

AC 2025-2026 Assessment

Master of Science in Nursing (MSN) Program (546)

Division or Department: College of Nursing

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Northwestern State University's (NSU) 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.

NSU College of Nursing and School of Allied Health (CONSAH) Mission.

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

MSN Program Mission Statement. The MSN Program follows the mission of the College of Nursing and School of Allied Health.

MSN Program 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.

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

1. Course reports are completed by lead faculty at the end of each term in which the course is taught. Course reports include enrollment and completion data, aggregate grade distributions, relevant Student Learning Outcome measures, actual results, and identified trends.
2. Course reports are stored electronically in the MSN/PMC Teams Assessment folder and reviewed by the MSN/PMC Program Director.
3. MSN faculty review and analyze assessment results annually by calendar year. Faculty compare actual results with established expected outcomes and identify actions for the following assessment cycle.
4. Course reports and related curriculum matters are reviewed by the MSN/PMC Program Curriculum Committee. Faculty may provide feedback regarding course delivery, student learning, assessment findings, and opportunities for improvement.

AC 2025-2026 Assessment

5. Student Learning Outcome measures, results, analyses, and decisions are incorporated into the annual MSN program assessment report and submitted to the CONSAH Director of Assessment, Evaluation, and Planning for review.
6. The MSN/PMC Assessment Committee reviews the annual assessment findings, identifies needed revisions or additional actions, and forwards recommendations to the MSN/PMC Program Curriculum Committee. The MSN/PMC Program Curriculum Committee reviews significant findings and discusses proposed curricular or programmatic changes.
7. The completed assessment report is submitted to the CONSAH Dean for review and approval. Following approval, the report is forwarded to the Dean of the Graduate School for review. Significant findings and actions requiring broader programmatic consideration are presented to the CONSAH Academic Leadership Council.

Program Assessment Note: Beginning with the 2025 assessment cycle, the MSN program implemented revised Student Learning Outcomes and assessment measures to align with *The Essentials: Core Competencies for Professional Nursing Education* (American Association of Colleges of Nursing [AACN], 2021). Some measures were continued from previous assessment cycles, while others were newly established in 2025. New measures will serve as baseline data for future trend analysis.

Student Learning Outcomes

SLO 1. Integrate, translate, and apply nursing knowledge and associated knowledge from other disciplines into practice.

Measure 1.1. Students will demonstrate the ability to integrate and apply nursing knowledge through dissemination of findings from the Paper in Lieu of Thesis in NURG 5997: Research Seminar III. Students are expected to disseminate their findings through an approved local, regional, state, national, or virtual professional venue. The expected outcome (target) is for 100% of students to disseminate their findings through a podium presentation, poster presentation, publication, or other approved scholarly format.

Finding. Target was met.

Analysis. Measure 1.1 was newly implemented in the 2025 assessment cycle to align with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials. The Paper in Lieu of Thesis requires students to collaborate in completing an integrative review of the literature, synthesize evidence related to a clinical or professional question, and communicate the findings to an appropriate audience. Because the measure was new in 2025, no comparable 2024 data were available, and the 2025 findings establish the baseline for future trend analysis.

In 2025, faculty continued guiding students through the scholarly writing, presentation, and dissemination process. Faculty provided mentorship related to development of the integrative review, preparation of presentation materials, and identification of appropriate venues for dissemination. These activities were intended to support students in translating nursing knowledge into professional scholarship and communicating findings beyond the classroom.

AC 2025-2026 Assessment

In 2025, the target was met. All 101 students assessed disseminated their Paper in Lieu of Thesis findings through an approved professional venue, resulting in 100% achievement. The findings demonstrate that students were able to synthesize nursing knowledge and disseminate scholarly work, while faculty observations identified a continued need for support in graduate-level writing, presentation development, and manuscript preparation.

Decision. In 2025, the target was met, with 100% (101/101) of students disseminating their Paper in Lieu of Thesis findings through an approved scholarly or professional venue.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) develop partnerships with institutional writing-support services to provide assistance with editing, formatting, and submission; 2) provide faculty mentorship to help students convert completed papers into submission-ready manuscripts; 3) assist students in identifying appropriate regional, national, and virtual conferences; 4) provide structured support for abstract development and presentation preparation; and 5) expand opportunities for student-faculty co-authorship and scholarly dissemination.

These actions will strengthen students' scholarly writing and professional presentation skills, increase opportunities for publication and conference participation, and support continued translation and dissemination of nursing knowledge, thereby continuing to advance the cycle of improvement.

Measure 1.2. Students will demonstrate integration and application of nursing knowledge within their selected advanced nursing role through successful completion of the Final Practicum in the terminal clinical course for their concentration. The Final Practicum is assessed in the following terminal courses by concentration: Nursing Education (NURG 5060), Nursing Administration (NURG 5140), Women's Health Nurse Practitioner (NURG 5360), Adult Gerontology Acute Care Nurse Practitioner (NURG 5440), Adult Gerontology Primary Care Nurse Practitioner (NURG 5560), Family Nurse Practitioner (NURG 5800), Primary Care Pediatric Nurse Practitioner (NURG 5880), and Psychiatric Mental Health Nurse Practitioner (NURG 5940). The expected outcome (target) is for at least 90% of students to score 80% or higher on the initial graded Final Practicum checkoff.

Finding. Target was met.

Analysis. Measure 1.2 was newly implemented in the 2025 assessment cycle to align with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials. The Final Practicum checkoff is administered during the last clinical semester and evaluates whether students have achieved the essential knowledge, skills, and professional behaviors required for their selected advanced nursing role. Because the measure was new in 2025, no comparable 2024 data were available, and the 2025 result establishes the baseline for future trend analysis.

In 2025, faculty used the Final Practicum checkoff across the nurse practitioner, nursing education, and nursing administration concentrations to evaluate students' readiness for

AC 2025-2026 Assessment

advanced practice. Concentration faculty applied the relevant evaluation criteria and reviewed student performance in relation to role-specific expectations.

In 2025, the target was met. All 97 students assessed (100%) scored 80% or higher on the initial graded Final Practicum checkoff. The results demonstrated that students were able to integrate and apply nursing and interdisciplinary knowledge within their selected advanced nursing role and met the established performance expectations for program completion.

Decision. In 2025, the target was met, with 100% (97/97) of students scoring 80% or higher on the initial graded Final Practicum checkoff.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) review Final Practicum evaluation items annually through the MSN Program Curriculum Committee; 2) compare evaluation criteria across concentrations to identify opportunities for standardization while retaining role-specific requirements; 3) revise, add, or remove criteria as needed to maintain alignment with current professional standards and program outcomes; and 4) monitor concentration-level results to identify any variation in student performance.

These actions will strengthen consistency and relevance of the Final Practicum assessment, maintain alignment with advanced nursing role expectations, and support continued achievement of the established benchmark, thereby continuing to advance the cycle of improvement.

SLO 2. Focus on the individual within multiple complicated contexts, including family and important others, while providing person-centered care.

Measure 2.1. Students will demonstrate the ability to obtain a comprehensive, person-centered health history through completion of the Shadow Health Comprehensive Health History Assignment in NURG 5700: Methods of Clinical Nursing Assessment. The expected outcome (target) is for at least 90% of students to score 80% or higher on the assignment.

Finding. Target was met.

Analysis. Measure 2.1 was newly implemented in the 2025 assessment cycle to align with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials. The Shadow Health Comprehensive Health History Assignment requires students to collect and organize relevant health information, consider the patient within family and social contexts, and conduct a thorough assessment that supports person-centered advanced nursing care. Because the measure was new in 2025, no comparable 2024 data were available, and the 2025 result establishes the baseline for future trend analysis.

In 2025, faculty incorporated the Shadow Health Comprehensive Health History Assignment into NURG 5700 to provide students with a structured digital clinical experience. The assignment allowed students to practice interviewing, data collection, communication, and documentation in a simulated environment before applying these skills in clinical practice.

In 2025, the target was met. All 92 students assessed (100%) scored 80% or higher on the Shadow Health Comprehensive Health History Assignment. The results

AC 2025-2026 Assessment

demonstrated that students were able to obtain a comprehensive health history and consider patient needs within relevant family, social, and contextual factors.

Decision. In 2025, the target was met, with 100% (92/92) of students scoring 80% or higher on the Shadow Health Comprehensive Health History Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) evaluate student experiences with the Shadow Health Digital Clinical Experience; 2) review assignment and performance data to identify areas requiring additional instruction; 3) consider incorporating additional Shadow Health learning modules into NURG 5700 or related clinical courses; and 4) continue monitoring whether the assignment provides meaningful evidence of person-centered assessment skills.

These actions will strengthen students' ability to conduct comprehensive health histories, improve preparation for advanced clinical practice, and provide faculty with more specific information about student performance, thereby continuing to advance the cycle of improvement.

Measure 2.2. Students will demonstrate the ability to apply pharmacotherapeutic knowledge to person-centered care through selected quiz questions in NURG 5710: Pharmacotherapeutics. The expected outcome (target) is for at least 80% of students to score 80% or higher on the selected questions.

Finding. Target was met.

Analysis. Measure 2.2 was newly implemented in the 2025 assessment cycle to align with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials. Selected quiz questions in NURG 5710 assess students' ability to apply pharmacotherapeutic principles while considering individual patient needs, characteristics, and clinical circumstances. Because the measure was new in 2025, no comparable 2024 data were available, and the 2025 results establish the baseline for future trend analysis.

In 2025, faculty used selected pharmacotherapeutics quiz questions to evaluate students' application of medication-related knowledge to person-centered care. The questions were incorporated into the course examinations and addressed clinical decision-making related to safe, appropriate, and individualized pharmacologic management.

In 2025, the target was met. All 87 students assessed (100%) scored 80% or higher on the selected pharmacotherapeutics questions. The results demonstrated that students were able to apply pharmacotherapeutic knowledge to person-centered clinical decision-making.

Decision. In 2025, the target was met, with 100% (87/87) of students scoring 80% or higher on the selected pharmacotherapeutics questions.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) update course content to reflect current evidence and pharmacotherapeutic guidelines; 2) revise and add examination questions to maintain test integrity and assess application of person-centered care principles; 3)

AC 2025-2026 Assessment

review the current textbook and supplemental references for currency and relevance; and 4) monitor item-level performance to identify areas requiring additional instruction.

These actions will maintain the currency and rigor of the course, strengthen assessment of person-centered pharmacotherapeutic decision-making, and provide faculty with more specific evidence of student achievement, thereby continuing to advance the cycle of improvement.

SLO 3. Coordinate disease prevention and management of populations through collaborative activities with stakeholders to improve equitable population-health outcomes.

Measure 3.1. Students will demonstrate the ability to incorporate cultural and spiritual considerations into population-focused nursing care through completion of the designated cultural and spiritual sensitivity assignment in the applicable concentration course: nurse practitioner concentrations (NURG 5830: Role of the Nurse Practitioner in Clinical Practice), Nursing Education (NURG 5290: Instructional Strategies and Methods), and Nursing Administration (NURG 5110: Leadership in Healthcare [Nursing Administration I]). The expected outcome (target) is for at least 90% of students to score 80% or higher on the assignment.

Finding. Target was met.

Analysis. In 2024, the target was met. Of the 108 students assessed, 103 students (95%) scored 80% or higher on the designated cultural and spiritual sensitivity assignment, while 5 students (5%) scored below the benchmark. The results demonstrated that most students were able to consider cultural values, spiritual beliefs, implicit bias, and inclusive approaches when planning care or education for diverse populations.

Based on the analysis of the 2024 results, faculty implemented the following changes in 2025 to drive the cycle of improvement: 1) replaced NURG 5220: Role of the Nurse Educator with NURG 5290: Instructional Strategies and Methods; 2) revised the education assignment to include discussion of culturally and spiritually sensitive content delivery, diverse belief systems, inclusive case studies, and bias-mitigating teaching strategies; 3) maintained updated cultural-sensitivity resources in concentration-specific courses; and 4) continued discussion of implicit bias and its effect on care delivery.

As a result of these changes, in 2025, the target was met. All 84 students assessed (100%) scored 80% or higher on the designated cultural and spiritual sensitivity assignment. This represented an increase of 5 percentage points from 2024 and demonstrated more consistent student achievement in applying cultural and spiritual considerations to population-focused care and education.

Decision. In 2025, the target was met, with 100% (84/84) of students scoring 80% or higher on the designated cultural and spiritual sensitivity assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) provide PMHNP students with additional opportunities to work with underserved populations in community-based settings; 2) review and strengthen course discussions and case studies addressing implicit bias; 3) evaluate assignments and rubrics for alignment with the revised MSN Student Learning

AC 2025-2026 Assessment

Outcomes and the 2021 AACN Essentials; and 4) continue monitoring concentration-level performance to ensure consistent assessment across courses.

These actions will strengthen students' ability to provide culturally and spiritually responsive care, improve consistency across concentration-specific measures, and support equitable population-health outcomes, thereby continuing to advance the cycle of improvement.

Measure 3.2. Students will demonstrate the ability to analyze a disease process and identify evidence-based prevention and collaborative management strategies through completion of the Advanced Pathophysiology Research Assignment in NURG 5280: Advanced Human Physiology and Pathology. The expected outcome (target) is for at least 80% of students to score 80% or higher on the assignment.

Finding. Target was met.

Analysis. Measure 3.2 was newly implemented in the 2025 assessment cycle to align with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials. The Advanced Pathophysiology Research Assignment requires students to examine a selected disease process, explain the underlying pathophysiology, and identify prevention and collaborative management strategies that support improved patient and population outcomes. Because the measure was new in 2025, no comparable 2024 data were available, and the 2025 results establish the baseline for future trend analysis.

During 2025, faculty used the Advanced Pathophysiology Research Assignment and an updated rubric to evaluate students' understanding of disease processes, prevention, and collaborative care. ExamSoft was also used to support more objective collection and analysis of assessment results.

In 2025, the target was met. All 39 students assessed (100%) scored 80% or higher on the Advanced Pathophysiology Research Assignment. The results demonstrated that students were able to integrate pathophysiologic knowledge with evidence-based prevention and collaborative management strategies.

Decision. In 2025, the target was met, with 100% (39/39) of students scoring 80% or higher on the Advanced Pathophysiology Research Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) update course content and research assignments to incorporate current ethical considerations related to clinical and scholarly inquiry; 2) review the assignment rubric for alignment with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials; 3) continue using ExamSoft or another structured system to support reliable collection of assessment data; and 4) monitor criterion-level performance to identify areas requiring additional instruction.

These actions will strengthen students' ability to connect disease processes with prevention and collaborative management, improve alignment and reliability of assessment, and support continued achievement of equitable population-health outcomes, thereby continuing to advance the cycle of improvement.

AC 2025-2026 Assessment

SLO 4. Generate, synthesize, translate, apply, and disseminate nursing knowledge to improve health and transform healthcare.

Measure 4.1. Students will demonstrate the ability to synthesize and apply nursing knowledge through successful completion of the Paper in Lieu of Thesis in NURG 5996: Research Seminar II. The assignment requires students to complete an integrative review of the literature addressing a selected clinical, educational, administrative, or professional nursing question. The expected outcome (target) is for at least 90% of students to score 80% or higher on the Paper in Lieu of Thesis.

Finding. Target was met.

Analysis. In 2024, the target was met. All 95 students assessed (100%) scored 80% or higher on the Paper in Lieu of Thesis. The results demonstrated that students were able to develop a focused scholarly question, locate and appraise relevant literature, synthesize findings, and apply nursing knowledge to a selected practice or professional issue.

Based on the analysis of the 2024 results, faculty maintained the revised Paper in Lieu of Thesis rubrics and structured faculty-guided project process during 2025. Doctorally prepared graduate faculty continued mentoring student groups throughout development and completion of the integrative review. Faculty also maintained opportunities for virtual presentation and dissemination through professional and academic venues.

As a result of these actions, in 2025, the target was met. All 95 students assessed (100%) scored 80% or higher on the Paper in Lieu of Thesis. Achievement remained consistent with the 2024 results and demonstrated that students continued to meet expectations for scholarly inquiry, evidence synthesis, and application of nursing knowledge.

Decision. In 2025, the target was met, with 100% (95/95) of students scoring 80% or higher on the Paper in Lieu of Thesis.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue using standardized rubrics and faculty mentorship to support consistent evaluation of the Paper in Lieu of Thesis; 2) review the assignment and rubric for alignment with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials; 3) incorporate NURG 5997: Research Seminar III as a dedicated course focused on dissemination of completed Paper in Lieu of Thesis findings; and 4) monitor both completion and dissemination outcomes to distinguish students' scholarly-writing performance from their presentation and publication activities.

These actions will strengthen alignment between scholarly inquiry and dissemination, clarify expectations across the research sequence, and support students in translating evidence into professional nursing scholarship, thereby continuing to advance the cycle of improvement.

Measure 4.2. Students will demonstrate the ability to apply the research process to a selected nursing problem through completion of the Mini Proposal Assignment in NURG 5010: Research in Nursing. The assignment requires students to develop a focused research question, select an appropriate quantitative research design, address ethical

AC 2025-2026 Assessment

considerations, and propose a feasible approach to investigating the identified problem. The expected outcome (target) is for at least 80% of students to score 80% or higher on the first attempt.

Finding. Target was met.

Analysis. In 2024, the target was met. Of the 95 students assessed, 89 students (94%) scored 80% or higher on the first attempt on the Mini Proposal Assignment, while 6 students (6%) scored below the benchmark. The results demonstrated that most students were able to apply the research process, select an appropriate methodology, and address ethical and feasibility considerations related to a selected nursing problem.

Based on the analysis of the 2024 results, faculty maintained the revised assignment rubrics and continued aligning the Mini Proposal Assignment with the revised graduate-level nursing competencies during 2025. Faculty also continued using the assignment as part of a scaffolded three-assignment learning process designed to develop students' understanding of research design, ethical inquiry, and application of evidence to nursing practice.

As a result of these actions, in 2025, the target was met. Of the 111 students assessed, 103 students (93%) scored 80% or higher on the first attempt, while 8 students (7%) scored below the benchmark. Although achievement decreased slightly from 94% in 2024 to 93% in 2025, performance remained well above the expected outcome of 80%. The results demonstrated that most students continued to apply research concepts successfully, while the students who did not meet the benchmark may require additional support in research design, ethical analysis, or proposal development.

Decision. In 2025, the target was met, with 93% (103/111) of students scoring 80% or higher on the first attempt on the Mini Proposal Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) update course content and assignments to incorporate current ethical considerations in nursing research; 2) review the Mini Proposal Assignment rubric for alignment with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials; 3) examine criterion-level performance to identify common areas of difficulty among students who did not meet the benchmark; and 4) provide additional instructional guidance or exemplars related to research design, feasibility, and ethical decision-making.

These actions will strengthen students' understanding of the research process, provide more targeted support in areas of difficulty, and improve alignment between the assignment and the revised graduate nursing competencies, thereby continuing to advance the cycle of improvement.

SLO 5. Enhance quality and minimize risk of harm to patients and providers through effective system and individual performance.

Measure 5.1. Students will demonstrate the ability to apply quality-improvement, patient-safety, and risk-reduction principles through completion of the designated Role Assignment in the applicable concentration course: Psychiatric Mental Health Nurse Practitioner and other nurse practitioner concentrations, as applicable (NURG 5840: Role of the Nurse Practitioner in Business Practice); Nursing Administration (NURG

AC 2025-2026 Assessment

5140: Leadership Role Development); and Nursing Education (NURG 5060: Practicum in Teaching). The expected outcome (target) is for at least 80% of students to score 80% or higher on the assignment.

Finding. Target was met.

Analysis. Measure 5.1 was newly implemented in the 2025 assessment cycle to align with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials. The designated Role Assignments require students to analyze quality and safety concerns, identify risks to patients or providers, and apply concentration-specific strategies to improve individual or system performance. Because the measure was new in 2025, no comparable 2024 data were available, and the 2025 findings establish the baseline for future trend analysis.

In 2025, faculty used concentration-specific Role Assignments in the nurse practitioner, nursing administration, and nursing education courses to evaluate students' application of quality, safety, and risk-reduction principles. The assignments provided opportunities for students to connect role-specific knowledge with realistic clinical, administrative, and educational situations.

In 2025, the target was met. Of the 86 students assessed, 83 students (96%) scored 80% or higher on the designated Role Assignment, while 3 students (4%) scored below the benchmark. Achievement exceeded the expected outcome of 80% and demonstrated that most students were able to apply quality-improvement, patient-safety, and risk-reduction principles within their selected advanced nursing roles.

Decision. In 2025, the target was met, with 96% (83/86) of students scoring 80% or higher on the designated Role Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue using role-based assignments that emphasize real-world application of quality and safety principles; 2) add structured prompts requiring students to identify system-level contributors to risk, including communication, workflow, policy, and resource factors; 3) standardize core quality-and-safety criteria across NURG 5840, NURG 5140, and NURG 5060 while retaining concentration-specific expectations; and 4) review criterion-level performance for students who did not meet the benchmark to determine whether difficulties were related to clinical judgment, application of concepts, or knowledge gaps.

These actions will strengthen consistency across concentration-specific assessments, provide more detailed information about student performance, and improve students' ability to apply quality and safety principles within complex healthcare environments, thereby continuing to advance the cycle of improvement.

Measure 5.2. Students will demonstrate the ability to analyze quality, safety, and system-performance concerns through completion of the designated Case Study Assignment in the applicable concentration course: nurse practitioner concentrations, as applicable (NURG 5690: Informatics for Nursing Practice and NURG 5930: PMHNP III); Nursing Administration (NURG 5140: Leadership Role Development); and Nursing Education (NURG 5060: Practicum in Teaching). The expected outcome (target) is for at least 80% of students to score 80% or higher on the assignment.

AC 2025-2026 Assessment

Finding. Target was met.

Analysis. Measure 5.2 was newly implemented in the 2025 assessment cycle to align with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials. The designated Case Study Assignments require students to analyze realistic clinical, administrative, educational, or informatics scenarios; identify factors that affect quality and safety; and recommend strategies to improve individual or system performance. Because the measure was new in 2025, no comparable 2024 data were available, and the 2025 findings establish the baseline for future trend analysis.

In 2025, faculty used concentration-specific case studies in NURG 5690, NURG 5930, NURG 5140, and NURG 5060 to evaluate students' application of quality-improvement, patient-safety, and systems-thinking principles. The assignments allowed students to examine professional dilemmas and connect course content with situations relevant to their selected advanced nursing roles.

In 2025, the target was met. Of the 95 students assessed, 92 students (97%) scored 80% or higher on the designated Case Study Assignment, while 3 students (3%) scored below the benchmark. Achievement exceeded the expected outcome of 80% and demonstrated that most students were able to analyze quality, safety, and system-performance concerns successfully.

Decision. In 2025, the target was met, with 97% (92/95) of students scoring 80% or higher on the designated Case Study Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) review the case-study evaluation criteria annually through the MSN Program Curriculum Committee; 2) revise case scenarios to reflect current and relevant professional dilemmas; 3) standardize core quality, safety, and systems-performance criteria across the concentration-specific assignments while retaining role-specific expectations; and 4) review criterion-level performance for students who did not meet the benchmark to identify common areas of difficulty.

These actions will strengthen the relevance and consistency of case-based assessment, improve students' application of quality and safety principles, and provide faculty with more specific information to guide instructional improvement, thereby continuing to advance the cycle of improvement.

SLO 6. Collaborate across professions to optimize care, enhance the healthcare experience, and strengthen outcomes.

Measure 6.1. Students will demonstrate the ability to apply interprofessional collaboration principles through completion of the designated Role Assignment in the applicable concentration course: nurse practitioner concentrations (NURG 5830: Role of the Nurse Practitioner in Clinical Practice), Nursing Administration (NURG 5110: Leadership in Healthcare [Nursing Administration I]), and Nursing Education (NURG 5290: Instructional Strategies and Methods). The expected outcome (target) is for at least 80% of students to score 80% or higher on the assignment.

Finding. Target was met.

AC 2025-2026 Assessment

Analysis. In 2024, the target was met. Of the 108 students assessed, 107 students (99%) scored 80% or higher on the designated Role Assignment, while 1 student (1%) scored below the benchmark. The results demonstrated that nearly all students were able to explain the importance of collaboration, examine the effect of collaborative practice on care management and delivery, and apply interprofessional concepts within their selected advanced nursing roles.

Based on the analysis of the 2024 results, faculty implemented the following changes in 2025 to drive the cycle of improvement: 1) updated course content related to local, state, and national rules and regulations affecting advanced nursing practice; 2) transitioned discussion activities from Flipgrid to Moodle discussion boards; 3) maintained content related to prescribing, collaboration, cultural considerations, and the APRN Consensus Model; and 4) continued providing students with opportunities to discuss collaboration within role-specific practice situations.

In 2025, the target was met. Of the 98 students assessed, 95 students (97%) scored 80% or higher on the designated Role Assignment, while 3 students (3%) scored below the benchmark. Performance exceeded the expected outcome of 80% and demonstrated that most students were able to apply interprofessional collaboration principles within their advanced nursing roles.

Decision. In 2025, the target was met, with 97% (95/98) of students scoring 80% or higher on the designated Role Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) revise course content to reflect current interprofessional and advanced nursing competencies; 2) incorporate additional interprofessional education activities for MSN students; 3) review the Role Assignments and grading criteria for consistency across NURG 5830, NURG 5110, and NURG 5290; and 4) align the assignments and assessment criteria with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials.

These actions will strengthen the consistency and relevance of interprofessional collaboration experiences across the MSN concentrations, expand students' opportunities to apply collaborative principles in role-specific situations, and provide faculty with more meaningful information to guide instructional improvement, thereby continuing to advance the cycle of improvement.

Measure 6.2. Students will demonstrate the ability to apply collaborative-practice principles in the clinical setting through completion of the designated Clinical Narrative or Clinical Log in the applicable concentration course: Nursing Education (NURG 5050), Women's Health Nurse Practitioner (NURG 5330), Adult Gerontology Acute Care Nurse Practitioner and Primary Care Pediatric Nurse Practitioner (NURG 5420), Adult Gerontology Primary Care Nurse Practitioner (NURG 5540), Family Nurse Practitioner (NURG 5790), Psychiatric Mental Health Nurse Practitioner (NURG 5920), and the applicable Nursing Administration and additional nurse practitioner clinical courses (NURG 5320 and NURG 5860). The expected outcome (target) is for 100% of students to satisfactorily address collaborative practice within the designated clinical documentation.

AC 2025-2026 Assessment

Finding. Target was met.

Analysis. In 2024, the target was met, with 100% (104/104) of students satisfactorily addressing collaborative practice in the designated Clinical Narrative or Clinical Log. The results demonstrated that students were able to document collaboration with healthcare professionals and incorporate collaborative practice into assessment, planning, referral, and care management.

Based on the analysis of the 2024 results, faculty implemented the following changes in 2025 to drive the cycle of improvement: 1) revised discussion boards and lecture content to reinforce collaborative-practice expectations across the MSN concentrations; 2) incorporated interprofessional education activities that allowed students to learn with and from other healthcare professionals; and 3) continued requiring students to document collaboration through SOAP notes, clinical logs, narratives, and concentration-specific clinical assignments.

As a result of these changes, the target was met again in 2025. All 77 students assessed (100%) satisfactorily addressed collaborative practice in the designated Clinical Narrative or Clinical Log. Achievement remained consistent with the 2024 results and demonstrated that students continued to apply and document interprofessional collaboration within clinical practice.

Decision. In 2025, the target was met, with 100% (77/77) of students satisfactorily addressing collaborative practice in the designated Clinical Narrative or Clinical Log.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue revising discussion boards and lecture content to reinforce collaborative practice across all MSN concentrations; 2) review clinical assignments and documentation requirements for consistency in evaluating collaboration; 3) expand interprofessional education activities when feasible; and 4) evaluate course materials for alignment with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials.

These actions will strengthen students' understanding and application of collaborative practice, improve consistency in clinical assessment across concentrations, and support effective interprofessional care, thereby continuing to advance the cycle of improvement.

SLO 7. Lead within complex healthcare systems and coordinate resources to provide safe, high-quality, and equitable care to diverse populations.

Measure 7.1. Students will demonstrate the ability to analyze social determinants of health and their influence on equitable care delivery through completion of the Social Determinants of Health Assignment in NURG 5100: Social Forces in Nursing Practice. The expected outcome (target) is for at least 80% of students to score 80% or higher on the assignment.

Finding. Target was met.

Analysis. Measure 7.1 was newly implemented in the 2025 assessment cycle to align with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials. The Social Determinants of Health Assignment requires students to examine how social,

AC 2025-2026 Assessment

economic, environmental, and structural factors affect health outcomes and access to care among diverse populations. Because the measure was new in 2025, no comparable 2024 data were available, and the 2025 findings establish the baseline for future trend analysis.

In 2025, faculty used the Social Determinants of Health Assignment in NURG 5100 to evaluate students' ability to identify barriers to equitable care, analyze population-level influences on health, and consider strategies for improving outcomes within complex healthcare systems. The assignment was completed by students across the nursing administration, nursing education, and nurse practitioner concentrations.

In 2025, the target was met. All 77 students assessed (100%) scored 80% or higher on the Social Determinants of Health Assignment. The results demonstrated that students were able to analyze factors affecting equitable care delivery and apply population-health concepts within their selected advanced nursing roles.

Decision. In 2025, the target was met, with 100% (77/77) of students scoring 80% or higher on the Social Determinants of Health Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) review the assignment and rubric for alignment with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials; 2) strengthen assignment prompts related to healthcare-system leadership, resource coordination, advocacy, and equitable care; 3) encourage student participation in Nurses Day at the Capitol and other policy or advocacy activities when available; and 4) review concentration-specific comprehensive examinations for consistency and alignment with program outcomes.

These actions will strengthen students' ability to analyze social determinants of health, advocate for equitable care, and lead within complex healthcare systems, thereby continuing to advance the cycle of improvement.

Measure 7.2. Students will demonstrate the ability to coordinate care and resources within complex healthcare systems through completion of the designated Advanced Nursing Practice Coordination Assignment in the applicable concentration course: Family Nurse Practitioner (NURG 5770), Women's Health Nurse Practitioner (NURG 5340), Psychiatric Mental Health Nurse Practitioner (NURG 5930), Adult Gerontology Acute Care Nurse Practitioner and Primary Care Pediatric Nurse Practitioner (NURG 5430), Adult Gerontology Primary Care Nurse Practitioner (NURG 5550), Nursing Administration (NURG 5140), Nursing Education (NURG 5060), and the applicable additional nurse practitioner course (NURG 5870). The expected outcome (target) is for at least 80% of students to score 80% or higher on the assignment.

Finding. Target was met.

Analysis. Measure 7.2 was newly implemented in the 2025 assessment cycle to align with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials. The designated coordination assignments require students to analyze care needs, identify appropriate resources, and develop strategies for managing care within complex clinical, administrative, or educational systems. Because the measure was new in 2025,

AC 2025-2026 Assessment

no comparable 2024 data were available, and the 2025 findings establish the baseline for future trend analysis.

In 2025, faculty used concentration-specific assignments across nurse practitioner, nursing administration, and nursing education courses to evaluate students' ability to coordinate care and resources. The assignments allowed students to apply systems thinking, leadership, advocacy, and problem-solving skills within situations relevant to their selected advanced nursing roles.

In 2025, the target was met. All 78 students assessed (100%) scored 80% or higher on the designated Advanced Nursing Practice Coordination Assignment. The results demonstrated that students were able to coordinate care needs, identify appropriate resources, and apply leadership and systems-thinking principles within complex healthcare environments.

Decision. In 2025, the target was met, with 100% (78/78) of students scoring 80% or higher on the designated Advanced Nursing Practice Coordination Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) review and revise assignment prompts to ensure students are directly challenged to address coordination issues within their population or role of interest; 2) strengthen course content related to systems thinking, resource coordination, patient advocacy, and equitable care; 3) review concentration-specific evaluation criteria for consistency while retaining role-specific expectations; and 4) align the assignments and rubrics with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials.

These actions will strengthen students' ability to lead within complex systems, coordinate resources effectively, and advocate for safe, high-quality, and equitable care, thereby continuing to advance the cycle of improvement.

SLO 8. Provide safe, high-quality care using informatics and healthcare technologies to support professionals as they expand knowledge for nursing practice.

Measure 8.1. Students will demonstrate the ability to use healthcare technology to document clinical experiences through completion of required patient-encounter logs in Medatrax in applicable concentration course: Nursing Education (NURG 5050), Women's Health Nurse Practitioner (NURG 5330), Adult Gerontology Acute Care Nurse Practitioner and Primary Care Pediatric Nurse Practitioner (NURG 5420), Adult Gerontology Primary Care Nurse Practitioner (NURG 5540), Family Nurse Practitioner (NURG 5790), Psychiatric Mental Health Nurse Practitioner (NURG 5920), and the applicable Nursing Administration and additional nurse practitioner clinical courses (NURG 5320 and NURG 5860). The expected outcome (target) is for 100% of students to document required patient encounters accurately in Medatrax during their clinical experiences.

Finding. Target was met.

Analysis. Measure 8.1 was newly implemented in the 2025 assessment cycle to align with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials. Medatrax is used across the clinical concentrations to document clinical hours, patient

AC 2025-2026 Assessment

encounters, diagnoses, procedures, and other required experiential data. Because the measure was new in 2025, no comparable 2024 data were available, and the 2025 findings establish the baseline for future trend analysis.

In 2025, faculty required students to document patient encounters electronically in Medatrax throughout their clinical courses. This process provided students with experience using a healthcare-technology platform while allowing faculty to monitor clinical experiences, verify completion of required hours and encounters, and evaluate progress toward concentration-specific clinical requirements.

In 2025, the target was met. All 77 students assessed (100%) satisfactorily documented their patient encounters in Medatrax. The results demonstrated that students were able to use healthcare technology to maintain required clinical records and document care experiences across the MSN concentrations.

Decision. In 2025, the target was met, with 100% (77/77) of students satisfactorily documenting required patient encounters in Medatrax.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) add a Medatrax tutorial to the NURG 5700 course shell to introduce students to the system before beginning clinical coursework; 2) provide clear instructions regarding required documentation, clinical hours, and patient-encounter entries; and 3) require faculty to audit Medatrax records at established checkpoints throughout each semester so missing or inaccurate documentation can be addressed promptly.

These actions will improve students' understanding and consistent use of Medatrax, promote timely and accurate documentation of clinical experiences, and strengthen faculty oversight of clinical requirements, thereby continuing to advance the cycle of improvement.

Measure 8.2. Students will demonstrate the ability to use telehealth and related healthcare technologies to support safe, high-quality, evidence-based care through completion of the designated Telehealth Assignment in the applicable concentration course: Psychiatric Mental Health Nurse Practitioner (NURG 5930), Women's Health Nurse Practitioner (NURG 5330), and the applicable informatics and clinical courses for the remaining nurse practitioner concentrations (NURG 5690, NURG 5050, and NURG 5320). The expected outcome (target) is for at least 90% of students to score 80% or higher on the first attempt.

Finding. Target was met.

Analysis. In 2024, the target was met. All 90 students assessed (100%) scored 80% or higher on the first attempt on the designated Telehealth Assignment. The results demonstrated that students were able to apply telehealth principles related to remote assessment, clinical decision-making, patient education, therapeutic communication, electronic documentation, privacy, informed consent, and equitable access to care.

Based on the analysis of the 2024 results, faculty maintained concentration-specific telehealth assignments in 2025 to support students' continued development of technology-assisted care competencies. The assignments continued to emphasize use

AC 2025-2026 Assessment

of virtual platforms, informatics, clinical decision-support tools, legal and ethical considerations, and barriers affecting rural and underserved populations.

As a result of these actions, in 2025, the target was met. All 95 students assessed (100%) scored 80% or higher on the first attempt on the designated Telehealth Assignment. Achievement remained consistent with the 2024 results and demonstrated that students continued to apply healthcare technologies effectively when planning and delivering safe, evidence-based, and equitable care.

Decision. In 2025, the target was met, with 100% (95/95) of students scoring 80% or higher on the first attempt on the designated Telehealth Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) review and refine the telehealth grading rubrics to improve clarity and consistency across courses; 2) align the assignments and rubric criteria with course objectives, MSN Student Learning Outcomes, and the 2021 AACN Essentials; 3) provide timely, targeted feedback related to informatics use, professional communication, patient safety, privacy, and equitable access; and 4) review concentration-specific assignments to ensure that common telehealth competencies are assessed consistently.

These actions will strengthen consistency in telehealth assessment, improve students' use of informatics and virtual-care technologies, and support safe, effective, and equitable technology-assisted care, thereby continuing to advance the cycle of improvement.

SLO 9. Cultivate a sustainable nursing identity, perspective, and accountability as a professional that reflects nursing's characteristics and values.

Measure 9.1. Students will demonstrate understanding of professional role expectations, scope of practice, ethical responsibilities, accountability, and advanced nursing values through completion of the Functional Role Comprehensive Examination in the following terminal courses by concentration: Nursing Education (NURG 5060), Nursing Administration (NURG 5140), Women's Health Nurse Practitioner (NURG 5360), Adult Gerontology Acute Care Nurse Practitioner (NURG 5440), Adult Gerontology Primary Care Nurse Practitioner (NURG 5560), Family Nurse Practitioner (NURG 5800), Primary Care Pediatric Nurse Practitioner (NURG 5880), and Psychiatric Mental Health Nurse Practitioner (NURG 5940). The expected outcome (target) is for at least 90% of students to score 80% or higher on the first attempt.

Finding. Target was met.

Analysis. Measure 9.1 was newly implemented in the 2025 assessment cycle to align with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials. The Functional Role Comprehensive Examination is administered near the completion of the student's concentration and evaluates understanding of professional role expectations, scope and standards of practice, ethical responsibilities, accountability, advocacy, and values associated with the selected advanced nursing role. Because the measure was new in 2025, no comparable 2024 data were available, and the 2025 result establishes the baseline for future trend analysis.

AC 2025-2026 Assessment

In 2025, faculty used concentration-specific role courses and learning activities to prepare students for transition into advanced nursing practice. Students applied professional standards, ethical principles, regulatory guidance, and scope-of-practice expectations through case studies, clinical assignments, role discussions, and other concentration-specific learning experiences before completing the comprehensive examination.

In 2025, the target was met. Of the 98 students assessed, 97 students (99%) scored 80% or higher on the first attempt, while 1 student (1%) scored below the benchmark. The results demonstrated that nearly all students understood the professional roles, responsibilities, values, and accountability expectations associated with their selected advanced nursing concentration.

Decision. In 2025, the target was met, with 99% (97/98) of students scoring 80% or higher on the first attempt on the Functional Role Comprehensive Examination.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) develop a structured pre-examination professional-identity review module addressing scope of practice, ethical decision-making, regulatory expectations, and professional accountability; 2) incorporate case-based clinical-judgment questions into role courses that reflect the format and expectations of the comprehensive examination; 3) use concentration-specific professional-role simulations that require students to justify decisions using standards of care, regulatory guidance, and professional-organization position statements; and 4) review item-level examination results to identify content areas requiring additional instruction.

These actions will strengthen students' understanding of advanced nursing roles, improve application of ethical and professional standards, and support development of a sustainable professional nursing identity, thereby continuing to advance the cycle of improvement.

Measure 9.2. Students will demonstrate professional identity, accountability, advocacy, and ethical decision-making through completion of the Final Video Project in NURG 5100: Social Forces in Nursing Practice. The assignment requires students to analyze a healthcare issue, examine relevant policy or legislation, evaluate historical, cultural, economic, ethical, legal, and political influences, assess stakeholders and costs, and propose an evidence-informed policy solution from the perspective of the advanced nursing professional. The expected outcome (target) is for at least 90% of students to score 80% or higher on the assignment.

Finding. Target was met.

Analysis. Measure 9.2 was newly implemented in the 2025 assessment cycle to align with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials. The Final Video Project requires students to analyze a healthcare issue and relevant policy or legislation while applying professional values, ethical responsibility, advocacy, accountability, and leadership. Because the measure was new in 2025, no comparable 2024 data were available, and the 2025 result establishes the baseline for future trend analysis.

AC 2025-2026 Assessment

In 2025, faculty used the Final Video Project in NURG 5100 to evaluate students' ability to examine healthcare policy from a balanced and nonpartisan perspective. Students analyzed factors influencing policy development and success, evaluated stakeholders and costs, and proposed evidence-informed solutions addressing access, quality, and cost within their selected advanced nursing roles.

In 2025, the target was met. All 95 students assessed (100%) scored 80% or higher on the Final Video Project. The results demonstrated that students were able to apply professional standards, nursing values, ethical reasoning, advocacy, and accountability when analyzing healthcare-policy issues.

Decision. In 2025, the target was met, with 100% (95/95) of students scoring 80% or higher on the Final Video Project.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) update policy topics annually to reflect current healthcare priorities, regulatory changes, and population-health needs; 2) incorporate concentration-specific prompts requiring students to apply policy analysis within nurse practitioner, nursing administration, or nursing education roles; 3) integrate current professional-organization position statements, scope-of-practice guidance, ethical standards, and advocacy priorities; 4) revise the grading rubric to align directly with relevant AACN Essentials competencies and program outcomes; and 5) add preparatory learning activities such as policy briefs, legislative tracking exercises, or guided discussions.

These actions will strengthen students' professional identity, policy-analysis skills, ethical decision-making, advocacy, and accountability within advanced nursing practice, thereby continuing to advance the cycle of improvement.

SLO 10. Engage in professional leadership that fosters personal health, well-being, lifelong learning, acquisition of nursing expertise, and development of leadership capacity.

Measure 10.1. Students will demonstrate professional growth and commitment to lifelong learning through documentation within the Student Clinical Evaluation in the following terminal courses by concentration: Nursing Education (NURG 5060), Nursing Administration (NURG 5140), Women's Health Nurse Practitioner (NURG 5360), Adult Gerontology Acute Care Nurse Practitioner (NURG 5440), Adult Gerontology Primary Care Nurse Practitioner (NURG 5560), Family Nurse Practitioner (NURG 5800), Primary Care Pediatric Nurse Practitioner (NURG 5880), and Psychiatric Mental Health Nurse Practitioner (NURG 5940). The expected outcome (target) is for at least 80% of students to have documentation demonstrating professional growth during the clinical semester.

Finding. Target was met.

Analysis. Measure 10.1 was newly implemented in the 2025 assessment cycle to align with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials. Across the clinical concentrations, students are encouraged to participate in professional events, continuing-education activities, clinical learning opportunities, and other experiences that support development of advanced nursing expertise and

AC 2025-2026 Assessment

leadership. Documentation may be reflected in clinical evaluations, online assignments, clinical-tracking systems, or faculty-guided presentations. Because the measure was new in 2025, no comparable 2024 data were available, and the 2025 findings establish the baseline for future trend analysis.

In 2025, faculty monitored students' professional development throughout the clinical semester and provided opportunities for students to reflect on their clinical progress, expanding expertise, leadership development, and continued learning. Faculty feedback and clinical evaluations were used to support student progression and identify areas requiring further development.

In 2025, the target was met. All 97 students assessed (100%) had documentation demonstrating professional growth during the clinical semester. The results indicated that students engaged in learning experiences that supported development of advanced nursing expertise, professional responsibility, and leadership capacity.

Decision. In 2025, the target was met, with 100% (97/97) of students having documentation demonstrating professional growth during the clinical semester.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue monitoring professional and clinical growth through student clinical evaluations; 2) provide timely and specific feedback to support student progression throughout the clinical sequence; 3) recommend current clinical, professional, and continuing-education resources that promote lifelong learning; and 4) review the evaluation criteria to ensure that professional growth, leadership development, self-reflection, and lifelong learning are documented consistently across concentrations.

These actions will strengthen documentation of student development, support continued acquisition of advanced nursing expertise, and promote professional leadership and lifelong learning, thereby continuing to advance the cycle of improvement.

Measure 10.2. Students will demonstrate engagement in professional development and leadership through membership in a professional nursing organization, as reported through the Functional Role Comprehensive Examination administered in the following terminal courses by concentration: Nursing Education (NURG 5060), Nursing Administration (NURG 5140), Women's Health Nurse Practitioner (NURG 5360), Adult Gerontology Acute Care Nurse Practitioner (NURG 5440), Adult Gerontology Primary Care Nurse Practitioner (NURG 5560), Family Nurse Practitioner (NURG 5800), Primary Care Pediatric Nurse Practitioner (NURG 5880), and Psychiatric Mental Health Nurse Practitioner (NURG 5940). The expected outcome (target) is for at least 50% of students to report membership in a professional nursing organization.

Finding. Target was met.

Analysis. In 2024, the target was met. Of the 84 students assessed, 73 students (87%) reported membership in a professional nursing organization, while 11 students (13%) reported that they were not members. The results demonstrated that most students were engaged with organizations that support professional networking, leadership development, advocacy, continuing education, and lifelong learning.

AC 2025-2026 Assessment

Based on the analysis of the 2024 results, faculty continued efforts in 2025 to encourage professional-organization participation. These efforts included providing announcements throughout the semester, discussing the value of professional membership in role and clinical courses, encouraging participation in professional conferences and advocacy events, and inviting professional organizations to engage with MSN students during recruitment and professional-development activities.

As a result of these actions, in 2025, the target was met. Of the 97 students assessed, 75 students (77%) reported membership in a professional nursing organization, while 22 students (23%) reported that they were not members. Although membership decreased by 10 percentage points from 2024, achievement remained 27 percentage points above the expected outcome of 50%. The results indicate that most students remained engaged in professional nursing organizations, while the decline identifies an opportunity to reinforce the value of sustained professional involvement.

Decision. In 2025, the target was met, with 77% (75/97) of students reporting membership in a professional nursing organization.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue encouraging professional-organization membership throughout the MSN program; 2) incorporate frequent reminders regarding the benefits of professional involvement into all clinical and role courses; 3) invite representatives from professional nursing organizations to participate in student orientation, skills events, and professional-development activities; 4) provide students with information about student membership options, costs, scholarships, and available professional organizations; and 5) review the measure for alignment with the revised MSN Student Learning Outcomes and the 2021 AACN Essentials.

These actions will increase student awareness of professional opportunities, strengthen engagement in leadership and advocacy activities, and support lifelong learning and professional identity development, thereby continuing to advance the cycle of improvement.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results

Analysis of the 2024 assessment results led MSN faculty to implement targeted improvements during the 2025 assessment cycle. These actions focused on strengthening curricular and assessment alignment, updating instructional resources, improving clinical and scholarly preparation, expanding interprofessional and professional-development opportunities, and supporting implementation of the 2021 AACN Essentials.

Curriculum and Assessment Alignment

During 2025, faculty continued mapping MSN courses, assignments, Student Learning Outcomes, and assessment measures to the 2021 AACN Essentials. New assessment measures were implemented for outcomes related to person-centered care, population health, quality and safety, systems leadership, informatics, professional identity, and lifelong learning. Faculty also reviewed and revised program documents, student-handbook information, catalog materials, discussion-board rubrics, and assignment

AC 2025-2026 Assessment

rubrics to improve clarity, consistency, and alignment. ExamSoft and updated grading rubrics were used to support more objective assessment and collection of student-performance data.

Course and Instructional Improvements

Faculty developed concise, topic-specific audio lectures, added knowledge-testing quizzes, and updated textbooks, research articles, clinical guidelines, case studies, role assignments, and clinical scenarios to reflect current evidence and professional standards. Assignments addressing cultural and spiritual sensitivity, implicit bias, quality and safety, systems performance, healthcare policy, and advanced nursing roles were revised. Shadow Health was incorporated into NURG 5700: Methods of Clinical Nursing Assessment to strengthen comprehensive, person-centered health-history assessment. Pharmacotherapeutics content and examination questions were also updated to support application of medication-related knowledge to individualized care.

Clinical Learning and Student Support

Faculty continued coaching and mentoring students during clinical site visits and through written and verbal feedback on clinical logs, narratives, SOAP notes, and case-study assignments. Additional support was provided to students transitioning into clinical coursework, and concentration-specific clinical evaluations continued to be used to assess student progression. Clinical learning opportunities were expanded through MLK Health Center and Healthworx Clinics. The PMHNP and AGACNP curricula and course content were reviewed in response to certification-examination performance data, and certification-review resources were reevaluated across nurse practitioner concentrations. The annual APRN Skills Event was also enhanced through additional clinical-learning activities and opportunities for students to interact with recruiters.

Scholarship and Dissemination

Faculty continued mentoring students completing the Paper in Lieu of Thesis and expanded opportunities for students to disseminate scholarly findings through local, state, regional, national, and virtual professional venues. Students were encouraged to participate in Louisiana Association of Nurse Practitioners events, university research activities, and the Sigma scholarly-presentation event. NURG 5997: Research Seminar III supported dissemination of completed Paper in Lieu of Thesis findings and strengthened students' preparation for abstract development, professional presentation, and publication.

Interprofessional Collaboration, Advocacy, and Professional Development

Faculty updated course content related to interprofessional collaborative practice and incorporated additional interprofessional education activities into clinical courses. Content experts from specialty disciplines were invited to serve as guest speakers, and a Louisiana State Board of Nursing presentation was scheduled to address regulatory issues relevant to new nurse practitioners. Students were encouraged to participate in professional conferences, legislative events, Nurses Day at the Capitol, and professional nursing organizations. Competitive continuation funding for the Behavioral Health Workforce Education and Training grant also supported PMHNP students and expanded psychiatric mental-health learning opportunities.

AC 2025-2026 Assessment

Overall Evidence of Improvement

The MSN program met the established target for all reported assessment measures in 2025. Achievement rates ranged from 77% to 100%, with the majority of measures demonstrating achievement rates of 97% or higher. The improvements implemented during the assessment cycle strengthened alignment with the 2021 AACN Essentials, expanded clinical and professional learning opportunities, enhanced preparation for advanced nursing roles, and provided a stronger foundation for ongoing assessment and continuous program improvement.

Plan of Action Moving Forward

Based on analysis of the 2025 assessment results, MSN faculty will implement targeted actions during the 2026 assessment cycle to strengthen alignment with the 2021 AACN Essentials, improve consistency across concentration-specific assessments, enhance clinical and scholarly preparation, support professional development, and continue the cycle of program improvement. Faculty will also review the 2026 edition of the AACN Essentials to determine whether additional curricular, assessment, or programmatic revisions are needed (American Association of Colleges of Nursing [AACN], 2026).

Curriculum and Assessment Alignment

Faculty will complete the mapping of MSN courses, assignments, Student Learning Outcomes, and assessment measures to the 2021 AACN Essentials. The 2026 edition of the AACN Essentials will also be reviewed to determine whether revisions are needed to the MSN curriculum, Student Learning Outcomes, course mapping, assignments, or assessment measures. Measures newly implemented in 2025 will be reviewed to confirm that the selected assignments directly assess the intended Student Learning Outcomes. Faculty will revise assessment rubrics to include clearly defined performance criteria and levels of achievement, collect criterion-level data when available, and standardize common evaluation criteria across concentrations while preserving role- and population-specific requirements. Numerators, denominators, percentages, course-level results, and aggregate totals will be verified before future assessment reports are finalized.

Course and Instructional Improvements

Faculty will update textbooks, research articles, clinical guidelines, case studies, examination questions, and instructional materials to reflect current evidence and professional standards. Concise faculty-developed instructional videos, guided readings, quizzes, and discussion activities will continue to be used to support student engagement and understanding. The effectiveness of Shadow Health and other digital-learning activities will be evaluated, and expansion will be considered when supported by student-performance and course-evaluation data. Pharmacotherapeutics, pathophysiology, research, policy, leadership, quality, safety, and systems-based assignments will be revised to strengthen alignment with course and program outcomes. Clear expectations regarding the appropriate use, disclosure, and academic-integrity implications of generative artificial intelligence will also be incorporated into graduate coursework.

AC 2025-2026 Assessment

Clinical Learning and Evaluation

Faculty will review Final Practicum checkoffs and clinical-evaluation tools annually through the MSN/PMC Program Curriculum Committee. Core clinical-evaluation criteria will be standardized across concentrations while maintaining population- and role-specific expectations. A Medatrax orientation or tutorial will be added to NURG 5700: Methods of Clinical Nursing Assessment before students begin clinical coursework, and faculty will audit Medatrax records at established checkpoints throughout each semester to identify missing or inaccurate documentation. Faculty coaching and timely feedback related to SOAP notes, clinical narratives, case studies, clinical logs, and practicum performance will continue. When students do not meet established benchmarks, faculty will review performance to determine whether identified difficulties are related to knowledge, clinical judgment, application, communication, documentation, or other factors.

Scholarship and Dissemination

Faculty will strengthen partnerships with institutional writing-support services to provide assistance with scholarly writing, editing, formatting, and submission. Structured faculty mentorship will support literature synthesis, abstract development, manuscript preparation, and professional presentation. Opportunities for student-faculty co-authorship, publication, and participation in regional, national, and virtual conferences will be expanded. NURG 5997: Research Seminar III will continue to support dissemination of Paper in Lieu of Thesis findings. Assessment of successful completion of the scholarly paper will remain distinct from assessment of dissemination through presentation, publication, or another approved professional venue.

Interprofessional Collaboration, Leadership, and Advocacy

Faculty will expand interprofessional education opportunities across MSN concentrations and continue incorporating collaborative-practice expectations into discussion boards, clinical assignments, role courses, and clinical evaluations. Assignments related to systems thinking, resource coordination, patient advocacy, social determinants of health, and equitable care will be strengthened. Students will continue to be encouraged to participate in professional, policy, and advocacy activities, including Nurses Day at the Capitol and professional-organization events. Representatives from professional nursing organizations, regulatory agencies, and clinical specialty groups will be invited to participate in student orientation, skills events, and professional-development activities.

Professional Identity and Lifelong Learning

Faculty will develop structured review activities addressing scope of practice, ethical decision-making, regulatory requirements, professional accountability, and advanced nursing role expectations. Professional-organization membership will continue to be encouraged, and students will receive information regarding membership options, costs, benefits, scholarships, and leadership opportunities. Clinical-evaluation criteria will be reviewed to ensure that professional growth, leadership development, well-being, self-reflection, and lifelong learning are documented consistently across concentrations. Faculty will also monitor professional-organization membership trends and identify potential barriers to participation.

AC 2025-2026 Assessment

Expected Impact

These actions are expected to strengthen alignment among the MSN curriculum, Student Learning Outcomes, course assessments, and current AACN competency expectations; improve consistency and reliability of assessment across concentrations; enhance students' clinical, scholarly, leadership, and professional-development experiences; and provide faculty with more meaningful evidence to guide ongoing program improvement. MSN faculty will review the 2026 assessment results to evaluate the effectiveness of the implemented actions and determine priorities for the next assessment cycle.