

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 committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

College of Nursing's (CON) Mission. Northwestern State University College of Nursing and School of Allied Health serves an increasingly diverse student population while advancing the mission of the University by offering excellent and innovative undergraduate, graduate, certificate, and continuing education programs that are designed to assist individuals in achieving their goals to become responsible and contributing members of an interprofessional global community that improves the health of our region, state, and nation.

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

MSN Goals:

1. Prepare graduates with necessary knowledge, skills, and attitudes for advanced nursing practice as an educator, administrator, or nurse practitioner.
2. Prepare graduates to function and excel in various advanced nursing roles.
3. Prepare graduates to make significant contributions to the improvement of healthcare and to the advancement of nursing knowledge and practice.
4. Provide a foundation for doctoral study.

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

1. Integrate theories, knowledge, skills, and findings from nursing science, scientific disciplines, and humanities to guide the delivery of culturally sensitive care to client, families, and communities within the professional scope and standards of the advanced practice of nursing.
2. Demonstrate responsibility and accountability as a practitioner of advanced nursing and consumer advocate to affect relevant change that will improve the health of citizens at a local, state, and national level.

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3. Utilize a scholarly inquiry process, grounded in evidence-based research, to become a producer and consumer of research evidence which contributes to the development and improvement of nursing theory, nursing practice, and ultimately client and healthcare outcomes.
4. Analyze the effect of historical, cultural, economic, ethical, legal, and political influence on nursing and health care delivery.
5. Manage resources within a health care delivery system through collaboration with other health care providers, communities, and clients.
6. Contribute to the continued professional development and improvement of self, client, community, and healthcare delivery systems.

Methodology: The assessment process for the MSN program is as follows:

- (1) Data from assessment tools (both direct & indirect, quantitative & qualitative) are collected by faculty and recorded in course reports.
- (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.

Note: During the 2020 Assessment Cycle, the COVID-19 virus forced Northwestern State University to reevaluate how to execute its mission. Through deliberate planning, the College of Nursing substantially modified courses, programs, facilities, services, and resources to enhance learning while protecting the health and safety of students, faculty, and staff.

Assignments and student learning assessments were modified to maximize the principles of equitable evaluation and assure the highest quality in-person classes, online delivery of courses, and hybrid face-to-face and virtual studies. Technological equipment and resources were updated and expanded to provide high academic quality and flexibility while using lower bandwidth.

Student learning outcomes guide the design and delivery of instruction to ensure student learning. While the assessment process continues, it would be naïve to assume this academic program assessment has not been affected – the degree of which is based on individual courses and student. However, because of the tireless efforts of the faculty and staff, we continue strive to provide extraordinary academic and experiential student learning opportunities despite these trying times.

Student Learning Outcomes:

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

Measure 1.1.

Assessment Method: Graded Final Practicum

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

Finding. Target was met.

Trending.

2020: 99% (70/71)

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 2019 assessment year, the target was met. One hundred percent (68/68) of students achieved a score of 80% or higher on the Final Practicum. Based on the analysis of the results in 2019, in 2020 the faculty planned to hold an APRN Skills CE event during the spring semester 2020. Unfortunately, an unprecedented pandemic resulted in the cancellation of this event. It was decided by the MSN/PMC PCC to postpone the skills event and to approach this material during the following Spring 2021 semester. Despite inabilities to initiate this skills event, the graduating class had previously taken the skills courses and as a result, in 2020 99% (70/71) of students achieved a score of 80% or better on the Graded Final Practicum.

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Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan includes: 1) improving student comprehension of advanced practice skills by hosting an APRN Skills CE event during the spring 2021 semester. The curricular changes made to include genomics and informatics coursework also included deletion of the skills course. The MSN/PMC PCC plans to enrich our students learning experience by providing a skills event for students that will give students the opportunity to practice 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.

2020: 98% (61/62)

2019: 100% (78/78)

	2019		2020		2021	
Cultural & Spiritual Sensitivity Assign.	NURG 5830 n = 74/74	100%	NURG 5830 n = 53/54	98%	NURG 5830 n =	
	NURG 5220 n = 4/4	100%	NURG 5220 n = 8/8	100%	NURG 5220 n =	
	NURG 5110 n = 0/0	N/A	NURG 5110 n = 11/11	100%	NURG 5110 n =	
Total	78/78	100%	72/73	99%		

Analysis. This was 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 that related to cultural sensitivity in the provision of care. Additionally, a free seminar CE event was provided to students and faculty on LGBTQ+ advocacy. In 2019, 78/78 (100%) students achieved a score of 80% or higher.

Based on the analysis of the 2019 results, in 2020, students were assigned readings, such as “Making Primary Care Culturally Competent”, that related to cultural sensitivity in the provision of care. Faculty provided updates to culturally relevant APRN practice in didactic courses; additionally, the resource of AACN Cultural Competence Took Kit was incorporated into role courses to further educate students about nursing models and promote culturally sensitive care. In 2020, 99% (72/73) of students achieved a score of 80% or higher on the assignments utilized to measure this SLO.

Decision. In the 2020 assessment year, the target was met. Based on the analysis of the 2020 results, in 2021, the faculty will implement: 1) updates to culture references/resources in clinical course didactics. New edition of the clinical course textbook contains new cultural information in NP practice; and 2) new asynchronous lecture material on LGBTQIA primary care interventions.

SLO 2. Demonstrate responsibility and accountability as a practitioner of advanced nursing and consumer advocate to affect relevant change that will improve the health of citizens at a local, state, and national level.

Measure 2.1.

Assessment Method: Functional Role Comprehensive Examination

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

Finding. Target was met.

Trending.

2020: 90% (67/75)

2019: 94% (62/66)

2018: 93.5% (58/62)

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 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 helped 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.

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In 2020 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 mock comprehensive assignment related to course content.

Also, in 2020, students were given a new comprehensive study guide/packet to complete in preparation for the role comprehensive examination. This information previously covered in role courses helped to reengage students with content that they had not reviewed for greater than 2 semesters. As a result, in 2020, 90% (67/75) of students initially achieved a score of 80% or better on the role comprehensive examination.

Decision. In the 2020 assessment year the target was met. Based on the analysis of the 2020 results, in 2021, the plan will include: 1) invitation of LSBN representative for discussion of current APRN regulatory issues and continued use of role comprehensive study guide packet, and 2) reevaluation of role course syllabi and rubrics during the MSN/PMC PCC Summer Retreat.

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.

2020: 97% (92/94)

2019: 92% (54/59)

Analysis. This was 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 become accountable advanced practice nurses that 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. Based on the analysis of the 2019 results, in 2020 faculty provided students with additional optional laboratory lectures with expanded times of availability for students to meet in person to prepare for initial clinical experience as an

advanced practice student. Unfortunately, the provision of joVE peer-reviewed scientific video journal access for students was not granted as previously planned in 2019, due to lack of funds. In 2020, the target was met with 97% (92/94) of students scoring 90% or higher on the comprehensive assessment in NURG 5700.

Decision In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan will be to: 1) introduce pod-cast activities for students to engage with the course material in addition to the text; and 2) create new asynchronous lecture presentations for students to view with special regard to vulnerable populations.

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.

2020: 100% (49/49)

2019: 100% (74/74)

2018: 100% (64/64)

Analysis. The Paper in Lieu of Thesis (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/PMC PCC meetings, PILT faculty provide updates regarding their students' progress with the PILT projects.

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 further enriched students' knowledge of evidenced based practice and performance improvement. Communication was also improved between PILT groups with a shared classroom/Moodle shell for all sections in 2019. As a result, in 2019 100% (74/74) of students achieved a score of 80% or better on the PILT.

Based on the analysis of the 2019 results, in 2020 the program continued the shared Moodle shell for all sections. This improved communication was beneficial as many

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students had difficulty disseminating PILT project findings due to the COVID-19 pandemic. A shared class space with open communication aided a difficult circumstance during the Spring 2020 semester. These adaptations in 2019 and 2020 resulted in 100% (49/49) of students achieving a score of 80% or better on the PILT.

Decision. In the 2020 assessment year, the target was met. Based on the analysis of the 2020 results, in 2021, the plan will be to: 1) continue to implement a shared classroom space to nurture open communication for all PILT groups; 2) discuss the PILT project in the Orientation NURG 5000. In the past, some students have commented that they were unaware that a research project would be necessary during the MSN program; as all MSN degree seeking students must complete NURG 5000 this topic will be discussed in the mandatory orientation meeting; and 3) provide an online dissemination platform for student to present PILT projects.

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.

2020: 90% (89/99)

2019: 91% (60/66)

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

In 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.

In 2020, the Research in Nursing course reincorporated the literature review table while also maintaining the new statistics exam. These two assignments were helpful in aiding students understanding of the research process. Therefore, in 2020, 90% (89/99) of students scored 80% or higher on their Mini Proposal assignment.

Decision. In the 2020 assessment year, the target was met. Based on the analysis of the 2020 results, in 2021, the plan will be to: 1) maintain the literature table and statistics exam as these changes have resulted in good outcomes for students and will be kept in subsequent years; and 2) update Research in Nursing rubrics for course assignments to provide clarity of instructions for student expectations.

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 met.

Trending.

2020: 94% (145/155)

2019: 86% (19/22)

Analysis: This was a new measure for the 2019 year, taking the place of 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 fall 2019, an ethical dilemma discussion board was used to measure SLO 4.2. However, with review of the course by MSN/PMCC PCC, 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 of 90% in the fall due to tardiness and poor response to assignment details/rubric.

Based on the analysis of the 2019 results, in 2020, faculty increased the frequency with which announcements were provided in the online classroom, and targeted information to showcase previously supplied rubrics and their importance in assignment submission. Faculty also incorporated additional resources on cultural sensitivity to further improve cultural awareness. Plans in 2020 that were not implemented included

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use of FlipGrid and use of Microsoft Stream. Subsequently, in 2020, 94% (145/155) of students scored an 80% or higher on this assignment.

Decision. In the 2020 assessment year the target was met. Based on the analysis of the 2020 results, in 2021, faculty will: 1) provide video announcements throughout the semester to encourage increased engagement; 2) consider use of FlipGrid as it has been used in many courses with good outcomes; and 3) use new adaptive features in Microsoft stream, allowing digital media, forms, and quizzing to be interwoven in previous lecture presentations.

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.

2020: 96% (149/155)

2019: 99% (99/100)

Analysis: This was 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. Based on the analysis of the 2019 results, in 2020, faculty provided updated video content relative to the political climate in 2020; students were also encouraged to join a professional nursing organization. Increased exposure of students to state representatives was planned for year 2020, but due to COVID-19 pandemic this intervention was not implemented in 2020. As a result of these changes in 2020, 96% (149/155) of students scored an 80% or higher on the final project.

Decision. In the 2020 assessment year the target was met. Based on the analysis of the 2020 results, in 2021, the plan will be to: 1) 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. Concerning present NP practice restrictions in Louisiana, lawmakers have made significant temporary changes in NP practice due to COVID-19 pandemic; this change in collaborative requirement is an

excellent learning opportunity for students, and students need to discuss this topic in depth in 2021.

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		2020		2021	
Role Assign.	NURG 5830 n = 73/74	98%	NURG 5830 n = 53/54	98%	NURG 5830 n =	
	NURG 5220 n = 4/4	100%	NURG 5220 n = 8/8	100%	NURG 5220 n =	
	NURG 5110 n = 0/0	N/A	NURG 5110 n = 11/11	100%	NURG 5110 n =	
Total	77/78	98%	72/73	99%		

Analysis. This was 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 APNs. The assignments are developed so students reflect and share the importance of collaboration in their practice. Students are given the opportunity to discuss with other students their experiences with collaboration and are asked to elaborate about how their practice is impacted in care management and delivery.

In 2019 the NP clinical courses had two guest speakers who helped students better understand the roles of other health care providers. In 2019, 98.7% (77/78) of students scored an 80% or higher on this assignment.

Based on the analysis of the 2019 results, faculty secured a guest lecture by genitourinary specialist Dr. Henry to provide information on consultation with urology specialty. Due to COVID-19 pandemic, this event was presented through a virtual format, as opposed to in person lecture platform. This lecture was well received and further improved students' awareness of collaborative efforts with specialists. Guest speakers have helped students better understand the roles of other health care providers and will be consulted again in 2021.

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Also, in 2020 role instructors revised didactic content to emphasize the importance of collaborative practice with updated peer-reviewed research articles. This update helped students with completion of assignments in the role courses. As a result, in 2020, 99% (72/73) of students scored an 80% or higher on this role assignment.

Decision. In the 2020 assessment year the target was met. Based on the analysis of the 2020 results, in 2021, the plan will be to: 1) update the content provided to students with updated research articles that discuss collaborative practice, and 2) schedule guest lecturers to give insight on various roles (virtually or in person).

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 met.

Trending:

2020: 100% (57/57)

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 collaboration with other health care providers. Students are required to document patient encounters through their clinical experiences and collaboration with varied personnel is routinely documented.

In 2019, 85% (73/85) of students satisfactorily addressed collaborative practice in a clinical narrative/log in 2nd level clinical courses, which did not meet the expected outcome. 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 tracks of administration and psych-mental health did not have adequate documentation to support that this goal was met.

Based on analysis of the results, in 2020, guest speakers presented special topics to NP focused students to discuss the importance of collaboration with their specialty. Students were able to listen to these presentations socially distanced through a virtual format. Faculty attended Team STEPPS in January of 2020, however the specific

measures and interventions that were discussed in this training was not fully embraced into the MSN/PMC program. In 2020, 100% (57/57) of students satisfactorily addressed collaborative practice in a clinical narrative/log in 2nd level clinical courses.

Decision. In the 2020 assessment year the target was met. Based on the analysis of the 2020 results, in 2021, faculty will: 1) enhance the importance of collaborative practice by having varied in-person guest speakers present topics related to their specialty; and 2) MSN/PMC PCC will discuss implementation of Team STEPPS communication during the summer retreat.

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 not met.

Trending:

2020: 24% (12/49)

2019: 100% (74/74)

2018: 100% (64/64)

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 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.

In 2020, the COVID-19 pandemic had a negative impact on the ability to safely disseminate research in a podium format. Consequently, faculty encouraged students to present via virtual means in local, state, regional, or national conferences. The MSN/PMC PCC met to discuss the disturbance in normal dissemination practice; The MSN Director waived this previous requirement for the calendar year 2020 due to

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unprecedented pandemic difficulties, and as a result, in 2020 24% (12/49) of students presented their PILT or submitted their PILT for publication.

Decision. In the 2020 assessment year the target was not met. Based on the analysis of the 2020 results, in 2021, faculty will: 1) encourage students to present their PILT at the local STTI research event in Shreveport pending improvement of infectious conditions of the pandemic. If students are unable to present at this event, then publication or presentation to alternate venue will be supported. Sigma Theta Tau International has offered a virtual platform for students to provide dissemination of research which can be utilized in 2021; and 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.

Assessment Method: Member of a professional nursing organization Role Comprehensive Exam question

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

Finding. Target was met.

Trending:

2020: 81% (58/72)

Analysis. This is a new measure for the 2020 calendar year. Students are encouraged throughout the program beginning in Orientation to join a professional nursing organization. Active participation in professional organizations is an important way for students to develop professional relationships contributing to the healthcare delivery system. To evaluate this measure, faculty added a survey question to the role comprehensive exam which is taken in the last semester of clinical coursework. This question asks the student if they are a member of a professional nursing organization.

In 2020, 81% (58/72) of students reported that they were a member of a professional nursing organization. Therefore, the expected outcome was met. Based upon the exam data, a great number of students take this instruction and register membership with professional organizations prior to graduation.

Decision. In the 2020 assessment year the target was met. Based on the analysis of the 2020 results, in 2021, faculty will: 1) encourage all students to participate in professional nursing organization meetings each quarter, and 2) provide students with information about professional organizations in the NURG 5000 Orientation course. All students are required to take Orientation with their first course; this is a great course to initiate discussions of key professional nursing organizations for the APN.

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

In the 2020 assessment year, the MSN program implemented many plans to enhance student learning based on the analysis of the 2019 results. Changes were made based on student evaluations, data collected in the SLO measures, student feedback, faculty assessment of students, and implementation of best practices. Many SLO measures were changed in 2019 leading to new trends in measures and allowing for the second year of trending in 2020.

The MSN program met all expected outcomes except one. The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2020. These changes are based on the knowledge gained through the analysis of the AC 2019 results.

- Updated courses with current information and trends in interprofessional collaborative practice.
- Utilized the AACN Tool Kit for Cultural Competency in Nursing Education.
- Updated NURG 5100 Social Forces and Nursing Practice to reflect the most current trends in the dynamic political climate in nursing.
- Scheduled a representative from the LSBN to present current regulatory issues for new nurse practitioners.
- Increased student exposure to unfolding clinical scenarios in NP didactic coursework in response to pandemic.
- Integrated techniques using Microsoft office forms during narrated lectures to improve student engagement by embedding material in lectures.
- Attended Team STEPPS program in Spring 2020 and integrate content into clinical courses for improved collaborative efforts between disciplines.
- Formulated new role competency guide for students and make this new review available for MSN students.
- Increased faculty availability for advising hours in response to pandemic.
- Increased the number of days faculty were available for optional student lab practice in Assessment clinical course NURG 5700 through self-schedule portal.
- Improved student and faculty communication with PILT groups via shared online classroom sections with course documents managed by one lead faculty member.
- Introduced APEA WHNP Certification Review as a new requirement for the WHNP concentration.
- Revised MSN documents including program offerings, student handbook, and students advising forms.

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- Reintegrated literature review table into research course NURG 5010
- Added movies and TV shows to existing John Q movie selection for NURG 5100 for ethics review module.
- Created an engaging video to improve the explanation of electronic tracking of clinic hours in Medatrax.
- Encouraged student attendance at the 2020 LANP annual conference held in Shreveport in 2020.
- Attended continuing education material to improve faculty online instruction (Bridging the Digital Divide)
- Removed prerequisite barrier for student entry into course NURG 5810 Family Dynamics through CRC Process.
- Implemented measure of SLO 6.2 by including a question asking the student if they are a member of a professional nursing organization on the role comprehensive examination.
- Planned a continuing education event to teach advance practice skills.
- Implemented the following MSN curricular changes:
 - 1) Removed the prerequisite of NURG 5120 Theory-Oriented Nursing Practice prior to NURG 5810 Family Dynamics.
 - 2) Revised offering NURG 5960 Psychopharmacology and Neurobiology from the summer to the spring semester.
 - 3) Revised 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.

Plan of action moving forward.

Many changes will be made during the 2021 assessment year based on the analysis of the 2020 results. The 2020 calendar year gave the first trended view of new SLO measures while also providing a challenging year to instruct due to an unforeseen pandemic. These results will continue to be monitored over the year 2021. Below are plans for the 2021 assessment year:

- Update courses with current information and trends in interprofessional collaborative practice.
- Update NURG 5100 Social Forces and Nursing Practice to reflect the most current trends in the dynamic political climate in nursing.
- Develop a virtual skills event for students to improve care delivery in the skills of radiograph and ECG interpretation, micro/lab review, and interventions related to dermatology/gynecology.

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- Encourage students to disseminate PILT presentations through Sigma Theta Tau International virtual platform.
- Introduce a stand-alone coding/billing workshop with a content expert for students to attend in the Fall 2021 semester.
- Decide on plans for introducing new examination techniques using Exam Soft.
- Encourage student attendance at the 2021 LANP annual conference.
- Create a LGBTQIA lecture to enrich students understanding of care provision for these special populations.
- Keep additional statistics exam introduced in 2019 for NURG 5010 Research.
- Select faculty to attend annual NONPF conference to bring back important updates to graduate education standards.
- Integrate the use of new technology of TWINE to enhance clinical scenario discussions in NP clinical coursework.
- Invite content experts from specialty disciplines as guest lecture speakers.
- Encourage students to attend optional mission trip to Belize to add to students understanding of diverse cultures.
- Apply for APDG Policy change to allow multistate nursing license Louisiana nurses to attend the MSN program.
- Further improve understanding of clinical expectations for new clinical students through detailed video lectures presented prior to the first clinical course.
- Offer COVID vaccinations to students and faculty through NSU operated vaccine clinic.
- Select faculty to attend APRN workshop to improve faculty understanding of telehealth and incorporation of telehealth into the MSN/PMC program.
- Host MSN students in a mission-style nursing trip to Belize.
- 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 membership/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.

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- 6) Continue student learning at MLK Health Center and Healthworx Clinics.
- 7) Maintain use of the APEA WHNP Certification Review for NURG 5360