignment on interprofessional collaboration.

In the 2017-2018 assessment year, the expected outcome was met. Based on the analysis of the results, the plan for the 2018-2019 assessment year was for faculty to: 1) keep abreast of updates and trends in interprofessional collaborative practice and education in advanced practice nursing, 2) incorporate the APN competencies of collaboration and consultation in the role and clinical courses, 3) provide current examples, lectures, resources, materials, etc to assure student engagement and comprehension of the collaborative competency, and 4) consider the integration of projects that challenge students to apply and extend these learned interprofessional collaborative competencies that enable them to manage healthcare resources in improving the health of patients and communities.

In the 2018-2019 assessment year, the plan was implemented. In addition, faculty and students continued work in the interdisciplinary clinics at the Martin Luther King (MLK) Health Center and Healthworx Clinic. In these settings there are limited resources and complex patients which challenge faculty and students to provide comprehensive care that meets patients' needs. Faculty and students manage resources and services within the community in order to navigate the patient through the health care delivery system. The faculty also made plans for curricula changes in which the three role courses will be combined, resulting in two role courses.

In the 2018-2019 assessment year, 100% of students scored 80% or higher on the interprofessional collaboration assignment. This met the expected outcome and is equal to the results from the previous year. The target has been met for the past three years.

Decision. Based on the analysis of the results, the plan for the 2019-2020 assessment year is to: 1) expand NP student learning opportunities at the MLK and Healthworx Clinics, and 2) implement curriculum revision of combining the three role courses into two role courses.

Measure 5.3.
Assessment Method: Alumni Survey. Surveys are sent to the one-year alumni. Question 5e asks alumni to rate their satisfaction with how well the MSN program prepared them to manage resources within a healthcare delivery system through collaboration with other healthcare providers, community, and clients.
Expected Outcome: 80% of alumni select satisfied or very satisfied

Finding. Target was met.

AY 2016-2017:	NSU Mean 87%	Expected Outcome: 80%	Target Met.
AY 2017-2018:	NSU Mean 100%	Expected Outcome: 80%	Target Met
AY 2018-2019:	NSU Mean 90%	Expected Outcome: 80%	Target Met

Analysis. The MSN program prepares graduates to manage resources within a healthcare delivery system through collaboration with other healthcare providers, the community, and clients in all clinical and role courses. Collaborating within the healthcare delivery system is taught through patient care assignments included discussion boards, and the synthesis and demonstration of these concepts in clinical practice.

In the 2017-2018 assessment year, the expected outcome was met. Based on the analysis of the evidence, the plan for the 2018-2019 assessment year was to revise some of the clinical courses to include a monthly WebEx session to enhance student learning through student-led discussions, utilizing case studies which allow the use of core competencies, collaboration, identification of community resources, and interdisciplinary relationships. In addition, faculty were to continue to: 1) incorporate the APN competencies of collaboration and consultation in the role and clinical courses, 2) provide current examples, lectures, resources, materials, etc to assure student comprehension of the collaborative competency, 3) engage students via WebEx's and in faculty-led interdisciplinary clinics to facilite learning about health systems, and 4) consider the integration of projects that challenge students to apply and extend these learned interprofessional collaborative competencies and enable them to manage healthcare resources in improving the health of patients and communities.

In the 2018-2019 assessment year, the plan was implemented. In the 2018-2019 assessment year, 90% of responses on the alumni survey were "satisfied" or "very

satisfied." This met the expected outcome of 80%. The percentage was lower than the 100% response from last year, but slightly higher than the 87% from two years ago. In trending it is evident that alumni feel the MSN program prepared them to manage resources within a healthcare delivery system through collaboration with other healthcare providers, community, and clients.

Decision. Based on the analysis of the results, the plan for the 2019-2020 assessment year is to 1) incorporate the new informatics course for increased efficiency with management of healthcare resources, collaboration with other healthcare providers/community/clients.

Measure 5.4.
Assessment Method: Alumni Survey. Surveys are sent to the one year alumni. Question 5f asks alumni to rate their satisfaction on how well the MSN program prepared the graduate contribute to the continued professional development and improvement of self, client, community, and healthcare delivery systems.
Expected Outcome: 80% of alumni will select "satisfied" or "very satisfied"

Finding. Target was met.

AY 2016-2017:	NSU Mean 91%	Expected Outcome: 80%	Target Met.
AY 2017-2018:	NSU Mean 100%	Expected Outcome: 80%	Target Met
AY 2018-2019:	NSU Mean 90%	Expected Outcome: 80%	Target Met

Analysis. Professional development and improvement of self, client, community, and healthcare delivery systems is threaded throughout the MSN curriculum. Readings and assignments on these concepts are found in the role courses, Social Forces in Nursing Practice (NURG 5100), Family Dynamics for Advanced Practice Nursing (NURG 5810), and in clinical courses. In clinical courses, students learn to apply the Neuman Systems Model to their clinical practice. This provides a structure for future practice and the provision of holistic care to clients, communities, and healthcare teams and systems

In the 2017-2018 assessment year, the expected otucome was met. Based on the analysis of the results, the plan for the 2018-2019 assessment year was to revise some of the clinical courses to include a monthly WebEx session to enhance student learning through student-led discussions, utilizing case studies which allow the use of core competencies, collaboration, identification of community resources, and interdisciplinary relationships. In addition, the faculty will continue to use case studies revised in the past year, work with students in the interdisciplinary clinics at the Martin Luther King Health Center and Healthworx Clinic, require the family/community resources assignment and have discussion board forums related to interdisciplinary patient care, collaboration, and lifelong learning.

In the 2018-2019 assessment year, the plan was implemented. In the 2018-2019 assessment year, 90% of respondents to the alumni selected "satisfied" or "very satisfied" on question 5f. The results of 90% is lower than the 100% from last year, but

near the 91% from two years ago. Overall, the result is well above the expected outcome of 80% and is evidence that alumni who responded are satisfied with how well the MSN program prepared them to contribute to the continued professional development and improvement of self, client, community, and healthcare delivery systems.

Decision. Based on the analysis of the results, the plan for the 2019-2020 assessment year is to: 1) expand NP student learning opportunities at the MLK Health Center and Healthworx Clinics, 2) implement approved curriculum revision of combining the three role courses into two role courses, and 3) encourage student participation in local Louisiana Association of Nurse Practitioner (LANP), Louisiana State Nurses Association (LSNA), or other professional nursing organizations.

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

Measure 6.1.
Assessment Method: All MSN students complete a paper in lieu of thesis (PILT). Students are encouraged to submit the PILT for publication in a professional nursing journal or present a podium or poster presentation at a local, regional, or state conference.
Expected Outcome: 80% of students will present their PILT at a local, state, regional, or national conference as a poster or podium presentation (This was a new measure for 2018-2019).

Finding. Target was met.

AY 2018-2019: 89.06% (57/64)   Target Met

Old Assessment Method: 100% of students will present the PILT or submit PILT for publication.
Old finding:
AY 2016-2017: 100% (62/62)   Target Met
AY 2017-2018: 100% (74/74)   Target Met

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

In the 2017-2018 assessment year, the expected outcome was met. It was decided the measure for the 2018-2019 would be: "80% of students will present their PILT at a local, state, regional, or national conference as a poster or podium presentation." This change in the measure will better indicate continued professional development and improvement of self, client, community, and healthcare delivery systems.

In the 2018-2019 assessment year, the plan was implemented and 89.06% of students presented their PILT at a local, state, regional, or national conference as a poster or podium presentation. This met the expected outcome of 80%. Seven students (2 groups) did not present, but submitted for publication instead, which is an option for students.

Decision. Based on the analysis of the results, the plan for the 2019-2020 assessment year is to encourage all students to disseminate via local, state, regional, or national conference as a poster or podium presentation.

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

In the 2018-2019 assessment year, the MSN program implemented many plans to enhance student learning. Changes were made based on student evaluations, data collected in the SLO measures, student feedback, faculty assessment of students, and implementation of best practices. As a result, the MSN program met all expected outcomes that had a direct measure. All of the indirect measures through the Skyfactor survey were also met. Only one graduate satisfaction measure was not met. This measure was an alumni survey which had a 15% return rate. The certification rates for nurse practitioners for first time takers was 94.4% and all respondents to the one-year alumni survey were employed in a job for which their degree prepared them (nurse practitioner, educator, or administrator). Discussion was started regarding thoughts on removing the GRE criteria for entering the MSN program and the possibility of a curriculum revision with the deletion of the Skills courses in the NP concentrations.

Some interventions implemented will not result in immediate improvements on SLO measures like the Skyfactor™ survey. Some measures initiated affected students who were just starting clinical and will not take the Skyfactor™ survey until they are graduating. Below are measures that were implemented in the 2018-2019 assessment year that contributed to MSN student learning and success:

- Expanded the use of Flipgrid to NURG 5100
- PCPNP text changed to Burn's Primary Care Pediatrics
- Faculty contacted preceptors on a weekly basis to ensure regular communication between faculty and preceptors regarding students and their clinical experiences and the delivery of appropriate, culturally sensitive care.
- NP students researched practice guidelines and utilized them with presentations of case studies
- The Director of Advanced Practice Nursing for the Louisiana State Board of Nursing presented regulatory information to the 3rd level NP students.

Information included obtaining initial prescriptive authority, rules for collaborative practice agreements, obtaining a controlled substance license, and scope of practice

- Students were given a template for each part of the business plan in NURG5840, and a resume assignment was added.
- Updated/revised lectures, resources, case studies, and teaching materials with current information/materials.
- NURG 5010 was restructured to give more information on PILT research and completion of a mini proposal.
- The number of PILT groups was limited to one section (two groups) per faculty, unless workload and faculty expertise demonstrated ability to take two sections (which occurred with one PhD prepared faculty).
- Students obtained clinical experiences in the interdisciplinary clinics at the Martin Luther King Health Center and Healthworx Clinic.
- MSN curriculum was revised to add two new courses that are congruent with the MSN Essentials. These courses are Genomics for Nursing Practice and Informatics for Nursing Practice. These courses will be taught Fall of 2019.
- Three nurse practitioner role courses (4 credit hours total) were combined into 2 role courses at 2 credit hours each. These courses will be taught in 2020.
- Incorporated graduate school requirements for PILT projects directly into the NURG 5996 course syllabus so students would have easy access to clear, concise requirements.
- Developed a voice over PowerPoint for students who chose to do the systematic review to guide them through the process.
- Expand the use of Shadow Health in NURG 5700 Methods of Clinical Nursing Assessment, which is a computer based, interactive learning program that serves as a lab for practicing advanced assessment techniques, including focused history, cultural sensitivity, and empathy.
- Changed textbooks in NURG 5810 Family Dynamics for Advance Nursing Practice from two textbooks to one less expensive, but still suitable textbook.
- Added "Clinical Pearls" assignments in concentration specific clinical courses to help students learn common conditions for specific populations.
- Had groups of students present clinical guidelines via voice over PowerPoints and post the presentations in their clinical concentration courses for all students to see. The guidelines were then discussed in synchronous online forums with interaction between students and clinical faculty. Students also discussed how they applied the guidelines to clinical experiences and received feedback from faculty and fellow students.
- Developed a new grading rubric for the Functional Role Comprehensive Exam that more clearly outlined expectations for students than the previous rubric.
- Revised the NP role comprehensive exam to ask two questions only, rather than offering the students a choice of three questions. The three questions on the role exam was confusing to students.
- Offered a NP role comprehensive review prior to the examination.
- Hired doctorate prepared adjunct faculty to augment full time faculty to serve as

major professors for PILT groups. The goal was achieved for faculty to have no more than two PILT student groups

Plan of action moving forward.

Many changes will be made during the 2019-2020 assessment year based on the analysis of the 2018-2019 results. This year will be a time of in-depth review of the Student Learning Outcomes and measures to ensure a more concise and effective use of measures. Below are plans for the 2019-2020 assessment year:

- Keep abreast of updates and trends in interprofessional collaborative practice and education in advanced practice nursing to be sure students are learning the latest information.
- Review the Student Learning Outcomes and measures to ensure more concise and effective use of measures.
- Provide LGBT+ advocacy workshop/CE for faculty and students in 2019.
- Provide interactive lectures on cultural spiritual aspects of care for different populations utilizing the AACN Tool Kit for Cultural Competency in Nursing Education.
- Implement the new MSN curriculum which includes a stand-alone genomics course and informatics course.
- Decrease the number of participants in the synchronous online forum presentations and discussion of clinical guidelines in NURG 5100 to ensure meaningful participation.
- Update NURG 5100 Social Forces and Nursing Practice to reflect the most current trends and dynamic political climate in nursing.
- Schedule a representative from the LSBN to present current regulatory issues for new nurse practitioners.
- Add a "mock comprehensive" assignment in each of the educator and administrator courses.
- Incorporate changes in the local, state, and national environments that potentially impact advanced practice nursing into all clinical courses.
- Encourage participation in local Louisiana Association of Nurse Practitioner (LANP), Louisiana State Nurses Association, or other professional nursing organization
- Encourage attendance of the annual LANP Legislative Bill Review Conference and/or the LSNA Nurses Day at the Legislature.
- Incorporate more voice over power points to guide students in the PILT process and emphasize the importance of students choosing a PILT project that relates to their practice population.
- Include coding and billing exercises in NURG 5840, in addition to current business-related content.
- Modify the business plan for those students who will practice in the acute care rather than primary care settings.

- Expand the integration of multiple interactive learning strategies and resources such as Flipgrid, Sway, and/or interactivity video resources from Microsoft Stream.
- Maintain use of final video project in NURG5100 since the assignment encompasses historical, cultural, economic, ethical, legal, and political issues related to advanced nursing practice and the project will be used as measure 4.2.
- Incorporate the APN ethical competencies into the role and clinical courses in the MSN program
- Provide more opportunities for the application of ethical competencies within various the MSN Program courses.
- Offer a wider variety of ethical scenarios/movies for students to evaluate in NURG 5100 for the ethics assignment.
- Replace the measure for SLO 4.2 with the NURG 5100 Final Project. The expected outcome will be 100% of students will achieve a score of 80% or better.
- Continue student learning at MLK Health Center and Healthworx Clinics.
- Invite content experts from specialty disciplines (physicians, pharmacists, psychologists, etc) as instructors or guest speakers where applicable.
- Implement MSN curricular changes: 1) Three nurse practitioner role courses (four credit hours total) will be combined into two role courses at two credit hours each. These courses will be taught in 2020; 2) Add NURG 5690 Informatics for Nursing Practice; and 3) Add NURG 5370 Genomics for Nursing Practice.
- Ensure core competencies content is taught in role courses
- Encourage students to attend professional organizations for increased engagement with professional organizations.
- Encourage students to disseminate PILT projects via local, state, regional, or national conferences as a poster or podium presentations.