

Nursing [MSN] [NURG]

Cycles included in this report:
Jun 1, 2017 to May 31, 2018

Program Name: Nursing [MSN] [NURG]

Reporting Cycle: Jun 1, 2017 to May 31, 2018

1 Is this program offered via Distance Learning?

100% Distance only

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

3 Example of Program Improvement

2016-2017:

Revision of admission processes last year have resulted in more comprehensive data management. For example, Excel spreadsheets are now used to track admissions, progression, graduation, credentialing rates and other variables of interest. As our database expands we should be able to use it to make decisions related to admissions and student success based upon historical data. We have further revised our admissions algorithm to consider students whose GRE scores and/or GPA fall very close to our cut points.

2017-2018:

The ICMSN has voted to drop GRE from admission criteria beginning fall 2019. Currently, we are evaluating the literature, state wide practices, and our data to determine what other changes in admission criteria might be helpful. This change will be submitted for the 2019-2020 catalog.

4 Program Highlights from the Reporting Year

2016-2017:

1. Revision of ICMSN Graduate Program Outcomes and Student Learning Outcomes (fall 2015) have been completed in anticipation of major revision of ICMSN evaluation plan. This was the first year to use updated student learning outcomes.
2. Continued implementation of new NP curricula has resulted in the following:
 - NURS 605 Applied Statistics for the Health Sciences. Two sections have been taught each semester with good outcomes for students
 - NURS 607 Health Assessment and Diagnostic Reasoning for Advanced Practice Nursing. One section taught in spring 2016 that incorporated Shadow Health Software to supplement laboratory experiences.
4. First ICMSN students (McNeese State University graduate = one) from the revised nursing education concentration graduated in spring 2016. Evaluation of that concentration is ongoing.

2017-2018:

1. NURS 695 - McNeese State University hosted the ICMSN Research Conference in fall 2017 where multiple ICMSN students presented their scholarly projects. There was one student podium speaker from McNeese State University. In addition, one student presented her NURS 695 project with a faculty member at the national American Association of Psychiatric Nurses Conference in fall 2017.
2. NURS 600 Teamwork - Last fall graduate nursing partnered with Nutrition & Dietetics Internship and the Graduate Counseling Program and faculty to deliver a three hour interprofessional education workshop for (and with) students from all their disciplines. Plan to continue annually each fall.
3. ICMSN Program Evaluation Plan - Work has progressed to the point that new SLOs and faculty outcomes have been accepted by the ICMSN schools and data collection has begun. Plan for next year is to incorporate these new outcomes in the master planning for McNeese State University.

5 Program Mission

The Graduate Nursing Program of the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) seeks to prepare professional nurses at an advanced theoretical and clinical practice level in order to address present and potential health needs of south Louisiana.

6 Institutional Mission Reference

7 Assessment and Benchmark NURS 600 Group/Team Dynamic Paper

Assessment: NURS 600 Group/Team Dynamic Paper.

Benchmark: 90% of students will earn 84.5% on the NURS 600 Group/Team Dynamics paper.

Files:

Group and Team Dynamics

Course Links

NURS600 [Theoretical Foundations of Advanced Nursing (Lec. 3, Cr. 3)]

Outcome Links

Leadership [Program]

Nursing leaders who can direct inter-professional teams in advanced practice, educational and administrative roles in healthcare systems and diverse settings to promote quality improvement and effect positive change.

7.1 Data [Not Approved]

| Term | # enrolled | # completed | Earned 84.5% | | Benchmark met? |
|-------------|------------|-------------|--------------|-----|----------------|
| | | | # | % | |
| Fall 2013 | 28 | 26 | N/A | N/A | N/A |
| Spring 2014 | 30 | 29 | 26 | 90% | Yes |
| Fall 2014 | 31 | 30 | 27 | 90% | Yes |
| Spring 2015 | 30 | 29 | 26 | 90% | Yes |
| Fall 2015 | 31 | 31 | 27 | 87% | Yes |
| Spring 2016 | 23 | 23 | 20 | 87% | Yes |
| Fall 2016 | 24 | 22 | 21 | 92% | Yes |
| Spring 2017 | 32 | 32 | 26 | 81% | No |
| Fall 2017 | 26 | 26 | 22 | 85% | No |
| Spring 2018 | 26 | 26 | 22 | 85% | No |

Course Links

NURS600 [Theoretical Foundations of Advanced Nursing (Lec. 3, Cr. 3)]

Outcome Links

Leadership [Program]

Nursing leaders who can direct inter-professional teams in advanced practice, educational and administrative roles in healthcare systems and diverse settings to promote quality improvement and effect positive change.

7.1.1 Analysis of Data and Plan for Continuous Improvement [Not Approved]

2015-2016:

Students continue to meet the benchmark for this assignment.

2016-2017:

Assignment has not changed; however, only one semester had below benchmark results. Plan to reassess next year's results.

2017-2018:

Assignment has not changed and is still relevant to course objective and program outcome.

Note that fall 2017 involved Hurricane Harvey which may have impacted student performance. Also, have new adjunct teaching this past semester; however, her evaluation of student work was reviewed with faculty of record. Recommend lowering benchmark to 85%.

Course Links

NURS600 [Theoretical Foundations of Advanced Nursing (Lec. 3, Cr. 3)]

Outcome Links

Leadership [Program]

Nursing leaders who can direct inter-professional teams in advanced practice, educational and administrative roles in healthcare systems and diverse settings to promote quality improvement and effect positive change.

8 Assessment and Benchmark NURS 602 Prospectus [Approved]

Assessment: NURS 602 Prospectus.

Benchmark: 90% of students who complete the course will earn a score of at least 84.5% on NURS 602 Prospectus.

Course Links

NURS602 [Generating Evidence for Nursing Practice (Lec. 3, Cr. 3)]

Outcome Links

Critical Thinking & Scholarly Inquiry [Program]

Critical thinkers who engage in scholarly inquiry using current research to improve healthcare outcomes for individuals, families, populations and systems.

8.1 Data

| Term | # enrolled | # completed | Earned 84.5% | | Benchmark met? |
|-------------|------------|-------------|--------------|------|----------------|
| | | | # | % | |
| Fall 2013 | 23 | 23 | 23 | 100% | Yes |
| Spring 2014 | 28 | 26 | 25 | 96% | Yes |
| Fall 2014 | 25 | 23 | 22 | 96% | Yes |
| Spring 2015 | 35 | 34 | 33 | 94% | Yes |
| Fall 2015 | 26 | 25 | 23 | 92% | Yes |
| Spring 2016 | 29 | 28 | 27 | 96% | Yes |
| Fall 2016 | 28 | 28 | 26 | 93% | Yes |
| Spring 2017 | 13 | 13 | 12 | 92% | Yes |
| Fall 2017 | 17 | 15 | 14 | 93% | Yes |
| Spring 2018 | 33 | 32 | 27 | 84% | No |

Course Links

NURS602 [Generating Evidence for Nursing Practice (Lec. 3, Cr. 3)]

Outcome Links

Critical Thinking & Scholarly Inquiry [Program]

Critical thinkers who engage in scholarly inquiry using current research to improve healthcare outcomes for individuals, families, populations and systems.

8.1.1 Analysis of Data and Plan for Continuous Improvement [Not Approved]

2015-2016:

ICMSN reevaluated the program evaluation plan including student assessments. This assignment addresses the new ICMSN outcome for scholarly inquiry and will continue to be used.

2016-2017:
Met benchmark. Assignment remains unchanged.

2017-2018:
Met benchmark for fall 2017, but not for spring 2018. Assignment is unchanged.

Course Links

NURS602 [Generating Evidence for Nursing Practice (Lec. 3, Cr. 3)]

Outcome Links

Critical Thinking & Scholarly Inquiry [Program]

Critical thinkers who engage in scholarly inquiry using current research to improve healthcare outcomes for individuals, families, populations and systems.

9 Assessment and Benchmark NURS 683 Treatment Plans [Approved]

Assessment: NURS 683 Treatment Plans.

Benchmark: 90% of students will earn a score of at least 84.5% on NURS 683 Clinical Diagnostic Treatment Plans (FNPs).

Course Links

NURS683 [Advanced Practice Nursing: Family Health II (Lec. 3, Lab. 16, Cr. 5)]

Outcome Links

Nursing Excellence & Best Practices [Program]

Nursing professionals who advance the culture of nursing excellence and best practices in healthcare through professional achievement and practice, interdisciplinary collaboration and lifelong learning.

9.1 Data

| Term | # enrolled | # completed | Earned 84.5% | | Benchmark met? |
|-------------|------------|-------------|--------------|------|----------------|
| | | | # | % | |
| Fall 2013 | 16 | 15 | 15 | 100% | Yes |
| Spring 2014 | 12 | 12 | 12 | 100% | Yes |
| Fall 2014 | 22 | 21 | 21 | 100% | Yes |
| Spring 2015 | 24 | 24 | 23 | 96% | Yes |
| Fall 2015 | 20 | 20 | 19 | 95% | Yes |
| Spring 2016 | 14 | 14 | 13 | 93% | Yes |
| Fall 2016 | 14 | 14 | 14 | 100% | Yes |
| Spring 2017 | 25 | 25 | 23 | 92% | Yes |
| Fall 2017 | 15 | 15 | 15 | 100% | Yes |
| Spring 2018 | 19 | 19 | 19 | 100% | Yes |

Course Links

NURS683 [Advanced Practice Nursing: Family Health II (Lec. 3, Lab. 16, Cr. 5)]

Outcome Links

Nursing Excellence & Best Practices [Program]

Nursing professionals who advance the culture of nursing excellence and best practices in healthcare through professional achievement and practice, interdisciplinary collaboration and lifelong learning.

9.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Students continue to meet the benchmark for this assignment.

2016-2017:

Students continue to meet the benchmark for this assignment. This assignment includes five Clinical Diagnostic Treatment Plans that each student completes as part of their clinical experiences. These CDTS indicate the student's clinical practice and their ability to collaborate with other healthcare professionals in their clinical preceptorships.

2017-2018:

ICMSN has revised student learning outcomes and the assessments that reflect each. This particular assessment will not be followed in the future.

Course Links

NURS683 [Advanced Practice Nursing: Family Health II (Lec. 3, Lab. 16, Cr. 5)]

Outcome Links

Nursing Excellence & Best Practices [Program]

Nursing professionals who advance the culture of nursing excellence and best practices in healthcare through professional achievement and practice, interdisciplinary collaboration and lifelong learning.

10 Assessment and Benchmark NURS 695 Focused Scholarly Paper [Approved]

Assessment: NURS 695 Focused Scholarly Paper.

Benchmark: 90% of students will earn a score of at least 92.5% on Focused Scholarly Project.

Course Links

NURS695 [Focused Scholarly Project (Lec. 3, Cr. 3)]

Outcome Links

Critical Thinking & Scholarly Inquiry [Program]

Critical thinkers who engage in scholarly inquiry using current research to improve healthcare outcomes for individuals, families, populations and systems.

Professional Written & Verbal Discourse [Program]

Practitioners, educators and leaders who engage in professional discourse through written and verbal venues.

10.1 Data

| Term | # enrolled | Earned 92.5% | | Benchmark met? |
|-------------|------------|--------------|-----|----------------|
| | | # | % | |
| Fall 2015 | 24 | 18 | 75% | No |
| Spring 2016 | 18 | 16 | 88% | No |
| Fall 2016 | 20 | 14 | 70% | No |
| Spring 2017 | 24 | 19 | 79% | No |
| Fall 2017 | 23 | 11 | 48% | No |
| Spring 2018 | 20 | 14 | 70% | No |

| Term | # enrolled | Earned 85% | | Benchmark met? |
|-----------|------------|------------|---|----------------|
| | | # | % | |
| Fall 2018 | | | | |

Course Links

NURS695 [Focused Scholarly Project (Lec. 3, Cr. 3)]

Outcome Links

Critical Thinking & Scholarly Inquiry [Program]

Critical thinkers who engage in scholarly inquiry using current research to improve healthcare outcomes for individuals, families, populations and systems.

Professional Written & Verbal Discourse [Program]

Practitioners, educators and leaders who engage in professional discourse through written and verbal venues.

10.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Benchmark not met. This is first year to evaluate this new ICMSN student learning outcome. While benchmarks fell below 90% all students except for one earned a B or better in the course. We will monitor results for one more year, then consider remedial action if necessary.

2016-2017:

We have set the expected level of achievement at a grade of A (92.5%) for this project which is higher than expected level of achievements for other SLO measurements. We felt that the higher level was warranted because this is the major scholarly work students do near the end of the program. While we did not meet the expected level of achievement, all students except for one earned a B or better. In addition, in the last year we have had two students present their work as posters at a regional research program, one speak at the LANP and one whose project resulted in a practice change in their agency.

2017-2018:

Note that low rates for fall 2017 correspond with Hurricane Harvey which may have impacted students. In fall 2017 all students received a B (85%) or better; in spring, all but one student received a B or better. The ICMSN has revised its student learning outcomes, and while this assessment will still be used to assess Program Outcome #2 (Develop graduates who are practitioners...) the benchmark is set as 70% of students will earn a score of greater than or equal to 85% on this assessment. Using that benchmark, our students meet the benchmark.

Course Links

NURS695 [Focused Scholarly Project (Lec. 3, Cr. 3)]

Outcome Links**Critical Thinking & Scholarly Inquiry [Program]**

Critical thinkers who engage in scholarly inquiry using current research to improve healthcare outcomes for individuals, families, populations and systems.

Professional Written & Verbal Discourse [Program]

Practitioners, educators and leaders who engage in professional discourse through written and verbal venues.

Program outcomes

Critical Thinking & Scholarly Inquiry

Critical thinkers who engage in scholarly inquiry using current research to improve healthcare outcomes for individuals, families, populations and systems.

Professional Written & Verbal Discourse

Practitioners, educators and leaders who engage in professional discourse through written and verbal venues.

Nursing Excellence & Best Practices

Nursing professionals who advance the culture of nursing excellence and best practices in healthcare through professional achievement and practice, interdisciplinary collaboration and lifelong learning.

Leadership

Nursing leaders who can direct inter-professional teams in advanced practice, educational and

administrative roles in healthcare systems and diverse settings to promote quality improvement and effect positive change.

Ethical Responsibility

Ethically responsible nursing leaders who advocate for health policy to improve healthcare in all populations.

End of report