College of Nursing and Health Professions

#8 Plan cycle - 8
Plan cycle 2022/2023
7/1/22 - 6/30/23

Introduction

The mission of the College of Nursing and Health Professions 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: Develop interdisciplinary initiatives between the unique departments in the new college.

1.1 Data

2018-2019:
- Two faculty, one from BSN and one from MLS, attended a national IPE Conference summer 2019 to gain knowledge in IPE Best Practices. Presentation has been provided to Dean's Council and plans for follow-up with college-wide faculty 2019-2020 will determine initial directions to take.
- The Department of Psychology joined the college summer, 2019.The DH has jointed the Dean's Council and a faculty representative is now on the Faculty Excellence Committee.
- Graduate Nursing and Psychology collaborated on a Interprofessional Clinical Day for graduate nursing clinical students and graduate psychology students using an unfolding case study and standardized patient which was very well received.

2019-2020
University shift to online education due to COVID pandemic paused IPE efforts.

2020-2021:
Multiple hurricanes in Fall 2020 with ongoing pandemic have paused most IPE efforts. The department of psychology has relocated to Hardtner Hall with other departments which will facilitate working together.

2021-2022:
- Plans are ongoing for an Interdisciplinary Suicide Awareness Program to be funded with Professorship moneys for May 2022. This conference was postponed due to pandemic/hurricanes.
- Radiology and undergraduate nursing are collaborating for basic skills instruction for radiology students.
- Dean's Council (nursing, RADS/MLS, psychology, HSM) continues to work as a team to develop interdisciplinary initiatives.
- Biostatistician and pharmacist teach in MSN program. Bioethicist and biostatistician teach in DNP program.

2022-2023:
- Undergraduate nursing faculty have collaborated with nutrition and dietetics faculty and students to offer instruction on tube feedings.
- Faculty in CONHP as well as H&HP and Nutrition and Dietetics have collaborated to offer Camp Fast Forward for middle schoolers.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Interdisciplinary collaboration between departments is limited. Two departments, the Graduate Nursing Page Program and the Department of Psychology have established a class day between their students with positive responses by students.
- Two faculty, one from the Undergraduate Nursing Degree Program and one from the Radiology and Medical Laboratory Sciences, attended a 3-day Interdisciplinary Conference summer 2019 and will present their findings at a college-wide meeting fall 2019.
- Direct the new college-wide committee, Interprofessional Collaboration Committee, to propose a strategy to increase interdisciplinary collaboration during 2019-2020 academic year and emphasize use of endowed professorship to achieve
- IPE practices will be determined 2019-2020 with the addition of the Department of Psychology and increased faculty expertise. The inclusion of more departments into the College will expand opportunities to collaborate. The goal will be to create IPE clinical experiences common to all disciplines.

2019-2020:
Disruption due to pandemic paused IPE efforts although Dean's Council and Interprofessional Collaboration Committee continue to meet.

2020-2021:
Multiple hurricanes with ongoing pandemic have paused most IPE efforts. The department of psychology has physically relocated to Hardtner Hall with other CONHP departments which will facilitate collaboration. There has been collaboration among graduate nursing and psychology in the areas of shared policy /procedures relative to student clinical experiences.

2021-2022:
- Dean's Council has started discussions about an interdisciplinary course to be required for undergraduate nursing, HSM, RADS, and MLS and elective for psychology. This course would help meet new program accreditation guidelines that nursing, RADS, and MLS are working on.
- CAMS Suicide Awareness program was held May 2022 successfully with participation from psychology, nursing, graduate nursing and community members (counseling, nurse practitioners, nurses).
- Addition of non-nursing faculty to graduate nursing programs has enhanced the learning experiences of the students.

2022-2023:
CONHP has not made sufficient progress in this area this year although curriculum conversations are ongoing in undergraduate nursing that would encourage an interdisciplinary course and Dean's Council continues to look for opportunities for collaboration.

2 Assessment and Benchmark

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

2.1 Data

Semester	Enrollment in the RN-BSN Program	
	#	% of BSN enrollment
Fall 2016	38	—
Spring 2017	33	6
Summer 2017	15	10
Fall 2017	31	4
Spring 2018	34	6
Summer 2018	18	13
Fall 2018	29	4
Spring 2019	32	5
Summer 2019	22	13
Fall 2019	47	4
Spring 2020	48	7
Summer 2020	55	31
Fall 2020	87	11
Spring 2021	98	14
Summer 2021	89	55
Fall 2021	112	16
Spring 2022	100	17

Summer 2022	90	57
Fall 2022	115	17
Spring 2023	110	18
Summer 2023	92	55
Fall 2023	119	18
Spring 2024	114	18

Data source: IRE Dashboard

Semester	Graduates
Spring 2020	6
Summer 2020	3
Fall 2020	18
Spring 2021	7
Fall 2021	29*
Spring 2022	18
Fall 2022	32*
Spring 2023	19
Summer 2023	8
Fall 2023	34
Spring 2024	24

* Includes summer graduates

RN-BSN enrollment numbers.f21   [PDF 435 KB 11/22/21]

Updated RN to BSN numbers   [PDF 102 KB 7/13/23]

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
A new partnership with an outside company, iDesign, was approved late December, 2018. Initiated aggressive course redesign and marketing summer 2019. To date, a total of 6 new RN to BSN courses have been developed, an aggressive marketing program has been initiated, and 27 students are enrolled.

2019-2020:
- Marketing has resulted in continued growth although resulting pandemic slowed program growth.
- Initial graduates completed the program in Spring 2020
- RN to BSN team wrote a 1.4 million dollar Department of Labor WORC grant to provide student scholarships, RN to BSN student coordinator, and hot spots for rural students.

2020-2021:
- Enrollment continues to grow although not at the rate initially planned.
- Ongoing pandemic and hurricane recovery affect recruitment efforts.
- Notice of grant funding received 9/2020. RN to BSN Student Coordinator hired j/2021.

2021-2022:
- Total WORC scholarships provided in 2021 - 38. Numbers are lower than projected probably due to Hurricane Ida hitting areas of Louisiana not affected by Hurricanes Laura and Delta the year before. Revision made to WORC budget to allocate more funds to marketing in fall 2021.
- Dr. Peggy Hershberger took over program management after retirement of Becky Riley in May 2022.

- Discussions to terminate IDesign contract due to registration numbers much lower than projected. The decreased projected numbers began prior to pandemic and hurricanes and is ongoing although total registration numbers continue to grow.

2022-2023:
- Total WORC scholarships provided in 2022 - 58. While scholarship numbers have increased they remain below projected amounts. **Plan** -- We received approval to extend the grant term one year so that the grant ends 9/2024 rather than 9/2023. Marketing efforts have increased and we have reordered curriculum so that grant participants can complete as many nursing courses which are covered by the scholarship as possible before grant termination.
- I-Design contract terminated January 2023 due to low registration numbers. As of summer 2023, overall enrollment has remained strong. **Plan** -- A partnership manager has been hired to focus on student and agency recruitment and Dr. Hershberger has been converted to a 12 month faculty member to continue to grow the program.
- Summer enrollment is always a larger percentage of BSN enrollment because few generic BSN courses are offered in the summer. Summer enrollment usually drops slightly because students take off sessions while their children are out of school and for vacations. **Plan** -- Adjust class sections to match enrollment.

3 Assessment and Benchmark

Assessment: Development of a psychiatric-mental health DNP.

3.1 Data

2018-2019:
The timeline for the approval process is being achieved and is on target for implementation no later than spring, 2021. The Letter of Intent to Develop a New Academic Program was approved by the Board of Regents in February 2019, and we just submitted the Request for Authority to Offer a New Degree Program to the University of Louisiana System Board of Supervisors.

2019-2020:
ULS Board of Supervisors approved postmasters PMHNP DNP. Louisiana State Board of Nurses approved part 1 of request with part 2 due mid-August 2020.

2020-2021:
- LSBN gave final approval to initiate program starting Fall 2021 a week before Hurricane Laura hit SWLA.
- Ongoing efforts to hire FT doctoral PMHNP.
- Ongoing marketing efforts.
- Have accepted 6 applicants for Fall 2021 start.

2021-2022:
- Hired one doctoral prepared PMHNP (12 hr course load) for fall 2021; however, that course load was excessive to combine with her practice and she moved to adjunct status.
- Applications are strong (16) for fall 2022, but final numbers will be dependent upon faculty resources.
- Course development continues.
- SPPE developed with plans to finalize August 2022.

2022-2023:
- Hired one FT 12-month doctoral prepared PMHNP faculty who started January 2023.
- CCNE site visit for initial accreditation scheduled for March 2024. Self-study preparation ongoing.
- Program development ongoing with development of student handbook, several course revisions, and SPPE.

Semester	Enrolled
Fall 2021	6
Spring 2022	6
Fall 2022	14
Spring 2023	14

CCNE-Report-4-26-2024 [PDF 397 KB 5/6/24]

McNeese DNP Self-Study.2.14.24 (5) [PDF 912 KB 5/6/24]

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
As soon as the Board of Regents approves the Request for Authority to Offer a New Degree Program that was just submitted, we will begin working on the SACSCOC substantive change request, which we expect to be approved in Summer 2020. This would mean we can start offering the program in Fall 2020, ahead of schedule.

2019-2020:
Continue approval process to Louisiana BOR and LSBN.

2020-2021:
LSBN approval to start program August 2020 resulted in initiation of marketing and admission processes.

2021-2022:
- First cohort of 6 started in Fall 2021 and have stayed continuously enrolled.
- Revision of marketing materials in progress.
- Continue to recruit faculty.
- SACS-COC Level Change visit completed in January 2022.
- Have 15 applicants for Fall 2022 whose admission will depend upon faculty resources.

2022-2023:
- Staffing -- Hiring Dr. Sara Jones, PMHNP in Jan 2023 as 12-month faculty for DNP program allows time for Dr. Jones to transition to the DNP Coordinator role upon Dr. Dilks' retirement in August. Recruitment continues for second PMHNP faculty.
- Accreditation -- CCNE accreditation is essential for our program to grow. The Self-study process allows us to critically review areas for improvement. For example, we are working to integrate the graduate nursing program with the undergraduate program in the area of developing a faculty handbook for all nursing faculty, graduate and undergraduate. We also have started the process of developing a Graduate Nursing Advisory Committee that will focus specifically upon our MSN and DNP programs.
- Enrollment -- Enrollment is acceptable although we need to continue to publicize. Emails to NP graduates, social media posts, and word of mouth have worked to encourage enrollment.

4 Assessment and Benchmark

Benchmark: Develop articulation agreements with community colleges to facilitate student progression.

4.1 Data

2022-2023:
LAMAR, Orange - 4/2022 Undergraduate Nursing articulation agreement completed.
SOWELA - 10/22 Undergraduate Nursing articulation agreement completed. Ongoing discussion with HSM program to establish an articulation agreement.
LSU-E - Agreements for nursing, HSM, RN to BSN, and radiologic sciences are in the final stages of completion.

4.1.1 Analysis of Data and Plan for Continuous Improvement

2022-2023:
We had an early success with the Lamar, Orange agreement for nursing in Spring, 2022 and followed with

SOWELA agreement for nursing in October, 2022. Following up with SOWELA HSM agreement has been slower due to a new person in that role at SOWELA.

Conversations with LSUE started in fall 2022, but implementation of agreements has been challenging due to personell changes at LSUE e.g. Dean retirement. However, we hope to complete agreements by the end of 2023.

MSU.Lamar.Orange.4.22   [PNG 609 KB 7/18/23]

MSU.SOWELA Articulation Agreement Signing.2022   [PNG 583 KB 7/18/23]

5 Assessment and Benchmark

Benchmark: Obtain CACREP accreditation for the Clinical Mental Health Counseling, MS program and School Counseling, MS program.

5.1 Data

2022-2023:
- Name change from *Department of Psychology* to *Department of Psychology and Counseling* 6/22.
- Counseling faculty remain housed in temporary building along with Kay Dore Counseling Center.
- Faculty: One school counseling educator faculty hired for Fall 2022 resigned full-time position after one semester due to family issues leaving 2 remaining counselor educators (Teem, Vashiti).

Enrollment:

Semester	# of students	
	CMHC	SCHC*
Fall 2022	7	1
Spring 2023	6	1

*6 students from MEd program with continued enrollment are also being taught out.

Departmental name change   [PDF 210 KB 7/18/23]

5.1.1 Analysis of Data and Plan for Continuous Improvement

2022-2023:
- Hiring full time faculty needed for accreditation of this program has been problematic due to low salaries. In a plan developed in summer 2023 we recommend closing the school counseling program and moving those salaries to the CMHC program in hopes of hiring additional faculty. This plan is awaiting administrative approval.
- Tentative plans are in progress to move Kay Dore Counseling Center and counseling faculty to space vacated in Hardtner Hall by Student Health; however, these plans have not been confirmed and some renovation will be necessary to meet HIPPA guidelines.
- Revise CACREP accreditation focus to CMHC only (drop school counseling) and change timeline to Self-Study submission in Spring 2024 for a Fall 2024 visit. Hire Clinical Director, KDCC to meet CACREP requirement. These plans are awaiting administrative approval.

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	% of full time faculty transcripts that reflect a minimum of an MSN Degree for	% of faculty that meet the academic and experiential	% of fulltime faculty transcripts that reflect a minimum of a MS degree for	% of fulltime faculty that meet academic and experiential requirements to	% of faculty transcripts that meet academic and experiential requirements to teach

Year Ending	undergraduate nursing and a doctoral degree for graduate nursing	requirements of the Louisiana State Board of Nursing	faculty teaching in the radiologic technology and medical lab science program	teach **radiologic technology, medical lab science and HSM programs**	**psychology, counseling, and applied behavior analysis**.
2016	100%	100%	—	—	—
2017	100%	100%	—	—	—
2018	100%	100%	—	—	—
2019	100%	100%	—	—	—
2020	100%	100%	—	—	—
2021	100%	100%	—	—	—
2022	100%	100%	100%	100%	100%
2023	100%	100%	100%	100%	100%

2022-2023:
- 3 CONHP faculty will retire August 2023 including the department head for graduate nursing and the program director for the MLS program.
- Psychology -- There have been difficulties in filling Applied Behavior Analyst and CMH Counseling faculty positions within the Department of Psychology and Counseling. One psychology instructor is enrolled in PhD program.
- Undergraduate Nursing -- One faculty has completed DNP; 3 others are enrolled in DNP programs. RN to BSN Coordinator shifted to 12-month appointment to administer 12 program.
- HSM -- Program coordinator completed doctoral education in May 2023.
- Dean's office -- Interim Dean confirmed as permanent 6/23. Administrative Assistant reassigned as non-classified and salary increased by shifting funds from another position.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Assistant VP for Academic Affairs shared information with the CONHP that SACS-COC no longer requires a percentage of doctorate faculty be required for the BSN Program. Program has lost one of two doctorates during summer 2019 based on retirement decision of one doctorate-prepared faculty. Two faculty resigned at the end of the year; one for a higher paying position in practice and one whose husband transferred back to Houston, Texas.

Total retention rate of qualified faculty represents a threat to maintaining 100% qualified faculty. Two nurse educator master's degree students may be available as BSN exceptions while they continue to complete their master's degree as of fall, 2020.

Action: Monitor SACS-COC requirements for undergraduate faculty. Initiate recruitment and hiring committee for summer, 2019.

2019-2020:
Committee established for dean search suspended activities in May 2020 due to pandemic and Dr. Wolfe agreed to stay until December 2020.

2020-2021:
- Committee reestablished for dean search suspended fall 2020 after Hurricanes Laura/Delta closed campus and caused major local devastation. Dean Dr. Peggy Wolfe stepped down as dean to a graduate faculty role effective January 4, 2021. Dr. Ann Warner, Co Coordinator of Graduate Nursing appointed to interim dean position effective January 4, 2021.
- Despite multiple faculty in all programs being displaced out of the area due to hurricane damage to homes have been able to maintain instruction.

2021-2022:
- MSU offered a retirement incentive effective December 2021 which 6 CONHP faculty took advantage of -- 3 nursing, 1 HSM and 2 psychology. In addition, there were were 3 nursing faculty to leave in 2021-2022 for other reasons.
- Nursing -- Four faculty replacements will start Fall 2022 in undergraduate nursing.
- HSM -- New program coordinator appointed and one additional faculty hired.
- Psychology -- One counseling faculty hired and one general psychology faculty hired. Efforts are ongoing to hire 2 additional ABA faculty and one additional counseling faculty.
- No changes in RMLS faculty.
- No PMHNP DNP faculty hired.

2022-2023:
- The department head for graduate nursing and the program director for the MLS program will be replaced with experienced in house faculty who are doctoral prepared and qualified for the positions. A faculty search is underway for the faculty position in MLS and graduate nursing (one FNP, 1 PMHNP).The PMHNP 12 month faculty hired in January 2023 will assume PMHNP Clinical Director role in August. We will be able to increase some salaries in graduate nursing and radiology /MLS by reallocating money in retiring faculty positions.
- Faculty completing doctorates (HSM, Undergraduate Nursing) will receive university increases in fall.
- Undergraduate Nursing - Two faculty will start in Fall to replace faculty who have left. Staff support positions will be adjusted to include salary adjustments and job description reviews (partnership manager, student services coordinator),

2 Assessment and Benchmark

Benchmark: 4.5/5.00 mean faculty response to classroom ratio is adequate to meet the goals of my Nursing program needs.

Prior to 2019-2020, the benchmark was 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	Response Rate	
	#	%
2022	13/25	52%
2023	13/21	62%

Year	Mean Faculty Response
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
2019	4.46/5.00
2020	—
2021	4.2/5.00
2022	4.4/5.00
2023	4.5/5.00

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Respective faculty response to classroom ratio increased .01. Increase benchmark to 4.5 for 2019-2020.

2019-2020:
Data not collected due to pandemic

2020-2021:
Met benchmark. Data collected reflects undergraduate nursing only. Fall 2020 hurricane damaged Hardtner Hall (undergrad nursing, RMLS) and destroyed Farrar Hall (psychology). Hardtner Hall closed from mid-August to mid-January 2021, but opened to full capacity currently. Have provided classroom space to psychology department as much as possible.

2021-2022:
Nursing data improved from last year; however, data continues to reflect only undergraduate nursing. Plan -- Explore whether this item should be investigated for all college programs. Continue to monitor nursing data.

2022-2023:
Plan to drop this item as it only reflects undergraduate nursing and reflects opinion data only.

3 Assessment and Benchmark

Benchmark: 4.0/5.00 mean faculty response to clinical ratio of faculty to students is safe to meet the goals of my Nursing program needs.

Prior to 2019-2020, the benchmark was 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	Response Rate	
	#	%
2022	13/25	52%
2023	13/21	62%

Year	Mean Faculty Response
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
2019	3.85/5.00
2020	—
2021	3.8/5.00
2022	4.1/5.00
2023	4.0/5.00

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Respective mean faculty response to clinical ratio increased .01. Increase benchmark to 4.0 for 2019-2020.

2019-2020:

Data not collected due to COVID-19 pandemic.

2020-2021:
Benchmark met. Data reflects undergraduate nursing only. Clinical facilities were impacted by August and October 2020 hurricanes. Faculty made adjustments to include online simulated experiences (approved by LSBN) while some students were able to return to face to face clinical experiences. Other accommodations included moving skills lab equipment to local hospital with space available for one clinical level and alternative clinical assignments. Clinical sites returned to normal by mid-January 2021.

2021-2022:
- Clinical impacts from hurricane and covid are resolved.
- Significant simulation lab renovation (nursing) is ongoing which will allow us to increase simulation capacity. MLS lab renovation is complete and will be used Fall 2022.
- Faculty satisfaction continues to increase.

2022-2023:
Maximum clinical ratios for nursing programs both graduate and undergraduate are mandated by accrediting bodies which our programs meet. It is unnecessary to continue to monitor this item and recommend it be dropped.

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	Response Rate	
	#	%
2022	13/25	52%
2023	13/21	62%

Year	Mean Faculty Response
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
2019	4.08/5.00
2020	—
2021	3.5/5.00
2022	3.8/5.00
2023	3.8/5.00

Faculty Satisfaction Survey Summary updated Sp 2022   [PDF 263 KB 8/31/22]

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Data demonstrate an increase above the benchmark for faculty satisfaction. TASC proposals have been funded that have enabled currency with technology. HB152 funds are stable and enabled purchase of new

online testing systems, ExamSoft. Contract with iDesign to establish a more aggressive RN to BSN has been funded.

2019-2020:
Survey not done. All faculty were remotely teaching.

2020-2021:
Survey continue to meet benchmark. This survey is specific to undergraduate nursing faculty and is not a comprehensive survey of all CONHP faculty. Need to consider plan to obtain this information for all departments in the CONHP.

2021-2022:
- Faculty satisfaction data for supplies, clinical simulation supplies, AV media and equipment, fiscal resources including TASC funding, physical facilities remain above benchmark for undergraduate faculty and probably reflect the ongoing clinical simulation renovations and hurricane recovery projects that are ongoing within Hardtner Hall.
- Bring undergraduate faculty satisfaction survey tool to Dean's Council for consideration college wide.

2022-2023:
Faculty perceive supplies to be adequate and have since 2015. Recommend eliminating this item since university committee is working on university wide tool for faculty satisfaction.

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	Response Rate	
	#	%
2022	13/25	52%
2023	13/21	62%

Year	Mean Faculty Response
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
2019	3.62/5.00
2020	—
2021	3.3/5.00
2022	3.8/5.00
2023	3.5/5.00

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Data have decreased for a second year but still remain above the benchmark. Funding continues to be $5,000 for Endowed Professorships. Faculty have expressed a desire to see continued merit increases for salary but not announced by university administration to date. Plan to propose a new salary ceiling of

$60,000 for faculty to raise satisfaction with resources.

2019-2020:
Survey not completed due to ongoing pandemic.

2020-2021:
One data point below benchmark. This tool only addresses undergraduate nursing faculty and is not representative of all departments of CONHP. Plan to consider strategy to assess all CONHP faculty.

2021-2022:
- Data point has returned to acceptable range.
- Consideration of including other departments is ongoing. Some of the other departments have such small numbers of faculty that it might not ensure privacy to use this type of questionnaire. If we did not ask specifically about each department then data will be less valuable.

2022-2023:
Has met benchmark 5 of the last 6 years including the last 2 years. Recommend to drop.

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	Response Rate	
	#	%
2022	13/25	52%
2023	13/21	62%

Year	Mean Faculty Response
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
2019	3.92/5.00
2020	—
2021	3.8/5.00
2022	4.2/5.00
2023	4.1/5.00

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Faculty satisfaction increased .21 from prior year. Funding for teaching resources exclusive of salary have remained steady without threat of cuts.

2019-2020:
Survey not completed due to pandemic. Professorship funds, TASC funds remain steady and all CONHP faculty have access based upon competitive application.

2020-2021:
Benchmark met for 4th consecutive year except for 19-20 when survey was not completed. Institutional funds are available to faculty in all departments although the survey only addresses undergraduate nursing. Faculty of all departments participate on committee to determine allocation of EP funds.

2021-2022:
Benchmark met for undergraduate nursing; however, need to consider adding data from additional CONHP programs. The challenge is that some programs are very small which might compromise privacy. Will discuss in Dean's Council.

2022-2023:
- Benchmark met for last 6 years survey was done. Discussion in Dean's Council indicated that assessing this item in the smaller departments would compromise faculty privacy. Recommend to drop.

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	Response Rate	
	#	%
2022	13/25	52%
2023	13/21	62%

Year	Mean Faculty Response
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
2019	3.85/5.00
2020	—
2021	3.7/5.00
2022	3.8/5.00
2023	4.0/5.00

4.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Data again meet benchmark but is a decrease from prior years, 2013-2017. Issue has been identified with faculty satisfaction re sharing offices with another faculty. Selection is based on seniority but may need revision as increasing number of faculty are assigned to all online courses.

2019-2020:
Survey not completed due to pandemic.

2020-2021:
Meets benchmark as it has since data collection began except for last year when survey was not completed. However, this survey addresses only undergraduate nursing who are housed in Hardtner Hall a relatively new campus building. Hurricane Laura, Hurricane Delta, May 2021 flash flood event, and February 2021 ice storm all damaged Hardtner Hall, however, major repairs were completed before this

survey was completed.

Farrar Hall which was the home for the Psychology Department was destroyed by the hurricanes. The Psychology Department was moved to Hardtner Hall as well as 2 modular buildings located on campus which accommodate the McNeese Autism Department and the Kay Dore Counselling Center which are also part of the Psychology Department. Please see video in the attached document made for ABAi accreditation visit in fall 2021 for description of physical facility challenges for Psychology Department. Plans for new Farrar are ongoing and should be complete by the end of 2023.

2021-2022:
- Mean scores address undergraduate nursing only. Renovation of High Fidelity Labs is ongoing with planned opening time time for Fall 2022 semester will provide.
- Psychology department remains in Hardtner Hall and all psychology faculty have on campus offices either in Hardtner Hall or in the modular buildings that contain the KDCC and the MAP. These offices are set up with computer, phone, office furniture. Some are shared offices. Psychology departmental office remains in the Dean's Suite. Psychology classes are held in either Hardtner Hall or other campus buildings and some classes remain online. The rat lab has not been reopened, but plans are to reopen in Frasch Hall. Plans for Farrar are ongoing but have not moved as rapidly as initially hoped.
- RMLS remains in existing spaces with spaces for faculty offices, student computer labs, and radiology lab. The MLS Lab was renovated in the last year which provides space in Hardtner Hall for these students.

2022-2023:
- Survey data reflects undergraduate nursing and has never fallen below mean scores.
- Minor hurricane repair is ongoing, but facilities are in excellent shape.
- Anticipate changes in the next year to use Student Health space for Psychology and Counseling department as student health has moved to new facilities.
- High Fidelity Lab renovation is complete except for branding.

ABAI video Farrar Hall   [DOCX 11 KB 11/22/21]

5 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.

5.1 Data

Year	Response Rate	
	#	%
2022	13/25	52%
2023		

Year	Mean Faculty Response
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
2019	4.15/5.00
2020	—
2021	3.7/5.00

2022	3.7/5.00
2023	3.7/5.00

5.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Data decreased slightly from prior year. A library representative continues to facilitate requests for inclusion of supportive education materials that support the college.

2019-2020:
Survey not completed due to pandemic.

2020-2021:
Meets benchmark although survey only reflects undergraduate nursing faculty input. Need to develop tool that reflects total CONHP input.

2021-2022:
- Meets benchmark and is reflective of undergraduate faculty input.
- Psychology department has purchased SONA for some time which is software that enhances psychology research efforts.
- Graduate nursing purchased Qualtrics which is also used for research and program evaluation efforts.

2022-2023:
Library holding continue to meet benchmark as it has for last 7 years assessment was done. Reflects undergraduate nursing.

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 of their APR.

1.1 Data

Year	Faculty with satisfactory APR in teaching and scholarly/professional activity or University/public service components
2014	100%
2015	100%
2016	100%
2017	100%
2018	80%
2019*	—
2020	100%
2021	98%
2022	95%
2023	93%

*Spring 2019 and Fall 2019 included with Spring 2020 as part of University change to APR timeline.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

APR point calculations were changed this year in order to support faculty activity as much as possible. College DHs agreed to the following:

- Allow faculty to individually determine 10% **+ or -** between teaching and scholarly activity this year rather than prescribed between scholarly activity and community service.
- Calculation of points for each category were totaled and applied to the total points earned for all three categories. Prior years allowed only a percentage of the highest score in each category.
- Three merit categories were changed to five at the request of VP of Academic Affairs. The new categories are: Exemplary performance, exceeds exemplary performance, meets performance expectations, needs improvement in one category.

100% of faculty were satisfactory in two of the three categories; 20% were unsatisfactory in one of the three categories. Dean's Council needs to further examine data and make recommendations for improvement.

2019-2020:

- At request of Academic VP, faculty evaluations are based upon academic year rather than calendar year. This year's APR included Spring 2019, Fall 2019, Spring 2020. In the future will include Fall 2020 and Spring 2021.
- Data for 2020 includes psychology department as well who moved to CONHP in 2019.
- University operated remotely from March until August 2020.

2020-2021:

Includes all faculty for CONHP. One was deficient.

2021-2022:

- Deficient faculty from last year resigned.
- Thirty seven faculty were evaluated; two were deficient and one of those received a written reprimand.

2022-2023:

- Forty-three full-time faculty evaluated; 3 were deficient; 1 temporary faculty out on extended sick leave did not have contract renewed.
- Department Heads (psychology, undergraduate nursing) are working with deficient faculty to improve performance.

2 Assessment and Benchmark

Benchmark: The mean aggregate score of the faculty outcome for the teaching component of the APR will be as follows:

- NURS (including HSM, GRNR, and UGNR): 35
- PSCN: TBD
- RMLS: >300

Prior to 2022-2023, the benchmark was 45 points mean aggregate score of the faculty outcome for the teaching component of the APR.

Prior to 2019-2020, the benchmark was 35 points mean aggregate score of the faculty outcome for the teaching component of the APR.

2.1 Data

Year	Mean aggregate APR score for teaching component

2014	47.68
2015	47.47
2016	48.14
2017	43.21
2018	55.59
2019*	—

*Spring 2019 and Fall 2019 included with Spring 2020 as part of University change to APR timeline.

Year	NURS	PSCN	RMLS
2020	56.49	38.15	51.06
2021	39.20	45.74	47.79
2022	48.06	33.31	55.88
2023	39.91	43.04	52.56

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
83.3% (25) of faculty selected a 10% addition to teaching; 3.3% (1) of faculty selected 10% reduction in teaching; and 13.3% (4) unchanged. **Total mean score has increased.** The majority of faculty who increased their teaching percentage work in the BSN Program and their terminal degree is a master's degree. Three doctorate prepared faculty teaching in the master's degree nursing program selected a 10% addition to teaching rather than scholarly activity. Need to identify reasons for master's degree faculty shift to teaching and how to assist their scholarly activity. The benchmark will be increased to a mean aggregate score of 45 points for 2019-2020.

2019-2020:
Nursing and HSM FT faculty are evaluated as a group since many teach across programs. Mean scores were decreased probably due to pandemic restrictions in effect at the time. All nursing/HSM faculty met minimum scores of 45.

2020-2021:
Raw scores used in evaluation of Nursing/HSM -- will adjust that next year so that departmental scores can be viewed as a group. Mean scores decreased for Nursing/HSM probably due to ongoing pandemic and hurricanes disruptions. Only 2 nursing/HSM faculty met minimum score of 45 although all met minimum score of 35.

2021-2022:
- HSM/NURS teaching scores are improving although not to pre pandemic/hurricane levels. All met prior goal of 35; Seventy-two percent (N=18) met goal of 45.
- PSYC scores significantly lower due to poor performance of two faculty and the retirement of a very strong faculty member in a relatively small department.
- RMLS scores have rebounded to pre-pandemic/hurricane levels and all faculty met benchmark.
- Faculty had access to significant development opportunities in the area of online education of which many are taking advantage.

2022-2023:
- HSM/NSG scores have not returned to 2020 levels. There are new, inexperienced faculty, but are unsure of cause.
- PSYC scores are back at 2021 levels which are the highest since recorded (2020) likely due to faculty changes at the undergraduate level
- RMLS scores remain steady.
- Plans - Faculty have been participating in higher numbers with McNeese Week which includes instruction in teaching strategies and continue to have access to online education options.

3 Assessment and Benchmark

Benchmark: The mean aggregate score of the faculty outcome for the scholarly and professional activity component of the APR will be as follows:

- NURS (including HSM, GRNR, and UGNR): 200
- PSCN: TBD
- RMLS: >250

Prior to 2022-2023, the benchmark was 200 points mean aggregate score of the faculty outcome for the scholarly and professional activity component of the APR.

3.1 Data

Year	Mean aggregate APR score for scholarly/ professional component
2013	355
2014	200
2015	300
2016	446
2017	517.97
2018	8.67
2019*	—

*Spring 2019 and Fall 2019 included with Spring 2020 as part of University change to APR timeline.

Year	NURS	PSCN	RMLS
2020	5.65	43.51	35.9
2021	658.71	39.07	21.79
2022	835.42	32.06	21.07
2023	849.48	27.24	25.07

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Scores have dropped based on the majority of faculty selecting a 10% reduction in scholarly/professional activity. Benchmark needs to change to reflect this decision for 2019-2020.

2019-2020:
Scores reflect 3 semesters of scholarly activity as well as pandemic disruption so are difficult to really assess. Will continue to monitor.

2020-2021:
Scores reflect continued pandemic disruption as well as multiple hurricane impacts in fall 2020. For example, the rat lab housed in the psychology department was destroyed when Farrar Hall was damaged beyond repair. Plans are ongoing to re-establish to lab, but has not happened yet.

2021-2022:
- While scores in NURS/HSM have improved considerably there remains a very wide range of individual faculty productivity. Graduate nursing faculty have had multiple publications and there are 3 undergraduate nursing faculty pursuing doctoral education and 2 others who have applied for programs in the fall. One did not meet the minimal score in this area and others are borderline. One team led research project in place.

- RMLS scores have improved, but in those programs there is also a wide range of productivity. One MLS faculty completed doctoral education in SP22.
- PSYC scores have declined due to 2 deficient faculty. Other other faculty are extremely productive. Rat lab remains unrepaired.
- The college as a whole is still working to overcome hurricane/pandemic fostered retirements of senior faculty which reduces mentors for junior faculty.

Plan -- Continue to encourage faculty productivity via Endowed Professorships, participation in leadership development, and mentoring.

2022-2023:
- Scholarly work outcomes across the college have not changed appreciably since last year. There remains very wide gaps in individual faculty outcomes in this area within NSG/HSM and PSYC faculty. For example, 6 of 29 nsg/hsm faculty did not meet program benchmarks for scholarship and two very productive faculty retire effective May 2023.
- One nsg faculty and one HSM faculty completed doctorates this past year; 4 (3 nsg; 1 psyc) are pursuing doctoral education. One additional nursing faculty will start in Fall 2023. Three nursing faculty have become certified as Healthcare Simulation Educators. One faculty member completed year long nursing leadership program; Undergraduate nursing department head completed year long UL System Leadership program.

Plan -- Scholarship varies across programs. Completing terminal degrees and leadership development is an important goal for the relatively young undergraduate nursing faculty which they are stepping up for. Continue to encourage development via EPs, mentoring, and leadership development.

4 Assessment and Benchmark

Benchmark: The mean aggregate score of the faculty outcome for the University/public service component of the APR will be as follows:

- NURS (including HSM, GRNR, and UGNR): 320
- PSCN: TBD
- RMLS: >350

Prior to 2022-2023, the benchmark was 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 for University/ public service component
2013	705
2014	692.46
2015	760
2016	1220
2017	853.39
2018	10.52
2019*	—

*Spring 2019 and Fall 2019 included with Spring 2020 as part of University change to APR timeline.

Year	NURS	PSCN	RMLS
2020	8.15	9.94	8.43
2021	832.58	9.06	15.14

| 2022 | 891.88 | 10.06 | 21.11 |
| 2023 | 1015.93 | 9.5 | 12.09 |

4.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Scores remain low from prior year. Several endowed professorships will be announced for this academic year that can be directed to either scholarly or university/community service. Faculty will be encouraged to pursue those directions. Still continue to see faculty volunteering for work overload as a means to increase salaries. Want to pursue salary increases for faculty.

2019-2020:
Scores reflect 3 semesters of work due to revised APR schedule as well as pandemic disruption so are difficult to evaluate. Will monitor.

2020-2021:
This year scores are affected by ongoing pandemic and hurricane destruction. Will continue to monitor.

2021-2022:
- PSCN - Only half of departmental faculty met benchmark for university and community service.
- NURS/HSM - All but one faculty met service goal and this was her first year at MSU.
- RMLS - All faculty met benchmark.

Plan: Continue to encourage and publicize service opportunities for faculty.

2022-2023:
- NSG/HSM -- All faculty met departmental benchmark and scores were higher this year.
- PSCN - Scores are lower this year with wide ranges among faculty.
- RMLS - Scores were significantly less this year although 2 faculty had perfect scores. Several faculty chose 10% of their APE for Service that might have accounted for lower score.

Plan -- Continue to publicize opportunities for service. NSG will be undertaking a review of their APE system in response to lower faculty satisfaction scores for it over the past several years. Results should be ready to implement August 2024.

Performance Objective 5   The dean provides effective leadership to the college 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	Response Rate	
	#	%
2022	29/46	63%*
2023	27/43	63

*Estimated from budgeted faculty numbers.

Year	Mean Faculty* Evaluation Score
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
2019	—
2020	—
2021	—
2022	4.48/5.00
2023	4.07/5.00

* Data retrieved from Faculty Evaluation of Deans IRE Tool
- Dr. Ann Warner named permanent Dean effective June, 2023.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
No data.

2019-2020:
No data.

2020-2021:
No data.

2021-2022:
- Dr. Ann Warner assumed Interim Dean position in January 2021. This academic year is the first full year in her interim role.
- Continue to develop leadership skills.

2022-2023:
Qualitative data from evaluation tool fall in one of two main categories: Faculty are appreciative of communications from dean and think she is doing an overall good job and Faculty who believe that undergraduate nursing received favorable treatment from the Dean. The latter comment is probably the reason for the drop in dean ratings. The undergraduate nursing program has by far larger numbers of faculty and students so it is understandable that faculty in smaller programs may feel left out in some areas. One example is that quite a few Endowed Professorships are specifically allocated for nursing so the recepient must be a nurse although a nurse could partner with faculty from other departments. The process for EPs allotment last year included a committee of nurses and non-nurses and the conversations were very contentious. The plan this year is to divide the submissions to two separate committees for review -- one for nurse EPs and one for non-nurse EPs.

2 Assessment and Benchmark

Benchmark: 4.0/5.00 mean department head evaluative response to: "The Dean is an effective administrator overall."

2.1 Data

Year	Mean Dept Head* Evaluation Score	Responses
2022	4.75/5.00	4
2023	4.25/5.00	4

*Data obtained from Department Evaluation of Dean distributed by IRE
- Dr. Warner became permanent dean effective June 2023.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2021-2022:
- Dr. Ann Warner assumed Interim Dean position in January 2021. This academic year is the first full year in her interim role.
- Continue to develop leadership skills.

2022-2023:
- One qualitative comment suggested strategies for improvement and suggested some departments have better access to college resources could have been the basis the lower score than last year.
- Plan --Will implement anonymous strategies suggest by department head for improvement.

3 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".

3.1 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
2019	—
2020	—
2021	—
2022	—
2023	—

2022-2023:
- Conducted face to face visits with clinical agency CNOs (LCMH, CHRISTUS, WCCH, JAHL) during the summer of 2022 to have in depth discussions with agency leaders.
- Communicate via Imperial Calcasieu Nurse Leaders Group which includes agency CNOs and other staff they designate, usually head of their education departments.
- Met the MLS Advisory Group November 2022.

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Survey not sent probably due to college wide committee restructuring to accommodate addition of departments that resulted in this survey being dropped.

2019-2020:
No surveys sent Spring 2020 due to ongoing pandemic and remote operations.

2020-2021:
No survey sent due to dean transition and ongoing hurricane/pandemic recovery.

2021-2022:
Survey was not sent for 2021-2022. The survey needs revision to supply additional information that can be used for community outreach. Plan to deploy by the end of August 2022.

2022-2023:

Survey not sent for 2022-2023 since revisions were not completed although that is still a project that is in the works since Dr. Warner became permanent dean in June 2023. The current tool only considers nursing stakeholders and does not consider other community stakeholders.