

College of Nursing

College of Nursing and Health Professions

Introduction

The mission of the College of Nursing is to provide education that will enable graduates to improve the health care system and the quality of life in a global society, value lifelong learning, and enhance the profession of nursing through a focus on clinical judgment, communication, role development, professionalism, and service to the community.

The College of Nursing and Health Professions offers a baccalaureate and master's degree in nursing, a baccalaureate degree in health systems management, and a baccalaureate degree in radiologic and medical laboratory science as well as a Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner.

The Undergraduate Nursing department offers a fully online baccalaureate degree in nursing through a web-based platform, Moodle, offered through the University. Select courses in the BS in Health Systems Management Program are offered online through Moodle and partially through Southeastern Louisiana University.

Performance Objective 1 Expand degree offerings in the College of Nursing and Health Professions.

1 Assessment and Benchmark

Benchmark: 100% compliance with projected enrollment of 10 students for the initiation of the new BS in Health Systems Management fall 2017 and spring 2018.

1.1 Data

Semester	Enrollment in the new BS in HSM
Fall 2015	34
Spring 2016	37
Fall 2016	33
Spring 2017	44
Spring 2018	51

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

- Coordinate course offerings in partnership with Southeastern Louisiana University to offer sufficient course offerings to accommodate increased enrollment numbers.
- Reassign one dedicated BSN faculty to teach primarily Health System Management courses as part of their normal workload.

2017-2018:

- Enrollment in the program for spring 2018 increased by seven students or, 15.9% based on spring 2017 enrollment.
- Coordinate recruitment efforts with Enrollment Management in High Schools and School Counselors to provide program information.
- Schedule Health Systems Management Program Coordinator time in NURS 100 to introduce the program as a career option.

2 Assessment and Benchmark

Benchmark: Develop interdisciplinary initiatives between the unique departments in the new college.

2.1 Data

2016-2017:

Dean's Council met four times with the intent to identify common issues, concerns, and resources.

2017-2018:

University administration has committed space to RMLS in Hardtner Hall with physical move summer, 2018.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Faculty from Nursing and RMLS taught a Medical Terminology course in consultation with one another for summer 2017.

2017-2018:

Closer proximity will enable enhanced collaboration.

3 Assessment and Benchmark

Benchmark: Increase the RN-BSN Program enrollment by 10% in the College of Nursing and Health Professions.

3.1 Data

Semester	Increased enrollment in the RN-BSN Program	
	%	#

Fall 2016	15%	38
Spring 2017	10%	33
Spring 2018	3%	34

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Prior to 2016-2017, enrollment in the RN-BSN Program declined 30% between 2015-2016 and 2014-2015. Enrollment growth is slow. Program needs to create more aggressive marketing messages, i.e. affordability, quality outcomes, etc.

Met with provost and the Office of Marketing and Licensing to initiate development of new marketing materials summer 2017.

2017-2018:

Enrollment growth is stagnant. The director of E-Learning has initiated discussions with a potential distance education consulting company to boost enrollment. Contract proposal with I-Design have begun and will require state approval for funding proposal.

4 Assessment and Benchmark

Assessment: Development of a psychiatric-mental health DNP.

4.1 Data

2017-2018:

Program planning initiated for the development of a psychiatric-mental health DNP.

4.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Planning still in progress.

Performance Objective 2 Faculty are sufficient in number to accomplish the mission, goals, and expected program outcomes for all degree offerings.

1 Assessment and Benchmark

Benchmark: 100% of full-time positions are appointed with academically and experientially appropriate credentials.

1.1 Data

Academic Year	% of faculty transcripts that reflect a minimum of an MSN in BS Degree and a Doctorate in the MSN Degree	% of faculty that meet the academic and experiential requirements of the Louisiana State Board of Nursing
2013-2016	100%	100%
2016-2017	100%	100%
2017-2018	100%	100%

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Recent SACS/COC report identified a need for more doctorate prepared faculty in the BSN Program. Administration approved converting two master's prepared faculty to doctoral level and initiate hiring process.

2017-2018:

Two faculty doctoral faculty were hired in the BSN Program with DNPs and had no academic preparation. One resigned and one transferred to the MSN Program. Orient future DNP applicants to the specific job performance expectations and challenges of academic employment. Plan to establish a faculty development program that introduces both curriculum and evaluation concepts to future faculty.

2 Assessment and Benchmark

Benchmark: 3.5/5.00 mean faculty response to classroom ratio is adequate to meet the goals of my Nursing program needs.

2.1 Data

Year	Faculty Satisfaction Survey
2014	4.05/5.00
2015	3.41/5.00
2016	3.65/5.00
2017	4.52/5.00
2018	4.45/5.00

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Respective mean faculty response to classroom ratio of faculty to students is adequate to meet the goals of my program. Most recent response exceeds expected outcome. Continue to monitor data for trends.

2017-2018:

Respective faculty response to classroom ratio of faculty to students remains well above the benchmark. Continue to monitor data for trends.

3 Assessment and Benchmark

Benchmark: 3.5/5.00 mean faculty response to clinical ratio of faculty to students is safe to meet the goals of my Nursing program needs.

3.1 Data

Year	Faculty Satisfaction Survey
2014	4.33/5.00
2015	3.90/5.00
2016	3.65/5.00
2017	4.29/5.00
2018	3.82/5.00

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Respective mean faculty response to clinical ratio of faculty to students is safe to meet the goals of my Nursing program.

Most recent response exceeds expected outcome. Continue to monitor data for trends.

2017-2018:

Respective mean faculty response to clinical ratio of faculty to students decreased but remained within acceptable benchmark. Continue to monitor data for trends.

Performance Objective 3 Fiscal and physical resources are sufficient to enable the programs to fulfill its mission, goals, and expected outcomes.

1 Assessment and Benchmark

Benchmark: 3.5/5.00 mean faculty response to satisfaction to fiscal resources are adequate to support the objective of the College of Nursing and Health Professions.

1.1 Data

Year	Faculty Satisfaction Survey
2014	3.24/5.00
2015	3.31/5.00
2016	4.08/5.00

2017	3.86/5.00
2018	3.81/5.00

Exception: two data points 3.13

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

CON Endowed Professorship awards have been maintained at \$5,000 per professorship. Continue to monitor data for trends.

HB152 funds received this summer for purchase of new simulation equipment and three new licenses for student learning resources.

2017-2018:

Data demonstrate a small decrease from prior year. Both professorships and HB152 funds remain stable. Continue to monitor data for trends.

2 Assessment and Benchmark

Benchmark: 3.5/5.00 mean faculty response to satisfaction to budget allocations for faculty development, research, instruction, practice activities, and community and public service are adequate.

2.1 Data

Year	Faculty Satisfaction Survey
2014	3.23/5.00
2015	3.00/5.00
2016	4.08/5.00
2017	4.10/5.00
2018	3.73/5.00

Exception: one data point 3.5

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Data indicates a trend upward. Continue to monitor data for trends.

2017-2018:

Data indicates a small increase down. Continue to monitor data for trends.

3 Assessment and Benchmark

Benchmark: 3.5/5.00 mean faculty response for fiscal resources for institutional funds are sufficient for my program to achieve its goals and objectives. College of Nursing and Health Professions are comparable to other colleges within the university.

3.1 Data

Year	Faculty Satisfaction Survey
2014	3.41/5.00
2015	3.71/5.00
2016	3.92/5.00
2017	4.00/5.00
2018	3.73/5.00

Exception: one data point 3.5

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Data indicates a trend upward. Continue to monitor data for trends.

2017-2018:

Faculty satisfaction decreased from the upward trend of the past two years. Two of 22 faculty indicated dissatisfaction. Continue to monitor data for trends.

4 Assessment and Benchmark

Benchmark: 3.5/5.00 mean faculty response for satisfaction with the physical facilities allocated are adequate to achieve the goals of my program.

4.1 Data

Year	Faculty Satisfaction Survey
2014	4.18/5.00
2015	4.18/5.00
2016	4.69/5.00
2017	4.39/5.00
2018	3.77/5.00

4.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Data consistently above benchmark. Continue to monitor data for trends.

New space will be added to College following move of Department of Mass Communication to Kaufman.

2017-2018:

Data meets benchmark but decreased slightly. New space has been allocated to the CONHP for future use. Monitor for trends.

5 Assessment and Benchmark

Benchmark: 3.5/5.00 mean faculty response for satisfaction with the quality and quantity of AV media and equipment available to meet our objectives.

5.1 Data

Year	Faculty Satisfaction Survey
2014	4.50/5.00
2015	4.41/5.00
2016	4.63/5.00
2017	4.57/5.00
2018	3.82/5.00

5.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Data consistently above benchmark thus no action taken. Continue to monitor data for trends.

2017-2018:

Data demonstrated a small downward dip. New video equipment has been installed in Classroom 103, 104. Hardtner Hall and Room 304 planned by early fall 2018.

6 Assessment and Benchmark

Benchmark: 3.5/5.00 mean faculty response to library holdings are adequate to meet faculty needs for research and provide data bases and search capacity.

6.1 Data

Year	Faculty Satisfaction Survey

2014	4.59/5.00
2015	4.47/5.00
2016	4.58/5.00
2017	4.71/5.00
2018	4.36/5.00

6.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Data consistently above benchmark, no action taken. Continue to monitor data for trends.

2017-2018:

Data consistently above benchmark, no action taken. Continue to monitor data for trends.

7 Assessment and Benchmark

Benchmark: 3.5/5.00 mean graduate response to satisfaction with the physical facilities allocated are adequate to achieve the goals of the program.

7.1 Data

Semester	Mean Graduate Exit Survey Score
Fall 2013	4.40/5.00
Spring 2014	4.48/5.00
Fall 2014	4.00/5.00
Spring 2015	3.82/5.00
Fall 2015	3.56/5.00
Spring 2016	4.04/5.00
Spring 2017	4.18/5.00
Fall 2017	3.70/5.00
Spring 2018	4.52/5.00

7.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Met expected outcome, no action taken. Continue to monitor data for trends.

2017-2018:

Increased expected outcome from prior year. Electric charging stations were installed in accessible locations to support use of personal computers by students. Continue to monitor for trends.

8 Assessment and Benchmark

Benchmark: 3.5/5.00 mean graduate response to satisfaction with the LRC technologies are available, current, and adequate to achieve the goals of the program.

8.1 Data

Semester	Mean Graduate Exit Survey Score
Fall 2013	4.79/5.00
Spring 2014	4.57/5.00
Fall 2014	4.46/5.00
Spring 2015	4.62/5.00
Fall 2015	3.74/5.00
Spring 2016	4.27/5.00

Fall 2016	4.44/5.00
Spring 2017	4.00/5.00
Fall 2017	3.80/5.00
Spring 2018	4.74/5.00

8.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Met expected outcome, no action taken. Continue to monitor data for trends.

2017-2018:

Expected outcome increased significantly. New student computers installed summer, 2018.

9 Assessment and Benchmark

Benchmark: 3.5/5.00 mean graduate mean response to satisfaction with access to McNeese State University student support services (i.e., library, infirmary).

9.1 Data

Semester	Mean Graduate Exit Survey Score
Spring 2013	3.98/5.00
Fall 2013	4.09/5.00
Spring 2014	4.36/5.00
Fall 2014	3.77/5.00
Spring 2015	3.35/5.00
Fall 2015	2.48/5.00
Spring 2016	3.48/5.00
Fall 2016	3.96/5.00
Spring 2017	3.41/5.00
Fall 2017	4.00/5.00
Spring 2018	4.42/5.00

Exception: four data points 3.5

9.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Renovations for McNeese State University Library to be completed late spring 2017 to allow student access fall 2016 semester. Review data for fall 2017 and spring 2018 prior to future action.

2017-2018:

Renovations for McNeese State University Library completed fall 2017. Data demonstrate the opening of the library increased satisfaction markedly.

10 Assessment and Benchmark

Benchmark: 4.0 mean student response to "Library resources and services are adequate" on the Noel-Levitz Student Satisfaction Survey.

10.1 Data

2015-2016:

Noel-Levitz Student Satisfaction Survey 3.54 mean student response

2016-2017:

N/A

2017-2018:

N/A

10.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Monitor planned re-opening of McNeese State University library fall 2017.

2016-2017:

2017-2018:

McNeese State University library is fully functional and well received by all students as per BSN Graduate Survey, spring 2018.

Performance Objective 4 Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.**1 Assessment and Benchmark**

Benchmark: 80% of individual faculty achieve the university satisfactory performance in teaching and one of either, scholarly/professional activity, or university/public service components on their APR.

1.1 Data

Year	Faculty achieving satisfactory APR in teaching, scholarly/professional activity, or university/public service components
2014	100%
2015	100%
2016	100%
2017	100%
2018	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

No action taken. Continue to monitor data for trends.

2017-2018:

Identify faculty activities that commonly support scholarly/professional and university/service benchmarks among faculty who are satisfactory in all three categories. Request Faculty Excellence Committee develop a plan to support those faculty who are unable to achieve all three categories based on the activities achieved by successful faculty.

2 Assessment and Benchmark

Benchmark: 35 points mean aggregate score of the faculty outcome for the teaching component of the APR.

2.1 Data

Year	Mean aggregate APR score of faculty for teaching outcome
2014	47.68
2015	47.47
2016	48.14
2017	43.21
2018	

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Scores dipped slightly from prior year. Consider review of teaching effectiveness measures exclusive of SEIs.

2017-2018:

Scores increased approximately five points from prior year. Repeat review of teaching effectiveness measures exclusive of SEIs to support upward score.

3 Assessment and Benchmark

Benchmark: 200 points mean aggregate score of the faculty outcome for scholarly and professional activity component of the APR.

3.1 Data

Year	Mean aggregate APR score of faculty for scholarly/professional component
2013	355
2014	200
2015	300
2016	446
2017	517.97
2018	

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Scores increased significantly from prior year. No action taken. Continue to monitor data for trends.

2017-2018:

Scores increased significantly from prior year. Six of 33 faculty did not meet the minimum score of ≥ 200 aggregate points. Request the Faculty Excellence Committee review the need to raise the benchmark.

4 Assessment and Benchmark

Benchmark: 320 points mean aggregate score of the faculty outcome for the university/public service component of the APR.

4.1 Data

Year	Mean aggregate APR score of faculty for university/public service component
2013	705
2014	692.46
2015	760
2016	1220
2017	853.39
2018	

4.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Scores increased significantly from prior year. No action taken. Continue to monitor data for trends.

2017-2018:

Scores decreased significantly from prior year. One of 33 faculty members did not meet the minimum score of ≥ 320 points. Refer to Faculty Excellence Committee for review in conjunction with increased teaching and scholarly/professional activity scores.

Performance Objective 5 The chief nurse administrator is a registered nurse; holds a graduate degree in nursing; is academically and experientially qualified to accomplish the mission,

goals, and expected outcomes; is vested with administrative authority to accomplish the mission, goals, and expected outcomes; and provides effective leadership to the nursing unit to achieve its mission, goals, and expected outcomes.

1 Assessment and Benchmark

Benchmark: 4.0/5.00 mean faculty evaluative response to: "the Dean is an effective administrator overall".

1.1 Data

Year	Mean Faculty Evaluation Response
2013	4.42/5.00
2014	4.53/5.00
2015	4.24/5.00
2016	4.00/5.00
2017	4.20/5.00
2018	3.71/5.00

1.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

No action taken. Continue to monitor data for trends.

2016-2017:

No Action taken. Continue to monitor data for trends.

2017-2018:

Data above the stated benchmark. Response rate was very low. Encourage full participation for coming year.

2 Assessment and Benchmark

Benchmark: 4.0/5.00 Mean Agency Directors of Nursing (DON) evaluative response to: "Overall, I am satisfied with my working relationships with this administrator".

2.1 Data

Year	Mean Agency DON Evaluation Response
2013	5.00/5.00
2014	5.00/5.00
2015	5.00/5.00
2016	5.00/5.00
2017	5.00/5.00
2018	5.00/5.00

2.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

No action taken. Continue to monitor data for trends.

2016-2017:

No action taken. Continue to monitor data for trends.

2017-2018:

No action taken. Continue to monitor data for trends.