

AC 2025-2026 Assessment

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

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.

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

PMC Program Goals:

1. Prepare graduates with necessary knowledge, skills, and attitudes for advanced nursing practice as a 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 PMC 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. PMC 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.

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5. Student Learning Outcome measures, results, analyses, and decisions are incorporated into the annual PMC 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: During the 2025 assessment cycle, the Post-Master's Certificate (PMC) program continued using its established Student Learning Outcomes and assessment measures while preparing for alignment with the revised MSN program outcomes and *The Essentials: Core Competencies for Professional Nursing Education* (American Association of Colleges of Nursing [AACN], 2021). Measures retained from previous assessment cycles provide trend data for 2025. Beginning in 2026, substantially revised or newly established measures will serve as baseline data for future trend analysis.

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 clients, families, and communities within the professional scope and standards of advanced nursing practice.

Measure 1.1. Students will demonstrate the ability to recognize cultural considerations and interact with clients in a culturally sensitive and ethical manner through Question 22 of the Final Clinical Evaluation administered in the terminal clinical course for their concentration: Family Nurse Practitioner (NURG 5770 or NURG 5800), Adult Gerontology Acute Care Nurse Practitioner (NURG 5440), or Psychiatric Mental Health Nurse Practitioner (NURG 5940), as applicable. The expected outcome (target) is for 100% of students to receive a rating of 3 or higher on a 4-point scale.

Finding. Target was met.

Analysis. In 2024, the target was met. Both students assessed (100%) received a rating of 3 or higher on Question 22 of the Final Clinical Evaluation. The results demonstrated that students recognized cultural considerations and interacted with clients in a culturally sensitive and ethical manner within the scope and standards of advanced nursing practice.

Based on the analysis of the 2024 results, faculty implemented the following changes in 2025 to drive the cycle of improvement: 1) updated textbooks and instructional resources; 2) revised course presentations and learning activities related to culturally

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responsive and ethical care; and 3) reviewed the measure for alignment with the 2021 AACN Essentials.

As a result of these changes, in 2025, the target was met. All 13 students assessed (100%) received a rating of 3 or higher on Question 22 of the Final Clinical Evaluation. The results demonstrated that students continued to recognize cultural considerations and provide culturally sensitive and ethical care within their selected advanced nursing population.

Decision. In 2025, the target was met, with 100% (13/13) of students receiving a rating of 3 or higher on Question 22 of the Final Clinical Evaluation.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue updating certification-review questions and clinical-course resources; 2) reinforce culturally responsive and ethical care through clinical discussions, presentations, and skills activities; and 3) review the measure for alignment with the revised PMC Student Learning Outcomes and 2021 AACN Essentials.

These actions will strengthen students' ability to provide culturally responsive and ethical advanced nursing care and support continued achievement of the established benchmark, thereby continuing to advance the cycle of improvement.

Measure 1.2. Students will report their perceived level of preparation to design and deliver culturally sensitive care to diverse clients through Question 7 of the PMC Exit Survey administered in the terminal clinical course for their concentration: Family Nurse Practitioner (NURG 5770 or NURG 5800), Adult Gerontology Acute Care Nurse Practitioner (NURG 5440), or Psychiatric Mental Health Nurse Practitioner (NURG 5940), as applicable. The expected outcome (target) is for at least 80% of respondents to receive a rating of 3 or higher on a 4-point scale.

Finding. Target was met.

Analysis. In 2024, the target was met. Both respondents (100%) rated their preparation to design and deliver culturally sensitive care to diverse clients as 3 or higher on the PMC Exit Survey. Both respondents were practicing nurse practitioners who returned to complete a PMC in a new population.

Based on the analysis of the 2024 results, faculty implemented the following changes in 2025 to drive the cycle of improvement: 1) updated resources addressing culturally responsive care; 2) expanded discussion of culturally sensitive care during clinical conferences and concentration-specific learning activities; 3) continued incorporating cultural perspectives into nurse practitioner clinical courses; and 4) reviewed the measure for alignment with the 2021 AACN Essentials.

Students who were not previously nurse practitioners also received preparation through required role coursework and, when applicable, NURG 5810: Family Dynamics. This course incorporates theories from sociology, family therapy, and nursing and requires students to examine family values, coping strategies, adaptation, and cultural influences through case-based learning.

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As a result of these changes, in 2025, the target was met. All 5 respondents (100%) rated their preparation to design and deliver culturally sensitive care to diverse clients as 3 or higher. Eight eligible students did not respond to the survey; therefore, the findings reflect the perceptions of the 5 respondents rather than the entire group of program completers.

Decision. In 2025, the target was met, with 100% (5/5) of respondents rating their preparation to design and deliver culturally sensitive care to diverse clients as 3 or higher on the PMC Exit Survey.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue discussing culturally responsive care during clinical and skills activities; 2) review cultural-care content and assignments across PMC concentrations; 3) evaluate the measure for alignment with the revised PMC Student Learning Outcomes and 2021 AACN Essentials; and 4) explore strategies to improve PMC Exit Survey participation.

These actions will reinforce culturally responsive advanced nursing practice, improve the representativeness of indirect assessment data, and support continued achievement of the established benchmark, thereby continuing to advance the cycle of improvement.

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. Students will demonstrate responsibility, accountability, and readiness for practice within their new advanced nursing role through successful completion of the Functional Role Comprehensive Examination administered in the terminal clinical course for their concentration: Family Nurse Practitioner (NURG 5770 or NURG 5800), Adult Gerontology Acute Care Nurse Practitioner (NURG 5440), or Psychiatric Mental Health Nurse Practitioner (NURG 5940), as applicable. 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. Both students assessed (100%) scored 80% or higher on the Functional Role Comprehensive Examination on the first attempt. The results demonstrated that students met established expectations for knowledge of their new advanced nursing role and population focus.

Students who are not already nurse practitioners are required to complete the applicable role courses, NURG 5830: Role of the Nurse Practitioner in Clinical Practice and NURG 5840: Role of the Nurse Practitioner in Business Practice. Students who are already nurse practitioners have previously completed equivalent role preparation. The Functional Role Comprehensive Examination evaluates students' knowledge and readiness to practice within the new advanced practice role and selected population focus.

Based on the analysis of the 2024 results, faculty implemented the following changes in 2025 to drive the cycle of improvement: 1) offered additional faculty-led role-review sessions before the Functional Role Comprehensive Examination; and 2) reviewed the measure in relation to the 2021 AACN Essentials.

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As a result of these changes, in 2025, the target was met. All 13 students assessed (100%) scored 80% or higher on the Functional Role Comprehensive Examination on the first attempt. Results by concentration were as follows: Family Nurse Practitioner, 100% (7/7); Psychiatric Mental Health Nurse Practitioner, 100% (4/4); and Adult Gerontology Acute Care Nurse Practitioner, 100% (2/2). The results demonstrated that students were prepared to assume responsibility and accountability within their new advanced nursing roles and population foci.

Decision. In 2025, the target was met, with 100% (13/13) of students scoring 80% or higher on the Functional Role Comprehensive Examination on the first attempt.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) revise the Functional Role Comprehensive Examination to include updated questions reflecting current role expectations and standards of practice; 2) continue providing structured review opportunities before the examination; and 3) review the measure and examination for alignment with the revised PMC Student Learning Outcomes and the 2021 AACN Essentials.

These actions will maintain the relevance and rigor of the Functional Role Comprehensive Examination, strengthen students' preparation for practice within their new advanced nursing roles, and support continued achievement of the established benchmark, thereby continuing to advance the cycle of improvement.

Measure 2.2. Students will report their perceived level of preparation to practice within the scope and standards of their new nurse practitioner role through Question 4.2 of the PMC Exit Survey administered in the terminal clinical course for their concentration: Family Nurse Practitioner (NURG 5770 or NURG 5800), Adult Gerontology Acute Care Nurse Practitioner (NURG 5440), or Psychiatric Mental Health Nurse Practitioner (NURG 5940), as applicable. The expected outcome (target) is for at least 80% of respondents to receive a rating of 3 or higher on a 4-point scale.

Finding. Target was met.

Analysis. In 2024, the target was met. Both respondents (100%) rated their preparation to practice within the scope and standards of their new nurse practitioner role as 3 or higher on the PMC Exit Survey. The results indicated that respondents perceived themselves as prepared to practice within the expectations of their new advanced nursing role and population focus.

Students apply role-specific scope and standards of practice throughout their clinical coursework, as demonstrated through written assignments and clinical-performance evaluations completed by faculty and preceptors. Relevant assignments include the Signature Assignment–Case Study Paper in NURG 5910: PMHNP I: Assessment and Diagnostic Reasoning Across the Lifespan, unfolding case studies in the Adult Gerontology Acute Care Nurse Practitioner concentration, and required SOAP notes in NURG 5800: Family Nurse Practitioner IV. Students who are not already nurse practitioners are also required to complete NURG 5830: Role of the Nurse Practitioner in Clinical Practice and NURG 5840: Role of the Nurse Practitioner in Business Practice.

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Based on the analysis of the 2024 results, faculty implemented the following changes in 2025 to drive the cycle of improvement: 1) reviewed and updated Psychiatric Mental Health Nurse Practitioner course content related to role transition; 2) updated case studies for upper-level Adult Gerontology Acute Care Nurse Practitioner students; and 3) reviewed the measure for alignment with the 2021 AACN Essentials.

As a result of these changes, in 2025, the target was met. All 5 respondents (100%) rated their preparation to practice within the scope and standards of their new nurse practitioner role as 3 or higher. Eight eligible students did not respond to the survey; therefore, the results reflect the perceptions of the 5 respondents rather than the entire group of program completers.

Decision. In 2025, the target was met, with 100% (5/5) of respondents rating their preparation to practice within the scope and standards of their new nurse practitioner role as 3 or higher on the PMC Exit Survey.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) strengthen content related to addiction treatment within the Psychiatric Mental Health Nurse Practitioner concentration; 2) update laboratory learning activities for upper-level Adult Gerontology Acute Care Nurse Practitioner students; 3) continue reinforcing scope-of-practice and professional-role expectations across PMC concentrations; 4) review the measure for alignment with the revised PMC Student Learning Outcomes and the 2021 AACN Essentials; and 5) explore strategies to improve PMC Exit Survey participation.

These actions will strengthen students' preparation to practice within their new nurse practitioner roles, improve the representativeness of indirect assessment data, and support continued achievement of the established benchmark, thereby continuing to advance the cycle of improvement.

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

Measure 3.1. Students will demonstrate the ability to formulate an evidence-based treatment plan using scientific rationale, current standards of care, and applicable practice guidelines through Question 8 of the Final Clinical Evaluation administered in the terminal clinical course for their concentration: Family Nurse Practitioner (NURG 5770 or NURG 5800), Adult Gerontology Acute Care Nurse Practitioner (NURG 5440), or Psychiatric Mental Health Nurse Practitioner (NURG 5940), as applicable. The expected outcome (target) is for at least 80% of students to receive a rating of 3 or higher on a 4-point scale.

Finding. Target was met.

Analysis. In 2024, the target was met. Both students assessed (100%) received a rating of 3 or higher on Question 8 of the Final Clinical Evaluation. The results demonstrated that students were able to formulate treatment plans based on scientific rationale, evidence-based standards of care, and applicable practice guidelines.

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Throughout their clinical experiences, students are required to develop plans of care based on current evidence and practice guidelines. Achievement of this competency is evaluated through faculty and preceptor clinical-performance evaluations and through students' application of evidence in clinical logs, SOAP notes, case studies, and clinical narratives or self-reflections.

Based on the analysis of the 2024 results, faculty implemented the following changes in 2025 to drive the cycle of improvement: 1) revised verbal SOAP-note presentations in NURG 5780 for Family Nurse Practitioner students to strengthen presentation of the health history, physical examination findings, differential diagnoses, and plan of care; 2) updated clinical-course presentations to incorporate current evidence-based guidelines; and 3) reviewed the measure for alignment with the 2021 AACN Essentials.

As a result of these changes, in 2025, the target was met. All 13 students assessed (100%) received a rating of 3 or higher on Question 8 of the Final Clinical Evaluation. Results by concentration were as follows: Family Nurse Practitioner, 100% (7/7); Psychiatric Mental Health Nurse Practitioner, 100% (4/4); and Adult Gerontology Acute Care Nurse Practitioner, 100% (2/2). The results demonstrated that students were able to apply scientific evidence, standards of care, and clinical-practice guidelines when developing treatment plans within their selected population focus.

Decision. In 2025, the target was met, with 100% (13/13) of students receiving a rating of 3 or higher on Question 8 of the Final Clinical Evaluation.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) revise SOAP-note formatting and requirements within the Adult Gerontology Acute Care Nurse Practitioner concentration to place greater emphasis on differential diagnoses and the plan of care; 2) update clinical-course assignment and evaluation rubrics to strengthen assessment of evidence-based clinical decision-making; and 3) review the measure for alignment with the revised PMC Student Learning Outcomes and the 2021 AACN Essentials.

These actions will strengthen students' ability to translate evidence, standards of care, and practice guidelines into appropriate clinical treatment plans and support continued achievement of the established benchmark, thereby continuing to advance the cycle of improvement.

Measure 3.2. Students will report their perceived level of preparation to use evidence-based recommendations in the delivery of care to clients through Question 4.3 of the PMC Exit Survey administered in the terminal clinical course for their concentration: Family Nurse Practitioner (NURG 5770 or NURG 5800), Adult Gerontology Acute Care Nurse Practitioner (NURG 5440), or Psychiatric Mental Health Nurse Practitioner (NURG 5940), as applicable. The expected outcome (target) is for at least 80% of respondents to receive a rating of 3 or higher on a 4-point scale.

Finding. Target was met.

Analysis. In 2024, the target was met. Both respondents (100%) rated their preparation to use evidence-based recommendations in the delivery of care to clients as 3 or higher on the PMC Exit Survey. The results indicated that respondents perceived themselves

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as prepared to incorporate current evidence into clinical decision-making and care delivery.

Throughout the PMC program, students apply evidence-based recommendations in the assessment, diagnosis, and management of clients. This competency is demonstrated through the Signature Assignment–Case Study Paper in NURG 5910, unfolding case studies, required SOAP notes in NURG 5770, NURG 5780, NURG 5790, NURG 5800, NURG 5910, NURG 5920, NURG 5930, and NURG 5940, and clinical-performance evaluations completed by faculty and preceptors.

Based on the analysis of the 2024 results, faculty implemented the following changes in 2025 to drive the cycle of improvement: 1) revised verbal SOAP-note presentations for Family Nurse Practitioner students to strengthen reporting of the health history, physical examination findings, differential diagnoses, and plan of care; 2) conducted regional visits with Adult Gerontology Acute Care Nurse Practitioner students to provide additional support and reinforce understanding of course content; 3) updated Psychiatric Mental Health Nurse Practitioner course content related to transition into a new population-focused role; and 4) reviewed the measure for alignment with the 2021 AACN Essentials.

As a result of these changes, in 2025, the target was met. All 5 respondents (100%) rated their preparation to use evidence-based recommendations in the delivery of care to clients as 3 or higher. Eight eligible students did not respond to the survey; therefore, the results reflect the perceptions of the 5 respondents rather than the entire group of program completers.

Decision. In 2025, the target was met, with 100% (5/5) of respondents rating their preparation to use evidence-based recommendations in the delivery of care to clients as 3 or higher on the PMC Exit Survey.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) revise Adult Gerontology Acute Care Nurse Practitioner SOAP-note rubric requirements to strengthen students' development of differential diagnoses and plans of care; 2) continue regional visits and additional faculty support for Psychiatric Mental Health Nurse Practitioner students; 3) update Family Nurse Practitioner course content related to transition into a new population-focused role; 4) revise skills-learning activities to include additional demonstrations of acute-care interventions; 5) review the measure for alignment with the revised PMC Student Learning Outcomes and the 2021 AACN Essentials; and 6) explore strategies to improve PMC Exit Survey participation.

These actions will strengthen students' ability to identify, evaluate, and apply evidence-based recommendations in clinical practice, improve the representativeness of indirect assessment data, and support continued achievement of the established benchmark, thereby continuing to advance the cycle of improvement.

SLO 4. Analyze the effect of historical, cultural, economic, ethical, legal, and political influences on nursing and healthcare delivery.

Measure 4.1. Students will demonstrate the ability to obtain a comprehensive patient history, including the patient's past medical history, medications, family history, and

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social history, through Question 1 of the Final Clinical Evaluation administered in the terminal clinical course for their concentration: Family Nurse Practitioner (NURG 5770 or NURG 5800), Adult Gerontology Acute Care Nurse Practitioner (NURG 5440), or Psychiatric Mental Health Nurse Practitioner (NURG 5940), as applicable. The expected outcome (target) is for at least 80% of students to receive a rating of 3 or higher on a 4-point scale.

Finding. Target was met.

Analysis. In 2024, the target was met. Both students assessed (100%) received a rating of 3 or higher on Question 1 of the Final Clinical Evaluation. The results demonstrated that students were able to obtain a comprehensive patient history that included past medical history, medications, family history, and social history.

Students develop history-taking and assessment skills throughout their clinical coursework. This preparation begins in NURG 5700: Methods of Clinical Nursing Assessment, when applicable, and continues through the concentration-specific clinical sequence. The Final Clinical Evaluation provides a culminating assessment of students' ability to collect and synthesize relevant historical, social, and cultural information during patient assessment.

Based on the analysis of the 2024 results, faculty implemented the following changes in 2025 to drive the cycle of improvement: 1) incorporated discussions regarding the appropriate use of artificial intelligence in clinical practice; 2) updated clinical-course research articles and instructional resources; and 3) reviewed the measure for alignment with the 2021 AACN Essentials.

As a result of these changes, in 2025, the target was met. All 13 students assessed (100%) received a rating of 3 or higher on Question 1 of the Final Clinical Evaluation. Results by concentration were as follows: Family Nurse Practitioner, 100% (7/7); Psychiatric Mental Health Nurse Practitioner, 100% (4/4); and Adult Gerontology Acute Care Nurse Practitioner, 100% (2/2). The results demonstrated that students were able to obtain and document comprehensive patient histories within their selected population focus.

Decision. In 2025, the target was met, with 100% (13/13) of students receiving a rating of 3 or higher on Question 1 of the Final Clinical Evaluation.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) introduce additional ethical scenarios into clinical coursework; 2) revise assignment and evaluation rubrics to strengthen assessment of historical, cultural, and social influences on patient care; and 3) review the measure for alignment with the revised PMC Student Learning Outcomes and the 2021 AACN Essentials.

These actions will strengthen students' ability to obtain comprehensive patient histories, recognize the influence of historical, cultural, social, and ethical factors on care, and support continued achievement of the established benchmark, thereby continuing to advance the cycle of improvement.

Measure 4.2. A second assessment measure was not established for SLO 4 during the 2025 assessment cycle. As part of the transition to revised PMC Student Learning

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Outcomes aligned with the 2021 AACN Essentials, faculty will develop and approve a second direct or indirect measure that evaluates students' ability to analyze the historical, cultural, economic, ethical, legal, and political influences on nursing practice and healthcare delivery.

Finding. Not evaluated.

Analysis. The 2025 assessment plan included one established measure for SLO 4. During review of the assessment findings, faculty identified the need for an additional measure to provide more comprehensive evidence of student achievement and ensure that each revised Student Learning Outcome is evaluated through at least two approved measures.

Decision. Achievement of a second measure could not be evaluated during the 2025 assessment cycle because the measure had not yet been established and no corresponding data were collected.

Based on the analysis of the 2025 results, faculty will develop, approve, and implement a second measure for the revised outcome during the 2026 assessment cycle. The measure will be aligned with the revised PMC Student Learning Outcomes and the 2021 AACN Essentials and will include a clearly defined assessment method, expected outcome, data source, and responsible faculty. Results collected in 2026 will establish baseline data for future trend analysis.

SLO 5. Manage resources within a healthcare delivery system through collaboration with other healthcare providers, communities, and clients.

Measure 5.1. Students will demonstrate the ability to initiate appropriate consultation and collaboration and identify when referral to other healthcare services or providers is indicated through Question 15 of the Final Clinical Evaluation administered in the terminal clinical course for their concentration: Family Nurse Practitioner (NURG 5770 or NURG 5800), Adult Gerontology Acute Care Nurse Practitioner (NURG 5440), or Psychiatric Mental Health Nurse Practitioner (NURG 5940), as applicable. The expected outcome (target) is for 100% of students to receive a rating of 3 or higher on a 4-point scale.

Finding. Target was met.

Analysis. In 2024, the target was met. Both students assessed (100%) received a rating of 3 or higher on Question 15 of the Final Clinical Evaluation. The results demonstrated that students were able to recognize situations requiring consultation, collaboration, or referral and communicate appropriately with other healthcare professionals.

Students demonstrate consultation and collaboration competencies through clinical logs, SOAP notes, narratives or self-reflections, and faculty and preceptor evaluations. The Final Clinical Evaluation provides a culminating assessment of students' ability to collaborate with other healthcare professionals and coordinate appropriate services within the healthcare delivery system.

Based on the analysis of the 2024 results, faculty implemented the following changes in 2025 to drive the cycle of improvement: 1) updated resources addressing nurse

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practitioner competencies related to consultation, collaboration, and referral; 2) encouraged students to participate in Nurses Day at the Capitol and regional professional-organization meetings to strengthen engagement in professional practice improvement; and 3) reviewed the measure for alignment with the 2021 AACN Essentials.

As a result of these changes, in 2025, the target was met. All 13 students assessed (100%) received a rating of 3 or higher on Question 15 of the Final Clinical Evaluation. Results by concentration were as follows: Family Nurse Practitioner, 100% (7/7); Psychiatric Mental Health Nurse Practitioner, 100% (4/4); and Adult Gerontology Acute Care Nurse Practitioner, 100% (2/2).

Decision. In 2025, the target was met, with 100% (13/13) of students receiving a rating of 3 or higher on Question 15 of the Final Clinical Evaluation.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) include a coding and billing session to strengthen students' understanding of practice management and resource use; 2) incorporate students into additional interprofessional education activities; and 3) review the measure for alignment with the revised PMC Student Learning Outcomes and the 2021 AACN Essentials.

These actions will strengthen students' ability to collaborate across professions, coordinate appropriate referrals and services, and manage resources within complex healthcare systems, thereby continuing to advance the cycle of improvement.

Measure 5.2. Students will report their perceived level of preparation to manage resources within a healthcare delivery system through collaboration with healthcare providers, communities, and clients through Question 4.4 of the PMC Exit Survey administered in the terminal clinical course for their concentration: Family Nurse Practitioner (NURG 5770 or NURG 5800), Adult Gerontology Acute Care Nurse Practitioner (NURG 5440), or Psychiatric Mental Health Nurse Practitioner (NURG 5940), as applicable. The expected outcome (target) is for at least 80% of respondents to receive a rating of 3 or higher on a 4-point scale.

Finding. Target was met.

Analysis. In 2024, the target was met. Both respondents (100%) rated their preparation to manage resources within a healthcare delivery system through collaboration with healthcare providers, communities, and clients as 3 or higher on the PMC Exit Survey.

Throughout the PMC program, students apply collaboration and resource-management principles when developing and implementing patient-care plans. These competencies are demonstrated through written SOAP notes, verbal presentation of plans of care to preceptors, clinical-performance evaluations completed by faculty and preceptors, and concentration-specific clinical learning activities.

Based on the analysis of the 2024 results, faculty implemented the following changes in 2025 to drive the cycle of improvement: 1) invited nurse practitioner students to participate in Louisiana Association of Nurse Practitioners workshop presentations; 2) encouraged membership in the Louisiana State Nurses Association and Louisiana Association of Nurse Practitioners to help students remain informed about professional,

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regulatory, and practice-related issues affecting advanced practice registered nurses; and 3) reviewed the measure for alignment with the 2021 AACN Essentials.

As a result of these changes, in 2025, the target was met. All 5 respondents (100%) rated their preparation to manage resources and collaborate with an interdisciplinary healthcare team as 3 or higher. Eight eligible students did not complete the survey; therefore, the findings reflect the perceptions of the 5 respondents rather than the entire group of program completers.

Decision. In 2025, the target was met, with 100% (5/5) of respondents rating their preparation to manage resources within a healthcare delivery system through collaboration with healthcare providers, communities, and clients as 3 or higher on the PMC Exit Survey.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) invite guest speakers to engage students in specialty topics related to advanced practice, healthcare delivery, and resource management; 2) continue encouraging membership in the Louisiana State Nurses Association and Louisiana Association of Nurse Practitioners to support awareness of changes affecting advanced practice registered nurses; 3) review the measure for alignment with the revised PMC Student Learning Outcomes and the 2021 AACN Essentials; and 4) explore strategies to improve PMC Exit Survey participation.

These actions will strengthen students' understanding of collaboration, professional engagement, resource coordination, and healthcare delivery while improving the representativeness of indirect assessment data, thereby continuing to advance the cycle of improvement.

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

Measure 6.1. Students will report their perceived level of preparation to contribute to the continued professional development and improvement of self, clients, communities, and healthcare delivery systems through Question 4.5 of the PMC Exit Survey administered in the terminal clinical course for their concentration: Family Nurse Practitioner (NURG 5770 or NURG 5800), Adult Gerontology Acute Care Nurse Practitioner (NURG 5440), or Psychiatric Mental Health Nurse Practitioner (NURG 5940), as applicable. The expected outcome (target) is for at least 80% of respondents to receive a rating of 3 or higher on a 4-point scale.

Finding. Target was met.

Analysis. In 2024, the target was met. Both respondents (100%) rated their preparation to contribute to the continued professional development and improvement of self, clients, communities, and healthcare delivery systems as 3 or higher on the PMC Exit Survey.

Throughout the PMC program, students develop professional-growth competencies through clinical coursework, concentration-specific assignments, faculty and preceptor feedback, and professional-engagement opportunities. Supporting activities include the Signature Assignment–Case Study Paper in NURG 5910, case-based assignments in NURG 5790 and NURG 5800, role preparation in NURG 5830 and NURG 5840 for

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students who are not already nurse practitioners, clinical experiences in community safety-net settings, regulatory presentations, and encouragement to participate in professional nursing organizations.

Based on the analysis of the 2024 results, faculty implemented the following changes in 2025 to drive the cycle of improvement: 1) provided updated information and faculty support related to transition into a new nurse practitioner role and population focus; and 2) reviewed the measure for alignment with the 2021 AACN Essentials.

As a result of these changes, in 2025, the target was met. All 5 respondents (100%) rated their preparation to contribute to continued professional development and improvement as 3 or higher. Eight eligible students did not complete the survey; therefore, the findings reflect the perceptions of the 5 respondents rather than the entire group of program completers.

Decision. In 2025, the target was met, with 100% (5/5) of respondents rating their preparation to contribute to the continued professional development and improvement of self, clients, communities, and healthcare delivery systems as 3 or higher on the PMC Exit Survey.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) incorporate interprofessional education activities that expose students to varied healthcare-delivery scenarios; 2) introduce Psychiatric Mental Health Nurse Practitioner students to an additional community clinic serving an underserved population; 3) review the measure for alignment with the revised PMC Student Learning Outcomes and the 2021 AACN Essentials; and 4) explore strategies to improve PMC Exit Survey participation.

These actions will strengthen students' professional growth, role transition, interprofessional engagement, and commitment to improving care for clients and communities, thereby continuing to advance the cycle of improvement.

Measure 6.2. Students will demonstrate engagement in professional development through membership in a professional nursing organization, as reported through the Functional Role Comprehensive Examination administered in the terminal clinical course for their concentration: Family Nurse Practitioner (NURG 5770 or NURG 5800), Adult Gerontology Acute Care Nurse Practitioner (NURG 5440), or Psychiatric Mental Health Nurse Practitioner (NURG 5940), as applicable. The expected outcome (target) is for at least 50% of students completing the Functional Role Comprehensive Examination to report membership in a professional nursing organization.

Finding. Target was met.

Analysis. In 2024, the target was met. Both students assessed (100%) reported membership in a professional nursing organization. The question was included on the Functional Role Comprehensive Examination to gather information regarding professional engagement; it was not assigned a point value and did not contribute to the examination grade.

Students are encouraged throughout the PMC program to join and participate in professional nursing organizations, particularly the Louisiana Association of Nurse Practitioners. Professional-organization participation provides opportunities for

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networking, leadership development, advocacy, and continued learning related to the nurse practitioner role.

Based on the analysis of the 2024 results, faculty implemented the following changes in 2025 to drive the cycle of improvement: 1) invited students to participate in the Louisiana State Nurses Association's Nurses Day at the Capitol; 2) shared information regarding professional meetings and encouraged students to attend Louisiana Association of Nurse Practitioners events; and 3) reviewed the measure for alignment with the 2021 AACN Essentials.

As a result of these changes, in 2025, the target was met. Of the 13 students assessed, 11 students (85%) reported membership in a professional nursing organization, while 2 students (15%) reported that they were not members. Although the percentage decreased from 100% in 2024 to 85% in 2025, achievement remained well above the established benchmark of 50%.

Decision. In 2025, the target was met, with 85% (11/13) 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) incorporate PMC students into additional interprofessional education activities; 2) invite students to attend Louisiana Association of Nurse Practitioners meetings and provide information regarding reduced student membership rates; and 3) review the measure for alignment with the revised PMC Student Learning Outcomes and the 2021 AACN Essentials.

These actions will promote professional engagement, leadership development, networking, advocacy, and lifelong learning while supporting continued achievement of the established benchmark, 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 PMC faculty to implement targeted improvements during the 2025 assessment cycle. These actions occurred at the curriculum, course, clinical, assessment, and professional-development levels and were intended to strengthen preparation for new population-focused nurse practitioner roles, reinforce evidence-based clinical decision-making, expand professional and interprofessional engagement, and improve alignment with the 2021 AACN Essentials.

Curriculum and Assessment Alignment

Faculty reviewed the PMC Student Learning Outcomes, assessment measures, course assignments, and evaluation tools in relation to the 2021 AACN Essentials. Terminal clinical courses and concentration-specific assessment processes were clarified, and faculty continued using the Final Clinical Evaluation, Functional Role Comprehensive Examination, and PMC Exit Survey to evaluate student achievement and perceived preparation across the Family Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner concentrations.

Review of the assessment plan also identified that SLO 4 included only one established measure during the 2025 assessment cycle. Faculty determined that a second measure

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should be developed and approved as part of the transition to revised Student Learning Outcomes and assessment processes in 2026.

Clinical and Role Preparation

Faculty strengthened preparation for students entering a new advanced nursing role and population focus by offering additional review sessions before the Functional Role Comprehensive Examination, updating role-preparation materials, revising clinical presentations, and reinforcing scope-of-practice and professional-role expectations.

Clinical learning activities, including SOAP notes, case studies, clinical logs, narratives, and faculty and preceptor evaluations, supported students' development of assessment, diagnostic-reasoning, treatment-planning, consultation, collaboration, and referral competencies.

Evidence-Based Practice and Clinical Decision-Making

Faculty revised verbal SOAP-note presentations and clinical-course resources to strengthen students' ability to present health histories, physical-examination findings, differential diagnoses, and evidence-based plans of care. Current clinical guidelines, research articles, and instructional resources were incorporated into concentration-specific coursework. Additional student support was provided through regional visits, clinical conferences, structured review opportunities, and individualized feedback.

Collaboration, Resource Management, and Professional Engagement

Faculty reinforced expectations related to consultation, collaboration, referral, resource management, interdisciplinary practice, and professional-role development throughout clinical coursework. Students were encouraged to participate in professional organizations, Nurses Day at the Capitol, Louisiana Association of Nurse Practitioners activities, and other professional-development opportunities.

These activities supported students' understanding of healthcare delivery systems, professional advocacy, leadership, collaboration, and continued role development.

Assessment Participation and Data Quality

Direct assessment measures provided evidence of student achievement across all three PMC concentrations. The PMC Exit Survey provided indirect evidence of students' perceived preparation; however, only 5 of the 13 eligible program completers submitted responses. Faculty identified the need to strengthen survey-administration procedures, response tracking, and documentation of eligible students and respondents.

Faculty also identified the need to verify survey-question numbers, course assignments, numerators, denominators, percentages, and concentration-specific results before future reports are finalized.

Overall Evidence of Improvement

All established PMC assessment targets were met during the 2025 assessment cycle. Direct assessment findings demonstrated that all 13 students met the established benchmarks on the Final Clinical Evaluation and Functional Role Comprehensive Examination. Indirect assessment findings also met the established benchmarks; however, the results represented only the 5 students who completed the PMC Exit Survey.

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The findings demonstrated strong student performance in culturally responsive care, role preparation, evidence-based clinical decision-making, consultation, collaboration, resource management, and professional engagement. They also identified improvement of PMC Exit Survey participation and development of a second measure for SLO 4 as priorities for the 2026 assessment cycle.

Collectively, these findings demonstrate the continued use of assessment results to strengthen student learning and advance the cycle of improvement within the PMC Program.

Plan of Action Moving Forward

Based on analysis of the 2025 assessment results, the PMC Program will transition during the 2026 assessment cycle to revised Student Learning Outcomes, assessment measures, and evaluation processes aligned with the 2021 AACN Essentials. Because the revised measures will differ substantially from the existing assessment plan, results collected during 2026 will establish baseline data for future trend analysis.

Curriculum and Assessment Alignment

The PMC curriculum, Student Learning Outcomes, assessment measures, course assignments, and evaluation tools will be reviewed to ensure alignment with the 2021 AACN Essentials. Each revised Student Learning Outcome will be evaluated through at least two approved measures with clearly defined assessment methods, expected outcomes, data sources, responsible faculty, and reporting timelines.

A second measure will be developed and approved for the revised outcome addressing historical, cultural, economic, ethical, legal, and political influences on nursing practice and healthcare delivery. The Final Clinical Evaluation, Functional Role Comprehensive Examination, and PMC Exit Survey will also be reviewed to confirm that each measure directly evaluates the intended outcome.

Clinical and Role Preparation

Preparation for students entering a new nurse practitioner role and population focus will continue to be strengthened. The Functional Role Comprehensive Examination will be revised to reflect current role expectations, scope-of-practice standards, and population-specific competencies. Structured review opportunities will continue before administration of the examination.

Clinical presentations, case studies, SOAP-note requirements, laboratory activities, and evaluation rubrics will be updated to strengthen assessment, diagnostic reasoning, differential diagnosis, treatment planning, and role transition.

Evidence-Based Practice and Clinical Decision-Making

Current research findings, clinical-practice guidelines, and standards of care will remain incorporated into concentration-specific coursework and clinical learning activities. SOAP-note instructions and rubrics will be revised to place greater emphasis on scientific rationale, differential diagnoses, evidence-based treatment plans, and evaluation of outcomes.

Timely feedback will continue to be provided through clinical evaluations, case studies, clinical logs, narratives, and other concentration-specific assignments.

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Collaboration, Resource Management, and Interprofessional Learning

Opportunities for PMC students to participate in interprofessional education activities and engage with other healthcare professionals will be expanded. Additional learning activities will address consultation, collaboration, referral, coding and billing, resource coordination, healthcare delivery, and practice management.

Guest speakers may be invited to address specialty practice, regulatory requirements, healthcare-system issues, and professional-role development.

Professional Engagement and Lifelong Learning

Students will continue to receive information about professional nursing organizations, reduced student membership rates, meetings, advocacy activities, and leadership opportunities. Participation in Louisiana Association of Nurse Practitioners events, Louisiana State Nurses Association activities, Nurses Day at the Capitol, and other relevant professional-development opportunities will continue to be encouraged.

These efforts will support networking, leadership, advocacy, professional identity, and lifelong learning.

Assessment Participation and Data Quality

Strategies will be implemented to improve PMC Exit Survey participation so that indirect assessment findings more fully represent all program completers. Survey-administration procedures will be standardized, including designation of the responsible course, faculty member, administration date, reminder process, and response-monitoring procedures.

Future reports will clearly distinguish the number of eligible students from the number of respondents and will include concentration-specific findings when available. Course numbers, terminal clinical course assignments, survey-question numbers, numerators, denominators, percentages, and supporting data will be verified before assessment reports are finalized.

Expected Impact

These actions are expected to support an orderly transition from the existing PMC assessment plan to revised Student Learning Outcomes and measures aligned with the 2021 AACN Essentials. The revised assessment process will strengthen alignment among the PMC curriculum, course assignments, evaluation tools, measures, and competency expectations.

The planned actions are also expected to strengthen students' preparation for practice within new nurse practitioner roles and population foci, improve the completeness and reliability of assessment data, and provide more meaningful evidence to guide continued program improvement. Results collected during the 2026 assessment cycle will establish baseline data for evaluating future trends under the revised assessment plan.