

Master of Science in Nursing Program

Division or Department: College of Nursing (CON)

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution 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 (CON) 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:

1. for the development of knowledge, intellectual skills, and clinical competence necessary to fulfill the role of the advanced practice registered nurse.
2. for the development of skills and knowledge to function as an educator, an administrator, or a nurse practitioner and,
3. to provide a foundation for doctoral study.

MSN Student Learning Outcomes (SLO): The Master of Science in nursing graduate will:

1. Integrate theories, knowledge, skills, and findings from nursing science, scientific disciplines, and humanities to guide the delivery of culturally sensitive care to client, families, and communities within the professional scope and standards of the advanced practice of nursing.
2. Demonstrate responsibility and accountability as a practitioner of advanced nursing and consumer advocate to affect relevant change that will improve the health of citizens at a local, state, and national level.
3. Utilize a scholarly inquiry process, grounded in evidence-based research, to become a producer and consumer of research evidence which contributes to the development and improvement of nursing theory, nursing practice, and ultimately client and healthcare outcomes.

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4. Analyze the effect of historical, cultural, economic, ethical, legal, and political influence on nursing and health care delivery.
5. Manage resources within a health care delivery system through collaboration with other health care providers, 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 faculty and recorded in course reports.
- (2) Faculty review, analyze and decide on actions; these proposed actions are then shared and reviewed by the MSN Program and Curriculum Committee (PCC). Alterations to present teaching or evaluations methods are discussed and recorded in the MSN PCC minutes.
- (3) The results are shared with the Director of Assessment and analyzed at the MSN Assessment Committee meeting. The committee discusses data analysis, interpretation, actions, trends, results, and plans to address needed improvements.
- (4) The MSN Assessment Committee findings are discussed in the MSN PCC meetings. Additional insights and actions are added to the SLOs based on faculty input.
- (5) Significant findings are reported in the Administrative Council (AC) meeting.

Student Learning Outcomes:

Note¹: Previously, Skyfactor survey questions were used as measures of the SLOs and the actions taken to improve student learning and increase student satisfaction were based on the results. In the AC 2019, the CON faculty became very cognizant of the time delay associated with the results from the Skyfactor survey and the impact that time delay has on the evaluation of actions taken to improve student learning. Graduating students from the Fall, Spring, and Summer semesters are asked to complete the Skyfactor survey. Results are aggregated by Skyfactor and reported to the CON in the following fall semester. Consequently, results seen in the annual Fall report are reflections of evaluations of the previous year. Actions implemented in the past have been initiated in courses throughout the curriculum. The average MSN program length for a student graduating on time is 2.75 years. Consequently, actions implemented in the first courses would not be evaluated by students in the Skyfactor survey until they graduated, over 2 years later, and those results would not come to the CON until at least 6 months later. That would be a two-and-a-half-year delay in getting evaluations of actions taken to improve student learning. Therefore, the CON decided to discontinue the use of the Skyfactor survey questions as a measure of Student Learning Outcomes (SLOs), but to continue to trend Skyfactor results, being mindful of the time delay in the evaluation of the program. New measures have been developed to replace the previous measures of Skyfactor questions. Additionally, all measures were reviewed to determine

if they were the best measure for the SLO. If faculty felt another measure would better measure the SLO, the measure was revised/replaced with a more appropriate measure. Therefore, some measures seen in this report (2019) will be different from last year's report (2018).

Note²: In this in-depth review of the SLO measures, we realized that the wording on SLOs 1 and 3 were not consistent with our Website SLOs. After a review of the MSN minutes, the correct version was verified, and all documents were corrected. The results are corrected on this document with rewording of SLOs 1 and 3.

SLO 1. Integrate theories, knowledge, skills, and findings from nursing science, scientific disciplines, and humanities to guide the delivery of culturally sensitive care to client, families, and communities within the professional scope and standards of the advanced practice of nursing.

Measure 1.1.

Assessment Method: Graded Final Practicum

Expected Outcome: 90% of students will achieve a final score of 80% or higher on the initial graded final practicum.

Finding. Target was met.

Trending.

2019: 100% (68/68)

2018: 98% (65/66)

2017: 97% (70/72)

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

In the 2018 assessment year, the target was met. Ninety-eight percent (65/66) of students achieved a score of 80% or higher on the Final Practicum. Based on the analysis of the results in 2018, in 2019 faculty made significant changes by initiating a revised curriculum that included new information related to genomics. A new course, NURG 5370 Genomics for Nursing Practice, was added to further incorporate this science into guiding advanced nursing practice care. There was a textbook change for the pediatrics education in the FNP track two years ago to Burn's textbook; the effectiveness of this change was just analyzed in 2019, and the decision to continue this text was maintained. As a result, in 2019 100% (66/66) students achieved a score of 80% or better on the Graded Final Practicum.

Decision. In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the plan includes: 1) improving student comprehension of advanced practice tasks by hosting an APRN Skills CE event during the spring 2020 semester. The

improvements made to the MSN program to include genomics and informatics coursework lead the MSN PCC to enrich our students learning experience by providing a skills event to further expound upon concentration specific skills discussed in clinical courses.

Measure 1.2.

Assessment Methods: Assignment on cultural and spiritual sensitivity (NURG 5830 Role of the Nurse Practitioner in Practice; NURG 5220 Role of the Nurse Educator; NURG 5110 Leadership in Healthcare)

Expected Outcome: 90% will score 80% or higher

Finding. Target was met.

Trending.

2019: 100% (78/78)

	2019		2020		2021	
Cultural & Spiritual Sensitivity Assign.	NURG 5830 n = 74/74	100%	NURG 5830 n =		NURG 5830 n =	
	NURG 5220 n = 4/4	100%	NURG 5220 n =		NURG 5220 n =	
	NURG 5110 n = 0/0	N/A	NURG 5110 n =		NURG 5110 n =	
Total	78/78	100%				

Analysis. This is a new measure for the 2019 year, taking the place of a Skyfactor question. Each role concentration has a course which includes an assignment related to cultural and spiritual sensitivity. These are the assignments utilized to measure this SLO.

In 2019, students had assigned readings such as “Making Primary Care Culturally Competent” that related to cultural sensitivity in the provision of care. Additionally, a free seminar CE event was provided to students and faculty directed at LGBTQ+ cultural advocacy. This year, 78/78 (100%) students achieved a score of 80% or higher on the assignments utilized to measure this SLO.

Decision. In the 2019 assessment year, the target was met. Based on the analysis of the 2019 results, in 2020, the faculty will implement: 1) additional resources such as the AACN Cultural Competence Tool Kit in role courses to further educate students about nursing models and promote culturally sensitive care, and 2) update culture references/resources in clinical course didactics.

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

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

Finding. Target was met

Trending.

2019: 94% (62/66)

2018: 93.5% (58/62)

2017: 97.3% (71/73)

Analysis. Throughout the MSN program, responsibility and accountability of the Advanced Practice Nurse (APRN) as an advocate for population health is emphasized on local, state, and national levels. Students complete two to four role courses (depending on the role) which incorporate various learning strategies (including readings, lectures, and other module activities) in preparation to practice the new role. During these courses, students develop a plan that demonstrates integration of their knowledge and advocates for their patients. The role comprehensive examination is administered in the last semester of clinical course work. This examination is comprised of several scenarios/questions with specific criteria that must be addressed, depending upon the student's selected practice role (NP, educator, administrator).

In the 2018 assessment year, the target was met with 93.5% (58/62) of students passing the role comprehensive exam on the first attempt. The remaining students all passed on second attempt and noted lack of preparation for exam as reasons for poor performance. Based on the analysis of the results in 2018, in 2019 faculty arranged for a content expert from the LSBN to come speak on campus about regulatory issues for the APRN. The detailed discussion was recorded and posted in the online classroom for students who were not able to attend. To emphasize the importance of the role of the APRN, each role course had study guides to assist students in preparing for the role comprehensive examination; educator role courses NURG 5070, 5090 and 5220 integrated a study guide for role comp created by faculty.

It was also greatly encouraged during NP role courses for students to attend LANP annual legislative bill review. This systematic two-day event helps students understand the process with which APRNs can learn more from their advanced practice lobbying agency, as well as the process of how healthcare can be transformed through intentional representation. As a result, in 2019, 64/68 (94%) students achieved a score of 80% or better on the role comprehensive examination.

Decision. In the 2019 assessment year the target was met. Based on the analysis of the 2019 results, in 2020, the plan will include: 1) invitation of LSBN representative for discussion of APRN regulatory issues, and 2) develop a new comprehensive study guide/packet to share with students in preparation for the role comprehensive examination. This in-depth review should help students reanalyze previously learned information prior to the role comprehensive exam.

Measure 2.2.

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

Expected Outcome: 80% will score 90% or higher

Finding. Target was met

Trending.

2019: 92% (54/59)

Analysis. This is a new measure for the 2019 year, taking the place of a Skyfactor question. Course objectives in NURG 5700 support the catalog description: Advanced health assessment of infants, children, adults, prenatal and elderly with emphasis on data collection and establishing priorities for health maintenance and prevention of illness. The Shadow Health Comprehensive Assessment provides an in-depth evaluation of student's growth over the semester detailing key areas of advanced practice competencies and clinical reasoning skills. The Shadow Health program, along with laboratory lectures, guides students to becoming accountable advanced practice nurses that can provide advanced health assessment including advocacy for patients. In 2019, the target was met with 92% (54/59) of students scoring 90% or higher on the comprehensive assessment.

Decision In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be to: 1) increase frequency of optional laboratory lectures with additional laboratory dates to expand time spent with students in preparation for initial clinical experience as an advanced practice student, and 2) provide student access to joVE peer-reviewed scientific video journal for online courses (contingent on funding). The videos produced through this pioneering journal are engaging, as well as a great foundation for students' knowledge about advanced nurse practice. These videos will be embedded into existing lectures to improve students' abilities to demonstrate improved healthcare delivery to clients in varied clinical environments.

SLO 3. Utilize a scholarly inquiry process, grounded in evidence-based practice, to become a producer and consumer of research evidence which contributes to the development and improvement of nursing theory, nursing practice and ultimately client and healthcare outcomes.

Measure 3.1.

Assessment Method: Paper in Lieu of Thesis in NURG 5996 Research Seminar II

Expected Outcome: 90% of the students will score 80% or higher

Finding. Target was met

Trending.

2019: 100% (74/74)

2018: 100% (64/64)

2017: 100% (74/74)

Analysis. The PILT is completed prior to graduation. Students complete either a pilot project, integrative review of literature, systematic review of literature, or concept 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 one to two semesters in NURG 5996 Research Seminar II. Each student group is led by a graduate faculty prepared at the doctorate level. The students' PILT projects are requirements of the Graduate School. During MSN PCC meetings, PILT faculty provide updates regarding their students' progress with the PILT projects.

In the 2018 assessment year the target was met. Based on the analysis of the results in 2018, in 2019 NURG 5995/5996 faculty incorporated increased direction of the PILT process with the use of voice over PowerPoint presentations. In the fall of 2019, the MSN program implemented a curriculum change that integrated an informatics course which should further enrich students' knowledge of evidenced based practice and performance improvement. The effect of this new course should be seen in program assessment 2020. These changes in 2019 resulted in 100% (74/74) of students achieving a score of 80% or better on the PILT.

Decision. In the 2019 assessment year, the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be to: 1) improve communication between PILT groups with a shared online classroom between the faculty. In the past, faculty have all had separate online classrooms with varying documents. Implementing a shared Moodle shell with one lead faculty to direct the course environment should improve communication between all online course users, thereby facilitating success with the PILT.

Measure 3.2.

Assessment Method: Mini Proposal Assignment in NURG 5010 (Research in Nursing)

Expected Outcome: 80% will score 80% or higher on the first attempt

Finding. Target was met.

Trending.

2019: 91% (60/66)

Analysis. This is a new measure for the 2019 year, taking the place of a Skyfactor question. The mini proposal is part of a three-assignment learning process. The mini proposal enhances learning by allowing the students to integrating the research process into a nursing problem selected by students. Multiple quantitative research design methodologies, ethical considerations, and time limitations help students understand the complexities of the study designs found in the literature. In the mini proposal, students present their problem to other students and faculty, enhancing dissemination of the material. Lastly, an IRB application is submitted to facilitate learning of the ethical concepts of research. In the fall semester of 2019, it was decided to remove a literature review table assignment and replace it with a statistical examination. After review of this

change students were found to have a disconnect in properly scrutinizing evidenced based research, so it was decided that the literature review table would once again be incorporated into the course. In 2019, 91% (60/66) of students scored 80% or higher on their Mini Proposal assignment.

Decision. In the 2019 assessment year, the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be to: 1) reincorporate the literature table into the course assignments, and 2) maintain the statistics exam. After experiencing this removed in the Fall 2019 it was clear that this assignment was integral to the learning process for basic graduate learners. The statistics exam that was introduced in replacement of the literature table in Fall 2019 had good outcomes for students and will be kept in the 2020 year.

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

Measure 4.1.

Assessment Method: Social Determinants of Population Health NURG 5100 (Social Forces in Nursing Practice)

Expected Outcome: 90% will score 80% or higher

Finding. Target was not met.

Trending.

2019: 86% (19/22)

Analysis: This is a new measure for the 2019 year, taking the place of the a Skyfactor question and previous ethical dilemma assignment. Objective #6 in NURG 5100 is “Demonstrate an understanding of ethical decision making and its role in health care provision and health care policy.” Prior to this fall, an ethical dilemma discussion board was used to measure SLO 4.2. However, with review of the course, it was decided to create a new additional assignment that would encompass more than an ethics discussion. The new assignment centers around economic, social, and environmental disadvantages of select populations.

To aid the students process of becoming knowledgeable about the content for this assignment, instruction was given through an online module. The module contained engaging videos discussing the Triple Aim project along with insight from the Institute of Healthcare Improvement. In addition to textbook readings, students were given details about evaluation criteria through an attached assignment rubric.

In 2019, 86% (19/22) of students scored an 80% or higher on this assignment. Three students did not meet the benchmark 80% this fall related to tardiness and poor response to assignment details/rubric.

Decision. In the 2019 assessment year the target was not met. Based on the analysis of the 2019 results, in 2020, faculty will: 1) provide further instruction about the posted grading rubric emphasizing importance of detailed criteria through announcements; 2)

provide video announcements throughout the semester to encourage increased engagement. FlipGrid has been used in many courses with good outcomes and will be considered for this course along with new adaptive features in Microsoft stream, allowing digital media, forms, and quizzing to be interwoven in previous lecture presentations; and 3) incorporate additional resources (i.e.AACN Toolkit) on cultural sensitivity to further improve cultural awareness. Further data will be collected this coming summer 2020 to align with this new SLO measure to provide trending for future years.

Measure 4.2.

Assessment Method: Final Project in NURG 5100 (Social Forces in Nursing Practice)

Expected Outcome: 90% will score 80% or higher

Finding. Target was met.

Trending.

2019: 99% (99/100)

Analysis: NURG 5100 Social Forces provides students 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.

This is a new measure for the 2019 year, taking the place of a Skyfactor question. Students were encouraged to view and discuss healthcare reform videos provided by course faculty. Textbook readings and review of several articles challenged the students to look at healthcare as advanced practice nurse leaders. The final project required that students identified a proposed or current healthcare policy related to a healthcare provision of interest and evaluated the historical, cultural, economic, ethical, legal, and political influences that contributed to the success/failure of the healthcare proposal or policy. Students were also required to provide thoughtful responses and insights when reviewing their classmate's final projects. In 2019, 99% (99/100) of students scored an 80% or higher on the final project.

Decision. In the 2019 assessment year the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be to: 1) add updated videos and articles to reflect the changing political environment, 2) encourage students to join a professional nursing organization, and 3) encourage students to communicate with local and state

representatives to improve the accessibility of healthcare seen on the local and state level through letter writing.

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

Measure 5.1.

Assessment Method: Role Assignment (NURG 5830 Role of the Nurse Practitioner in Practice; NURG 5110 Leadership in Healthcare; NURG 5220 Role of the Nurse Educator)

Expected Outcome: 80% will score an 80% or higher

Finding. Target was met

Trending:

2019: 98.7% (77/78) (73/74 NURG 5830, 4/4 NURG 5220, 0/0 NURG 5110)

Analysis. This is a new measure for the 2019 year, taking the place of Skyfactor questions. This assignment was created to guide students on multiple degrees of collaboration seen across the spectrum of care delivered by APRNs. The assignments are developed so students reflect and share the importance of collaboration in their practice. Students are given the opportunity to discuss with other students their experiences with collaboration and are asked to elaborate about how their practice is impacted in care management and delivery.

This past fall (2019) NP clinical courses had two guest speakers. Dr. Henry provided a lecture with information on consultation with urology specialty. This lecture was well received and further improved students' awareness of collaborative efforts with specialists. Respiratory therapy specialist, Dr. Wissing, also discussed respiratory disorders seen in primary care practice and the hospital. Both speakers helped students better understand the roles of other health care providers and will be consulted again in 2020. In 2019 this measure was evaluated in discussion board form; this was a great means to have students communicate with each other. In 2019, 98.7% (77/78) of students scored an 80% or higher on this assignment.

Decision. In the 2019 assessment year the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be to: 1) revise the present content provided to students with updated research articles that discuss collaborative practice, and 2) introduce peer-reviewed articles to increase students' knowledge prior to assignment submission.

Measure 5.2.

Assessment Method: Clinical Narrative/Log (2nd clinical courses: NURG 5050, 5320, 5420, 5540, 5780, 5860, 5920, and 5330)

Expected Outcome: 100% will satisfactorily address collaborative practice

Finding. Target was not met.

Trending:

2019: 85% (73/85)

Analysis. This is a new measure for the 2019 year, taking the place of Skyfactor questions. As there is varied documentation between role concentrations, the clinical coordinators to each program assess students on competency of collaboration in the clinical setting through different tools. Many of the nurse practitioner programs document collaborative practice understanding through SOAP notes. The SOAP note assignment is a lengthy assignment that details a specific clinical encounter, of the student's choosing, and describes the advanced practice measures of assessment and plan formulation including collaborating with other health care providers. Students are required to document patient encounters through their clinical experiences and collaboration with varied personnel is routinely documented.

In 2019, 85% (73/85) of students satisfactorily addressed collaborative practice in a clinical narrative/log in 2nd level clinical courses. As this was a new measure that was created in the Summer of 2019, many clinical coordinators did not initiate this measure during the second clinical semester. The special roles of administration and psych-mental health did not have adequate documentation to support that this goal was measured.

Decision. In the 2019 assessment year the target was not met. Based on the analysis of the 2019 results, in 2020, faculty will: 1) enhance the importance of collaborative practice by having varied guest speakers present about their specialty, and 2) attend multidisciplinary teamwork exercises through a Team STEPPS event scheduled in January 2020. Team STEPPS is a 2-day learning seminar that discusses the importance of interprofessional collaboration. After this presentation, the faculty will be able to disseminate these practices to enhance the MSN program.

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

Measure 6.1.

Assessment Method: PILT dissemination

Expected Outcome: 100% of students will present their PILT or submit their PILT for publication.

Finding. Target was met.

Trending:

2019: 100% (74/74)

2018: 100% (64/64)

2017: 100% (74/74)

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 one to two semesters in NURG 5996 Research Seminar II. Each student group is led by graduate faculty prepared at the doctorate level. The students' PILT projects are required to meet certain criteria outlined in the course, as well as criteria determined by the Graduate School. Presenting the PILT or submitting it for publication contributes to continued professional development and improvement of healthcare systems. The dissemination of research, reviews, and other scholarly work are key to improving healthcare outcomes.

In the 2018 assessment year, the target was met. Based on the analysis of the results in 2018, in 2019 faculty encouraged all students to disseminate via local, state, regional, or national conference as a poster or podium presentation. As a result, in 2019 100% (74/74) students presented their PILT or submitted their PILT for publication.

Decision. In the 2019 assessment year the target was met. Based on the analysis of the 2019 results, in 2020, faculty will: 1) encourage students to present their PILT at the local STTI research event in Shreveport. If students are unable to present at this event, then publication or presentation to alternate venue will be supported; 2) include a shared course platform for all students to have access to the same materials with all faculty sharing course content.

Measure 6.2.

During the 2019 assessment cycle, the MSN PCC decided to add an additional measure for SLO 6 which will initially be measured in 2020.

Assessment Method: Member of a professional nursing organization question

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

Finding. Target is pending

Trending:

2020: XX% (XX/XX)

Analysis.

Decision.

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

In the 2019 assessment year, the MSN program implemented many plans to enhance student learning. Changes were made based on student evaluations, data

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collected in the SLO measures, student feedback, faculty assessment of students, and implementation of best practices. As a result, the MSN program met almost all expected outcomes that had a direct measure.

Below are measures that were implemented in the 2019 assessment year that contributed to MSN student learning and success:

- Provided LGBT+ advocacy workshop/CE for faculty and students.
- Provided interactive lectures on cultural spiritual aspects of care for different populations.
- Implemented the new MSN curriculum which includes a stand-alone genomics course and informatics course.
- Decreased the number of participants in the synchronous online forum presentations and discussion boards of clinical guidelines in NURG 5100 through the creation of smaller groups to ensure meaningful participation.
- Attended Quality Matters program enhancement lectures and incorporated key tools into online courses.
- Updated NURG 5100 Social Forces and Nursing Practice to reflect the most current trends and dynamic political climate in nursing.
- Attended NONPF special topics conference to improve multiple MSN courses.
- Scheduled a representative from the LSBN to present current regulatory issues for new nurse practitioners.
- Included MSN student representative in MSN PCC meetings
- Updated the MSN orientation course with new faculty videos, new online modules, new library orientation with in-depth search strategies, and enhanced meet and greet breakfast.
- Added a “mock comprehensive” assignment in each of the educator and administrator courses.
- Incorporated changes in the local, state, and national environments that potentially impact advanced practice nursing into all clinical courses.
- Encouraged participation in local Louisiana Association of Nurse Practitioner (LANP), Louisiana State Nurses Association, or other professional nursing organization for increased engagement with professional organizations.
- Presented regulatory information to the 3rd level NP students by the Director of Advanced Practice Nursing for the Louisiana State Board of Nursing. Information included obtaining initial prescriptive authority, rules for collaborative practice agreements, obtaining a controlled substance license, and scope of practice.
- Updated/revised lectures, resources, case studies, and teaching materials with current information/materials.
- Encouraged attendance of the annual LANP Legislative Bill Review Conference and/or the LSNA Nurses Day at the Legislature.
- Incorporated 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.
- Included coding and billing exercises in NURG 5840, in addition to current business-related content.

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- Enhanced NURG 5700 Methods of Clinical Nursing Assessment course by adding Sherpath, which is a computer based, interactive learning textbook that serves to further assist students in preparation for exams with adaptive learning quizzes and intermittent testing while reading text.
- Modified the business plan for NP students to create a plan suitable to their specialty concentration. (acute care vs primary care vs women's health)
- Expanded the integration of multiple interactive learning strategies and resources such as Flipgrid, Sway, and/or interactivity video resources from Microsoft Stream.
- Hired doctorate prepared adjunct faculty to augment full time faculty to serve as major professors for PILT groups.
- Incorporated the APRN ethical competencies into the role and clinical courses in the MSN program
- Provided increased opportunities for the application of ethical competencies within the various MSN Program courses.
- Attended a national virtual workshop relating potential changes of MSN Essentials to improve teaching strategies in Fall 2019.
- Revised MSN documents including the student handbook, student advising forms, program overview, letter of recommendation form, and program offerings.
- Initiation of a scientific review committee by the CONSAH which will improve the PILT creation process.
- Removed the GRE requirement for admission for students with acceptable GPA.
- Removed the Literature table assignment from nursing research course NURG 5010 and replaced it with a statistical exam.
- Invited content experts from specialty disciplines (physicians, pharmacists, psychologists, etc) as guest speakers for urology and respiratory disorders content.
- Implemented the following MSN curricular changes:
 - 1) Three nurse practitioner role courses (four credit hours total) were combined into two role courses at two credit hours each. These courses will be taught in 2020.
 - 2) Added NURG 5690 Informatics for Nursing Practice (1-1-0).
 - 3) Added NURG 5370 Genomics for Nursing Practice (1-1-0).
- Implemented the following MSN SLO revisions:
 - 1) Replaced the measure for SLO 1.2 with an assignment on cultural and spiritual sensitivity found in role courses (NURG 5110, 5220, & 5830).
 - 2) Replaced the measure for SLO 2.2 with a comprehensive assessment taken in the Methods of Clinical Nursing Assessment course NURG 5700.
 - 3) Replaced the measure for SLO 3.2 with a research assignment, Mini Proposal, in the Research in Nursing course NURG 5010.
 - 4) Replaced the measure for SLO 4.1 with the NURG 5100 Social Determinants of Population Health assignment.
 - 5) Replaced the measure for SLO 5.2 with clinical narratives/logs from second level clinic courses (NURG 5050, 5320, 5420, 5540, 5780, 5860, 5920, & 5330).
 - 6) Added the measure SLO 6.2 with a role comprehensive question directed at

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- present membership of a professional nursing organization.
- Implemented the following MSN SLO retractions:
 - 1) Removed 2018 assessment measure SLO 1.2
 - 2) Removed 2018 assessment measure SLO 1.4
 - 3) Removed 2018 assessment measure SLO 2.2
 - 4) Removed 2018 assessment measure SLO 2.3
 - 5) Removed 2018 assessment measure SLO 3.2
 - 6) Removed 2018 assessment measure SLO 3.3
 - 7) Removed 2018 assessment measure SLO 4.1
 - 8) Removed 2018 assessment measure SLO 4.3
 - 9) Removed 2018 assessment measure SLO 5.1
 - 10) Removed 2018 assessment measure SLO 5.3
 - 11) Removed 2018 assessment measure SLO 5.4

Plan of action moving forward.

Many changes will be made during the 2020 assessment year based on the analysis of the 2019 results. Many SLO measures were changed in 2019, therefore, 2020 will give the first trended view of the new measures. Below are plans for the 2020 assessment year:

- Update courses with current information and trends in interprofessional collaborative practice.
- Utilize the AACN Tool Kit for Cultural Competency in Nursing Education.
- Update NURG 5100 Social Forces and Nursing Practice to reflect the most current trends in the dynamic political climate in nursing.
- Schedule a representative from the LSBN to present current regulatory issues for new nurse practitioners.
- Introduce a stand-alone coding/billing workshop with a content expert for students to attend in the Fall 2020 semester.
- Develop a skills workshop/CE event for students and local APRNs to attend on campus in efforts to improve care delivery locally.
- Integrate techniques using Microsoft office forms during narrated lectures to improve student engagement by embedding material in lectures.
- Decide on plans for introducing new examination techniques using Exam Soft
- Attend Team STEPPS program in Spring 2020 and integrate content into clinical courses for improved collaborative efforts between disciplines.
- Formulate new role competency guide for students and make this new review available for MSN students.
- Increase the number of days faculty are available for optional student lab practice in Assessment clinical course NURG 5700.
- Introduce peer-reviewed scientific video journal, joVE, into online courses including NURG 5700 assessment (contingent on funding).
- Improve student and faculty communication with PILT groups via shared online classroom sections with course documents managed by one lead faculty

AC 2019 Assessment

member.

- Reintegrate literature review table into research course NURG 5010; it is planned to keep additional statistics exam introduced in 2019.
- Add movies Alice and Philadelphia to existing John Q movie selection for NURG 5100 for ethics review module.
- Improve student understanding of electronic tracking of clinic hours by creating engaging video further explaining this process for students.
- Encourage student attendance at the 2020 LANP annual conference held in Shreveport in 2020.
- Implement measure of SLO 6.2 by including a role question asking the student if they are a member of a professional nursing organization on the role comprehensive examination.
- Implement the following MSN curricular changes:
 - 1) Remove the prerequisite of NURG 5120 Theory-Oriented Nursing Practice prior to NURG 5810 Family Dynamics
 - 2) Revise offering NURG 5960 Psychopharmacology and Neurobiology from summer to spring semester.
 - 3) Revise offering NURG 5770 Family Nurse Practitioner I to the Fall semester, NURG 5780 Family Nurse Practitioner II to the Spring semester, and NURG 5790 Family Nurse Practitioner III to the Summer semester.
- MSN faculty will continue to implement actions from previous years such as:
 - 1) Ensure core competencies content is taught in role courses
 - 2) Encourage students to disseminate PILT projects via local, state, regional, or national conferences as a poster or podium presentation.
 - 3) Schedule a representative from the LSBN to present current regulatory issues for new nurse practitioners
 - 4) Encourage participation in local Louisiana Association of Nurse Practitioner (LANP), Louisiana States Nurse Association, or other professional nursing organization
 - 5) Encourage attendance of the annual LANP Legislative Bill Review Conference and/or the LSNA Nurses Day at the Legislature
 - 6) Continue student learning at MLK Health Center and Healthworx Clinics