



Department of Undergraduate Nursing

#8 Plan cycle - 8

Plan cycle 2022/2023

7/1/22 - 6/30/23

Performance Objective 1 Increase enrollment, persistence, retention, and graduation rates for each program offered by the department.

1 Assessment and Benchmark

Benchmark: Increase enrollment by 5% each year, overall and in each program offered by the department.

Prior to 2018-2019, the benchmark was track student enrollments at each level. Maintain or exceed the previous year's enrollment.

- NLPN - BSN Nursing (LPN to BSN) (effective 202240)
- NRFP - BSN Nursing (RN to BSN) (effective 201940)
- NRPP - BSN Nursing (RN to BSN) (effective 201940)
- NURB - BSN Nursing
- NURO - BSN Nursing (RN to BSN) (inactive effective 201940)

1.1 Data

2018-2019:

Major	Summer						Fall						Spring					
	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
NURB	16	41	19	45	121	0	271	159	113	157	700	22	163	146	140	151	600	36
NURO	0	0	4	14	18	0	0	1	3	25	29	3	0	0	2	30	32	9
Total	16	41	23	59	139	0	271	160	116	182	729	25	163	146	142	181	632	45

2019-2020:

Major	Summer						Fall						Spring					
	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
NRFP	0	0	1	6	7	0	0	0	3	11	14	0	0	0	2	14	16	1
NRPP	0	0	1	3	4	0	0	0	0	17	17	0	0	0	3	22	25	0
NURB	31	44	28	41	144	0	248	156	136	177	717	40	153	158	138	174	623	52
NURO	0	0	0	11	11	0	0	0	0	16	16	7	0	0	0	7	7	5
Total	31	44	30	61	166	0	248	156	139	221	764	47	153	158	143	217	671	58

2020-2021:

Major	Summer						Fall						Spring					
	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
NRFP	0	0	3	11	14	1	0	1	4	12	17	5	0	2	5	16	23	2
NRPP	0	0	4	37	41	2	0	1	8	59	68	11	0	2	12	61	75	5
NURB	25	46	33	17	121	0	212	171	129	194	706	42	126	164	125	187	602	48
NURO	0	0	0	0	0	0	0	0	0	2	2	2	0	0	0	0	0	0
Total	25	46	40	65	176	3	212	173	141	267	793	60	126	168	142	264	700	55

2021-2022:

Major	Summer						Fall						Spring					
	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
NRFP	0	2	6	11	19	0	0	2	5	19	26	8	0	1	3	14	18	3
NRPP	0	0	9	61	70	0	0	0	11	75	86	21	0	1	14	67	82	15

NURB	10	37	15	10	72	0	161	114	127	190	592	28	93	102	104	197	496	59
Total	10	39	30	82	161	0	161	116	143	284	704	57	93	104	121	278	596	77

2022-2023:

Major	Summer						Fall						Spring					
	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
NLPN	0	0	0	0	0	0	0	0	2	0	2	0	0	0	1	1	2	0
NRFP	0	0	4	6	10	2	0	1	3	4	8	1	1	0	2	7	10	2
NRPP	0	0	7	73	80	1	0	3	11	93	107	28	0	2	12	86	100	15
NURB	12	22	18	11	63	0	180	103	99	190	572	33	108	113	104	180	505	49
Total	12	22	29	90	153	3	180	107	115	287	689	62	109	115	119	274	617	66

Percentage Change between 2018-2019:

Major	Fall	Total	% Change
NURB	2018	700	2.429%
	2019	717	
NURO	2018	29	-44.828%
	2019	16	
Total	2018	729	4.8%
	2019	764	

Percentage Change between 2019-2020:

Major	Fall	Total	% Change
NRFP	2019	14	21.428%
	2020	17	
NRPP	2019	17	300%
	2020	68	
NURB	2019	717	-1.534%
	2020	706	
NURO	2019	16	-96.721%
	2020	2	
Total	2019	764	3.795%
	2020	793	

Percentage Change between 2020-2021:

Major	Fall	Total	% Change
NRFP	2020	17	52.94%
	2021	26	
NRPP	2020	68	26.4706%
	2021	86	
	2020	706	

NURB	2021	592	-16.1473%
NURO	2020	2	-100%
	2021	0	
Total	2020	793	-11.2232%
	2021	704	

Percentage Change between 2021-2022:

Major	Fall	Total	% Change
NLPN	2021	0	—
	2022	2	
NRFP	2021	26	-69.230%
	2022	8	
NRPP	2021	86	24.418%
	2022	107	
NURB	2021	592	-3.378%
	2022	572	
NURO	2021	0	—
	2022	0	
Total	2021	704	-2.130%
	2022	689	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

The NURB - BSN program experienced a 6.06% growth in enrollment in 2018-2019 year. The enrollment for the NURO - RN to BSN program experienced a decline of 6.45%.

Plan for Continuous Improvement:

- The NURB - BSN program will continue to implement the strategies on the continuous improvement plan of the previous year to support continued enrollment growth.
 - As a college, the role of the Student Services Coordinator will be re-examined to include more recruitment strategies through social media platforms.
 - Students entering clinical nursing courses in the fourth semester are provided blue backpacks with the CON & HP logo which provided advertisement to the public.
- The decline in enrollment in the NURO - RN-BSN online program was expected due to the phasing out of this curriculum May 2020 and the initiation of a new RN-BSN online program that began July 2019. January 2019, we began a partnership with an online program management (OPM) company called iDesign to develop an online RN to BSN program. Services provided in support of this program include the following:
 - For every 150 students, iDesign provides a Student Success Coach that is tasked with ensuring student retention and success all the way from matriculation to graduation.
 - **Instructional design and development**
 - 10 nursing courses and 10 general education/pre-requisite courses are in the process of being developed.
 - Learning architects and faculty collaborate in the creation of these on-line courses that are delivered in an accelerated 7-week format.
 - Courses will be delivered on a carousel with six start times throughout the year.
 - **Marketing of the program**
 - iDesign provides an Employer Partnership Executive to solicit partnership with regional hospitals and healthcare systems to drive program enrollment.

- Associate degree prepared registered nurses employed at partner hospitals and healthcare systems who desire a BSN will have the opportunity to enroll in our program at a reduced rate of \$233 per credit hour / \$7,000 for nursing courses. The non-partner rate is \$300 per credit hour / \$9,000 for nursing courses.
- iDesign has also created micro-website advertising the new program
- **Enrollment services**
 - The Enrollment Advisor is responsible for guiding prospective students to complete the application process.
 - As of September 2019, we have 27 students in this program (2 cohorts).
 - New Enrollment Projection for the year 2020 is 190.
- **Student Success Coaches**

2019-2020:

2020-2021:

The NURB - BSN program experienced a -1.534% decline between Fall 2019 and Fall 2020. The decline was experienced in the spring 2020 semester. Overall, the enrollment for the university experienced a decline in first-time freshman enrollment for the semester.

The enrollment for the NURO - RN to BSN program experienced a decline of -96.721% which was expected due to the phasing out of this program and the initiation of the new online RN-BSN program **which began July 2019.**

Students enrolled in the new RN-BSN program are coded as NRFP or NRPP, the latter being enrolled students who received the partner tuition rate and the other receiving the standard tuition rate. We experienced substantial growth in the student enrollment from partner healthcare facilities (300%) which is our marketing strategy to increase enrollment in the program.

Plan for Continuous Improvement:

- The NURB - BSN program will continue to implement the strategies on the continuous improvement plan of the previous year to support continued enrollment growth.
 - As a college, the role of the Student Services Coordinator will be re-examined to include more recruitment strategies through social media platforms.
 - College participation in Student Preview Days and Fall All Call.
 - Students entering clinical nursing courses in the fourth semester are provided blue backpacks with the CON & HP logo which provided advertisement to the public.
- The decline in enrollment in the NURO - RN-BSN online program was expected due to the phasing out of this curriculum in May 2020 and the initiation of a new RN-BSN online program that began July 2019.
 - For every 150 students, iDesign provides a Student Success Coach that is tasked with ensuring student retention and success all the way from matriculation to graduation.
 - The Student Success Coach is our retention strategy. This person is responsible for encouraging students to register for each semester, monitors students' progress in all courses, and often works in unison with the course faculty and program coordinator to assist students as needed.
- **Instructional design and development**
 - 10 nursing courses and 9 general education/pre-requisite courses were developed.
 - Courses will be delivered on a carousel with six start times throughout the year. The first session began in July 2019.
 - An Orientation course for new students and a Virtual Student Union (VSU) were created for student support for success.
- **Marketing of the program**
 - iDesign provides an Employer Partnership Executive to solicit partnerships with regional hospitals and healthcare systems to drive program enrollment. This initiative has provided a 300% return on investment.

- Associate degree-prepared registered nurses employed at partner hospitals and healthcare systems who desire a BSN will have the opportunity to enroll in our program at a reduced rate of \$233 per credit hour / \$7,000 for nursing courses. The non-partner rate is \$300 per credit hour / \$9,000 for nursing courses.
- iDesign has also created micro-website advertising the new program.
- **Enrollment Services**
 - The Enrollment Advisor is responsible for guiding prospective students to complete the application process.
- **Student Success Coaches**

2021-2022:

The RN to BSN online program consists of students coded as NRPP and NRFP. Comparing enrollment data for Fall 2020 and Fall 2021 there was a +31% change. Comparing enrollment data for Spring 2021 and Spring 2022 there was a 2% decline. The plan for increasing enrollment is to continue with the continuous improvement plan discussed for the 2020-2021 academic year.

The NURB - BSN program experienced a 16% decline in enrollment between Fall 2020 and Fall 2021 as well as a 17% decline between Spring 2021 and Spring 2022. This is the largest decline in enrollment the program has experienced. A decrease in the enrollment of first-time freshmen, the continued impact of COVID-19 restrictions, and hurricane recovery continue to contribute to the decrease in enrollment. Actions to improve recruitment and retention of students include:

- Participated in all Fall and Spring Preview Days. Faculty and nursing students hosted tours of the clinical simulation labs and provided demonstrations of equipment for visiting prospective students and their families.
- CONHP hosted a Fall Fun Fest and Student Appreciation Days during the Spring semester for our current students.
- The student nurse organization hosted a Kickball Tournament in Spring 2022. Teams comprised of nursing students and members of the healthcare community participated.
- Hosted a White Coat Ceremony for entering clinical students and a Pinning Ceremony for graduating students during the fall and spring semesters.
- Hosted middle and high school students this summer for the AHEC summer camp.

Plans are to continue these outreach activities. In addition, faculty are hosting a "High School Round-Up" July 18-22, 2022, for high students interested in nursing.

2022-2023:

The LPN to BSN is not a new program in the undergraduate nursing program. This academic year the LPN to BSN curriculum was streamlined in preparation for re-launching the program in an effort to provide another avenue to increase enrollment. A LA Board of Regents grant proposal to form the Southwest Louisiana Licensed Practical Nurse (LPN) to Bachelor of Science in Nursing (BSN) Consortium was submitted by Dr. Warner this spring. The purpose of the proposal was to form a partnership with Christus Ochsner and Lake Charles Memorial Hospital to work together to reduce barriers to encourage LPNs employed in these agencies to earn their BSN. Though the proposal was not funded, the partners will continue to move forward with the tenets of the proposal. We have 2 new students thus far in the program.

The RN to BSN online program consists of students coded as NRPP (preferred price) and NRFP (full price). Comparing enrollment data from Fall 2021 and Fall 2022, there was a 24% increase in students coded as NRPP and a 69% drop in students coded as NRFP. This is an expected decline due to the recruitment of healthcare agency partnership agreements which resulted in the enrollment growth of students coded as NRPP.

The NURB - BSN program experienced a 3% decline in enrollment from Fall 2021 to Fall 2022 compared to the 16% decline in enrollment from the previous year. This is a marked improvement.

Recruitment strategies utilized to increase student interest and enrollment in the traditional BSN program

are directed toward first-time freshmen and transfer students. Student recruitment is a coordinated team effort that involves the Student Services Coordinator (SSC), faculty, and staff.

- The SSC and faculty collaborate with Enrollment Services to arrange recruitment opportunities such as prospective student tours of the simulation labs and classrooms;
- campus Preview Days and Career Fairs;
- attend transfer fairs at Lamar-Orange, Sowela, LSU-E, and Lee College in Bayton, Texas.
- During the academic year, the SSC and faculty attended high school college and career fairs at high schools in the 5-parish region and southeast Texas.
- faculty attended recruitment activities directed toward underserved student populations at Washington Marion High School and junior high students at Lake Charles Charter Academy.
- Faculty were also involved with summer healthcare exploration activities and camps for junior high and high school students who are interested in nursing and other healthcare-related fields. In the summer of 2022, Faculty hosted a *High School Round-Up* for high school 9th, 10th, and 11th-grade students interested in nursing. Sixteen students out of an applicant pool of 25 were chosen to participate in the inaugural program. Students participated in simulation demonstrations and learned hands-on skills they can utilize as non-nurses. In addition, students interacted with current BSN students so they could learn more about the BSN program from a student's perspective. The program was a huge success and plans are underway to conduct the program again this summer.
- In conjunction with other healthcare programs within the college and university, nursing faculty participate in the Southwest Louisiana Health Education Center (SWLAHEC) Camp Fast Forward: Summer Exploration and Simulation Camp which is hosted by McNeese. Junior high students are provided an up-close hands-on look at various health careers, receive First Aid/CPR certification, participate in simulated health activities, and get to perform laboratory experiments.

All student inquiries via email to bsninfo@mcneese.edu, phone, or in person receive a prompt, friendly response from either the Student Services Coordinator, Assistant Department Head, or Department Head.

Recruitment efforts for the LPN-BSN program have not been intentional, more so by word of mouth. However, a Board of Regents (BOR) grant proposal to develop a consortium between McNeese, Christus Ochsner Southwestern Louisiana Health (COSLH), and Lake Charles Memorial Health System (LCMHS) to address barriers with flexible curricular scheduling, provide financial aid, professional support, and mentoring for LPNs within the consortium who want to earn a BSN was submitted this spring but was not funded. The consortium will continue to meet to explore available strategies and processes that can be used to support LPNs seeking to earn their BSN.

The RN-BSN Partnership Manager visits healthcare agencies and community colleges to speak to potential students face-to-face. Google ads promoting the program are paid for through an EP and targeted to the surrounding states as well as the Northeastern states where the majority of the RN-BSN programs are considerably more expensive. The program has an LA-DRA grant which provides scholarships to students from specific parishes. Google ads for the program scholarship and its website are paid for by the grant and are promoted more aggressively at this time. We use Instagram, Facebook, and LinkedIn to promote the program. We plan on paying for social media ads once more EP money becomes available. All graduates receive a congratulations box with MSU promotional items (water bottle, hand sanitizer, etc.), which increases exposure.

The program's website inquiries are emailed to the Partnership Manager and Program Coordinator. The program coordinator emails a response to all inquiries and the partnership manager sends a text message to all inquiries and continues to communicate via text to assist potential students through the admissions process and initial registration. The partnership manager maintains a spreadsheet with names and contact information of all inquiries and reaches out to those who have not responded every week for one month, then once a semester. The scholarship website inquiries are emailed to the program coordinator, who responds with an email and text message.

2 Assessment and Benchmark

Benchmark: 80% of BSN graduates will complete the program within seven semesters (BSN graduation/retention rate).

Prior to 2022-2023, the benchmark was 70% of BSN graduates will complete the program within seven semesters (BSN graduation/retention rate).

2.1 Data

Graduating semester	Students graduating	Graduated within CCNE-defined period of time (7 semesters)	
	N	N	%
Spring 2013	109	108	99.0
Fall 2013	75	74	98.7
Spring 2014	72	70	97.2
Fall 2014	52	52	100
Spring 2015	64	63	98.4
Fall 2015	64	64	100
Spring 2016	78	76	97.4
Fall 2016	80	42	100
Spring 2017	65	45	100
Fall 2017	45	44	97.8
Spring 2018	45	45	100
Fall 2018	22	22	100
Spring 2019	36	36	100

Graduation Rate Semester	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
AACN (7 semesters) Semester of Entry	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
# of students admitted to original cohort targeted to graduate	45	61	47	61	39	67	55	
# of graduates from original cohort	34	52	35	52	29	50	29	
# of non-graduates from original cohort	11	9	12	9	10	17	26	
Graduation Rate (Benchmark 70% or higher)	75.55%	85.24%	74.47%	85.25%	74.36%	74.63%	52.73%	

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

100% of graduates completed the five-semester nursing clinical program in the established LSBN benchmark of completion/graduation within seven semesters.

- The undergraduate nursing program consistently exceeds the benchmark of 70%. Suggest raising the benchmark to 98%.
- Will continue with the previous quality improvement processes.
- Initiated a Student Success Strategic Committee composed of Nursing 100 faculty and the Student Services Coordinator to explore opportunities and examine existing departmental processes to

improve the educational experiences for undergraduate nursing students through improvements and/or modifications to Nursing 100, student advising and mentoring procedures, and communication process between students and faculty.

2019-2020:

The LSBN benchmark of 70% of BSN graduates will complete the program within seven semesters (BSN graduation/retention rate) was achieved for the 2019-2020 academic year.

2020-2021:

The LSBN benchmark of 70% of BSN graduates will complete the program within seven semesters (BSN graduation/retention rate) was achieved for the 2020-2021 academic year.

- The recommendation to increase the benchmark to 98% is unrealistic. Prior calculations of graduation rates differ from the process used to calculate graduation rates according to calculations for reporting data to the Louisiana State Board of Nursing. The attached chart is consistent with program calculations for CCNE annual reports. This method gives an accurate report of true retention of entering cohorts of students into clinical nursing course sequence. The undergraduate nursing program consistently exceeds the benchmark of 70%.
- Historically, it appears cohorts that graduate in spring has a lower graduation rate than cohorts that graduate in the fall. I am not sure of the reason.
- To promote continuous quality improvement for University reporting purposes, a reasonable benchmark would be 75% and to use the provided table contents for data.
- In the spring of 2020, we began the Student Success Strategy beginning with 3 Nursing 100 courses. Students registered for each NURS 100 course would receive academic advising and mentoring from their assigned faculty. This process would continue until the students entered the nursing clinical sequence of students. This process abruptly came to hold with the COVID-19 forced closure of face-to-face instruction. The 3 faculty continued with NURS 100 online and continued to communicate with students virtually and by email. However, the Student Services Coordinator, Assistant Department Head, and Department Head advised all pre-requisite and clinical nursing students through the conduction of multiple Zoom advising sessions. This was necessary because faculty did not have VPNremote access to the university Banner system to have access to student records for advisement purposes.
- In Fall 2020 the use of the NURS 100 Student Success Cohorts was resumed until the abrupt cessation of class due to Hurricanes Laura and Delta. Upon the resumption of classes, virtually September 18, the Department Head and Assistant Department Head worked out of the SEED Center daily conducting 8-10 virtual advising sessions for the approximately 400 to 500 transfer and pre-requisite students. Academic advising for the approximately 270 clinical students was done by the semester coordinators. Alternate registration PIN numbers were provided to faculty.
- In spring 2021, all undergraduate nursing faculty were assigned 20-25 students for academic advising. Advising workshops and 1:1 assistance were provided to faculty to provide them with the necessary tools to ensure faculty and student success. Virtual advisement and email have now become very efficient methods for advising students. Faculty were more accessible to students and no longer was there a need for face-to-face meetings which relieved the strain of both faculty and students due to COVID-19 social distancing precautions and the obstacles caused by post-hurricane recovery.

2021-2022:

The CCNE benchmark of 70% of BSN graduates will complete the program within seven semesters (BSN graduation/retention rate) was achieved for the 2020-2021 academic year. For institutional purposes, I recommend increasing the benchmark to 80%. A peer-to-peer mentoring program is being planned for implementation in the 4th semester of the BSN curriculum which is the beginning of the clinical sequence of clinical nursing courses. Historically, this is the primary point in the curriculum where we experience the most attrition. The goal of the program is to provide support to ease their transition into professional assimilation and enhance student persistence.

2022-2023:

The graduation rates for Spring 2022 met the benchmark with a 74.63% graduation rate; but fell below the benchmark with the Fall 2022 graduating class with a graduation rate of 52.73%. The drop can be attributed to the disruptions in teaching/learning caused by COVID-19 and Hurricanes Laura and Delta.

There are well-defined retention initiatives in place for traditional BSN students as well as the LPN to BSN students. All new clinical nursing students are provided (a) a program orientation, (b) offer a state-of-the-art clinical simulation laboratory that provides a safe learning environment, (c) require standardized syllabus and Moodle course formatting for consistency among courses to ease navigation; (d) mentoring opportunities for students identified as at risk for failure in a nursing course, (e) Student Mentors and Resourceful Tutoring (SMART) Program which employs student peers to provide mentoring to support student success for the new clinical student; (f) incorporate active learning strategies in the classroom; (g) utilize technology to enhance instructional delivery and communication with and among students; (h) use ATI standardized testing and curriculum support products to enhance student learning and preparation to take the NCLEX; (i) use a learning assessment software (ExamSoft) designed to streamline and improve educational programs through electronic exam administration and exam security; and (j) Dean conducts a focus group with graduating seniors at the end of each semester to obtain feedback regarding their experiences in the program. Changes in the program and student life activities have resulted from student feedback. For example, there have been changes in the clinical dress code policy that lessen restrictions on jewelry and shoes. In addition, there is a student breakroom that contains comfortable seating and amenities such as a coffee pot, refrigerator, microwave, and charging cords. Outdoor tables and chairs are the newest additions for student comfort and rest.

Activities to promote student engagement and cohort camaraderie include a Fall Fun Fest and Student Appreciation Days hosted by the CONHP. There is a *White Coat* ceremony that is held at the beginning of each semester to formally recognize and welcome the new clinical students. To provide a connection to the program for pre-clinical students, an *Open House* Q&A is held every Fall semester. During this event, faculty discuss clinical application tidbits, and curriculum sequence, answer questions students may have, and provide an opportunity for socializing with other students, faculty, student organizations, and current nursing students.

The undergraduate nursing program has an active Student Nurses Association which students are encouraged to join or just attend monthly meetings. The student-led organization is instrumental in fundraising for charity, social activities for students and faculty to mingle, and leadership development. Clinical nursing students also participate in McNeese Preview Days and departmental group tours. Students provide nursing skills and high-fidelity simulation demonstrations.

RN – BSN Program - Faculty email students who are not remaining active in their courses. The student services coordinator and program coordinator provide success coaching for students when faculty are unable to resolve issues. The program coordinator texts new students via Mongoose the week before the session starts, and weeks 2 and 5 of their first session to provide encouragement and tips for success. The partnership manager and program coordinator are in the process of creating an orientation system to better prepare incoming students for success in the program.

3 Assessment and Benchmark

Benchmarks:

- A persistence rate (students retained from Fall Y1 to Spring Y1) of 85%.
- A retention rate of 70% from Y1 to Y2.
- A retention rate of 55% from Y1 to Y3.
- A retention rate of 45% from Y1 to Y4.
- A 4-year graduation rate of 35%.
- A 5-year graduation rate of 40%.
- A 6-year graduation rate of 45%.

Major:

- NURA - Associates of Science in Nursing (inactive effective 201420)

- NURB - Bachelor of Science in Nursing
- NURO - Bachelor of Science in Nursing (Online) [RN to BSN Path]

3.1 Data

Fall 2012 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURA	8	2	25.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
NURB	231*	160	69.3	108	46.8	78	33.8	63	27.3	42	18.2	47	20.3	49	21.2

*4 students were undeclared before declaring NURB.

Fall 2013 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURA	3*	2	66.7	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
NURB	247**	155	62.8	110	44.5	61	24.7	47	19.0	22	8.9	20	8.1	1	0.4

*1 student was previously undeclared before declaring NURA.

**2 students were previously undeclared before declaring NURB.

Fall 2014 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURB	201	120	59.7	69	34.3	45	22.4	40	19.9	25	12.4	33	16.4	35	17.4

Fall 2015 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURB	183	114	62.3	69	37.7	52	28.4	37	20.2	18	9.8	33	18.0	33	18.0

Fall 2016 Cohort:

Major Retention

Major	Cohort	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	

	Size	#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURB	176	112	63.6	72	40.9	49	27.8	39	22.2	20	11.4	31	17.6	34	19.3

Fall 2017 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURB	204	160	78.4	99	48.5	71	34.8	55	26.9						

Fall 2018 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURB	243	178	73.3	128	52.7	92	39.7	74	30.5						

Fall 2019 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURB	212	165	77.8	124	58.5	72	33.9	52	24.5						

Fall 2020 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURB	176	131	74.4	84	47.7	67	38.1								

Fall 2021 Cohort:

Major Retention

[illegible]

Fall 2022 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURB	143	108	75.5												

Summary of Benchmark Achievement:

Fall Cohort	Cohort Size	Persistence Rate	Retention Rate						Graduation Rate		
			Y1 to Y2	Y1 to Y3	Y1 to Y4	4-Year	5-Year	6-Year			
2014	201	N	N	N	N	N	N	N			
2015	183	N	N	N	N	N	N	N			
2016	176	N	N	N	N	N	N	N			
2017	204	N	N	N	N						
2018	243	N	N	N	N						
2019	212	N	N	N	N						
2020	176	N	N	N							
2021	126	N	N								
2022	143	N									
Average	184.9	N	N	N	N	N	N	N			

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

NURB cohorts for 2014-2016 fell below the 85% benchmark for persistence from fall one to spring one.

NURB cohorts of 2017 and 2018 exceeded the benchmark with a persistence rate of 89.2 and 85.6 respectively.

NURB cohorts from 2014-2017 fell below the benchmark of 70% for retention rate between year one to year two.

- The 2017 and 2018 results are expected due to the redesign of NURS 100 in 2017 as a retention strategy to build social engagement and nursing cohort loyalty.
- Tracking student exits from the program and interviewing the student to determine reasons for leaving nursing and directing them to programs within the university.
- Offering information sessions for students preparing a clinical application to assist with the process.
- Focus on preparing students to meet the eligibility standards for acceptance into clinical nursing.
- Requiring orientation for nursing students accepted to the clinical nursing sequence.
- MSNA members participate in clinical student orientation and provide peer mentoring.
- Fall 2019 Initiated a Student Success Strategic Committee composed of NURS 100 faculty and the Student Services Coordinator to explore opportunities and examine existing departmental processes to improve the educational experiences for undergraduate nursing students through improvements and/or modifications to Nursing 100, student advising and mentoring procedures, and communication process between students and faculty. The plan is to form mentoring/advising groups with the faculty and students that would remain intact through semesters one, two & three. Hand-off of students to clinical faculty would occur once they enter clinical nursing courses in semester four. This strategy will cover year one to year two.

NURB cohorts from 2014 to 2017 exceed the benchmark of 55% for retention rate between year one to year three.

The NURB 2014 cohort did not meet the benchmark of 45% for retention rate between year one to year four; however, the 2015 cohort exceeded the benchmark with a retention rate of 45.9.

- Providing clinical students and faculty with an online program (Evalue) that will track student clinical information, demographics, clinical time, skills competence, and evaluation of clinical performance. This program will ultimately provide the student a portfolio of clinical nursing competency.
- Providing clinical nursing students computerized testing for all nursing exams. This strategy will prepare students for computerized adaptive testing that is required for the NCLEX-RN exam. This program also provides immediate test review and grading.
- Providing students with mentoring by faculty in the clinical semester the student is enrolled.
- Tracking student exits from the program and interviewing the student to determine reasons for leaving nursing and directing them to programs within the University.
- MSNA student organization provides speakers at their monthly meeting that are open to all nursing students (ie: flight nurses, anesthetists, nurse practitioners, nursing administrators, etc).
- Provide a social celebration for the cohorts earning 100% first-time pass rate on the NCLEX-RN exam, promoting recognition and social engagement for new alumni.
- Offer Nursing Student Appreciation Day by providing breakfast and snacks, vendors, nursing recruiters, and prizes.

2019-2020:

The persistence rate for the Fall 2019 cohort exceeded the benchmark of 85% by 4.6%.

Cohorts 2015, 2016, and 2017 exceeded the **Year 1 to Year 4** retention rate benchmark of 45% with a rate of 45.9, 47.2, and 57.8, respectively. This is evidence of a consistent upward trend!

The 2014 cohort did not reach the graduation benchmarks for 4 year (35%) 19.4%, 5-year (40%) 34.3%, and 6-year (45%) 38.3%.

The strategies we use to influence student persistence and retention continue to assist us in producing positive student outcomes. The following will be continued:

- Active and engaging NURS 100 course sections that foster student-to-student and student-to-faculty connections. Current teaching and learning activities enhance social engagement and build camaraderie among entering cohorts of students.
- Tracking student exits from the program and interviewing the student to determine reasons for leaving nursing and directing them to programs within the university.
- Offering information sessions for students preparing a clinical application to assist with the process.
- Focus on preparing students to meet the eligibility standards for acceptance into clinical nursing.
- Requiring orientation for nursing students accepted to the clinical nursing sequence.
- MSNA members participate in clinical student orientation and provide peer mentoring.
- Offer Nursing Student Appreciation Day by providing breakfast and snacks, vendors, nursing recruiters, and prizes.

2020-2021:

The persistence rate for the Fall 2020 cohort exceeded the benchmark of 85% by 4.8%. One week after classes began, the area experienced widespread devastation caused by Hurricanes Laura and Delta. Many students were displaced when classes re-started on September 18, 2020. Faculty used Zoom and Micro-Soft Teams to maintain consistent contact with students. Classes instruction was delivered synchronously and asynchronously via connected communication technology. The Undergraduate Nursing Program Department Head and Assistant Department Head conducted 8-10 Zoom sessions to conduct advising for registration.

These retention efforts enabled students from Cohorts 2019, 2018, and 2017 to exceed retention benchmarks for year 1 to year 2, year 1 to year 3, and year 1 to year 4.

2021-2022:

2022-2023:

- A persistence rate (retained students from fall Y1 to spring Y1) of 85%. = **75.5%** persistence rate (Fall 22 cohort)
- A retention rate of 70% from Y1 to Y2. = **44.4%** retention rate (Fall 2021 cohort)
- A retention rate of 55% from Y1 to Y3. = **38.1%** retention rate (Fall 2020 cohort)
- A retention rate of 45% from Y1 to Y4. = **24.5%** retention rate (Fall 2019 cohort)
- A 4-year graduation rate of 35%. = **11.4%** (Fall 2016 cohort)
- A 5-year graduation rate of 40%. = **17.6%** (Fall 2016 cohort)
- A 6-year graduation rate of 45%. = **19.3%** (Fall 2016 cohort)

The benchmarks were not met in all categories. We will continue to update the Nursing 100 course for incoming freshmen as well as Nursing 210 which is taken in the 3rd semester (Y2). The 4th semester (Y2) students who meet entrance requirements begin their clinical nursing course sequence. The Student Services Coordinator and faculty utilize every opportunity to connect and interact with pre-requisite students from Cowboy Camps and a Q&A session is provided at the beginning of every Fall semester.

Performance Objective 2 Provide a comprehensive curriculum that reflects disciplinary foundations and remains responsive to contemporary developments, student and workforce demand, and university needs and aspirations.

1 Assessment and Benchmark

Benchmark:

1. 90% of course faculty submit course summaries each semester analyzing student learning outcomes, teaching-learning practices, and curriculum.
2. Curriculum Committee reviews course summaries and curricular assessment data annually and makes recommendations to Faculty Congress for curricular revisions.
3. Program faculty meet a minimum of three times per semester to review evaluation data, curricular offerings, and course rigor.

Prior to 2019-2020, the benchmark was:

1. 90% of course faculty submit course summaries each semester analyzing student learning outcomes, teaching-learning practices, and curriculum.
2. Curriculum Committee reviews course summaries and curricular assessment data annually and makes recommendations to Faculty Congress for curricular revisions.
3. Program faculty meet a minimum of four times per semester to review evaluation data, curricular offerings, and course rigor.

1.1 Data

A. Course faculty submit complete course summaries each semester analyzing student learning outcomes, teaching-learning practices, and curriculum.

Semester	% that submitted completed course analyses
Fall 2016	100%
Spring 2017	99%
Fall 2017	99%
Spring 2018	95%
Fall 2018	96%

Spring 2019	98%
Fall 2019	100%
Spring 2020	100%
Fall 2020	100%
Spring 2021	100%
Fall 2021	100%
Spring 2022	100%
Fall 2022	95%
Spring 2023	95%

B. Curriculum Committee reviews course summaries and curricular assessment data annually and makes recommendations to Faculty Congress for curricular revisions.

Curriculum minutes: September 12, 2016 - Review of Self-Study Standard I

Curriculum minutes: September 19, 2016 - Review of Self-Study Standard II

Curriculum minutes: September 26, 2016 - Review of Self-Study Standard III

Curriculum minutes: October 3, 2016 - Review of Self-Study Standard IV

Curriculum minutes: October 10, 2016 - Mock site visit review

Curriculum minutes: November 14, 2016 - Final Q & A for site review

Curriculum minutes: November 28, 2016 - Semester Review

Curriculum minutes: February 20, 2017- Course summary review

Curriculum minutes: March 13, 2017 - Course summary review

Curriculum minutes: April 10, 2017 - Semester review

Curriculum minutes: September 11, 2017 - Course summary review

Curriculum minutes: November 13, 2017 - Semester review

Curriculum minutes: February 19, 2018 - Course summary review

Curriculum minutes: March 12, 2018 - Course summary review

Curriculum minutes: February 18, 2019- Course summary review of NURS 326.

Curriculum minutes: October 21, 2019 - Course Summaries were reviewed. Committee members approved to increase credit hours to NURS 302 to 4 credit hours and the new Informatics course NURS 327 will be 2 credit hours. These changes will be reflected in the Spring 2020 catalog.

Curriculum Committee did not meet in Spring 2020 or Fall 2020 due to COVID-19 closure and Hurricanes Laura and Delta. Curriculum Committee Minutes: February 12, 2021 - Course summaries reviewed.

2021-2022:

November 12, 2021 - Curriculum minutes contain course summary reviews for semesters Fall 2020 and Spring 2021. No Recommendations.

April 20, 2022 - Curriculum committee minutes contain a course summary review for courses taught in Fall 2021. Recommendations to Faculty Congress for a book change in NURS 310. Students will purchase a bundle from FA Davis that includes their textbook, lab/diagnostic manual, and drug guide. Dosage Calc 360 will replace the former Drug Calculation book. Students will have access to this resource for their full curriculum. This NURS 310 textbook change will require updates to the Skills Checklist. There will be three different sets of skills checklists in place for a few semesters. As of Fall 2022, these are the Skills Checklists that students will be using

- Fall 2022 4 th semester: FA Davis
- Fall 2022 5 th semester: ATI
- Fall 2022 6 th semester: ATI
- Fall 2022 7 th semester: Lippincott (Taylor, Lillis, etc.)
- Fall 2022 8 th semester: Lippincott (Taylor, Lillis, etc.)

2022-2023

October 14, 2022 - Curriculum Committee minutes document the review of the Spring 2022 course

summaries. There were no major course-level or semester-level changes recommended in the course summaries that require action from the Curriculum Committee. However, the following discussions occurred based on some of the content included in the Spring 2022 course summaries:

- NURS 100: Need to review for potential “Talk Saves Lives” inclusion in the course. In addition, faculty can change the QEP assignment if needed as long as the updated QEP assignment meets the University-level QEP objectives.
- 4 th semester update: As a “pulse check” on the new FA Davis online materials, Amelia Washington shared that fourth-semester students like the FA Davis materials. All changes are going well at this point in the semester.
- NURS 303: Will need revision of this course content to determine which primary concepts from the new *Essentials* will need to be placed in this course. There will likely be major changes to NURS 303 as curriculum review continues.
- NURS 403: We also will need to pay close attention to this course with regard to possible changes needed as we incorporate the new *Essentials*.

There was some concern over some negative clinical evaluation results stemming from NURS 318's Fall 2021 and Spring 2022 clinical evaluation results for Calcasieu Oaks and LCMH's Archer Institute. Open review of the NURS 318 course summary for Spring 2022, there was no mention of specific actions taken to address the concerning data from the clinical evaluations of these two sites. In addition, there is really no area designated for discussion of data trends and action plans for clinical site evaluations that fall below 3.5. This warrants a revision of the course summary tool moving forward.

March 24, 2023 - Curriculum Committee minutes document the review of the Fall 2022 course summaries. Data trends for the Fall 2022 evaluation of clinical agencies, high fidelity simulation, and integrated seminar clinical. All agencies were scored in all measured elements above the benchmark mean of 3.5 for all clinical courses. There were no negative trends or data points that required the committee's attention. Previous downward trends for a couple of Mental Health clinical sites from NURS 318 did not demonstrate continued negative trending. Therefore, the committee does not need to take any action on these items. We will continue to monitor this data each semester to ensure our clinical agencies are meeting the needs of this curriculum.

It was noted that Community Health (NURS 402) is not currently collecting or reporting any evaluation data for the clinical component of their course. The Curriculum Committee members have identified this as a gap in data collection and curricular evaluation. Committee members propose that NURS 402 faculty should create a draft of a clinical evaluation survey that pertains to the clinical component of their course. This survey should be sent to the Evaluation Committee for further review. It is the view of the Curriculum Committee that all clinical courses, including NURS 402, must collect, report, and evaluate clinical-related data to ensure we are meeting the needs of our students across the curriculum in the classroom and clinical settings.

There were no proposed major or minor course changes.

C. Program faculty meet a minimum of four times per semester to review evaluation data, curricular offerings, and course rigor.

Semester	# of times Curriculum Committee met
Fall 2016	7 (CCNE site visit)
Spring 2017	3
Fall 2017	3
Spring 2018	3
Fall 2018	2
Spring 2019	3
Fall 2019	2
Spring 2020	0
Fall 2020	0

Spring 2021	4
Fall 2021	3
Spring 2022	5
Fall 2022	3
Spring 2023	4

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Faculty submit course summaries in electronic form as well as in paper form. Tracking of this data has primarily been through paper submission. The Curriculum Committee met twice in fall 2018 and three times in spring 2019. Fall 2018, the spring 2018 course summaries were reviewed by the committee chair and department head for any major changes that would need to be brought forth to the committee. February 18, 2019, the curriculum committee reviewed a proposal for curricular change that came from review of the course summaries. The committee approved a credit hour revision for NURS 326 and NURS 302. These changes will be submitted to the University Curriculum Committee fall 2019.

- Curriculum committee will re-evaluate the course summary form to ensure the tool currently gathers the appropriate data necessary for continued analysis of student learning outcomes, teaching-learning practices, and ensuring the integrity of the undergraduate nursing programs.
- Curriculum Committee will continue to meet a minimum of three times a semester, with curricular review through course summary evaluation each semester.

2019-2020:

Faculty met the submission benchmark for course summaries despite teaching virtually in Spring 2020. The Department Head used the Undergraduate faculty Communications Moodle course to communicate and plan for the Spring 2020 semester. Document submission was accomplished through the making of assignments for faculty submissions. This process allowed for easy tracking and a safe repository for all important curriculum evaluation documents.

Due to the COVID-19 closure, the Curriculum Committee did not meet. Though we had access to Zoom, we did not have access to the intranet and other resources we used for the evaluation of the curriculum.

2020-2021:

The processes used in Spring 2020 served us well after the Hurricane. the Moodle Faculty Communications was used once more. The Department Head used the Moodle course to organize and plan the Fall semester. All useful forms were placed in the course for easy retrieval for faculty. Assignments were set up for faculty to submit course summaries and other important curriculum evaluation documents. All policies and procedures were also placed in the course for easy retrieval. Instead of using email, all-important announcements were sent as Announcements. This process provided a repository for all announcements for easy retrieval for faculty in lieu of scrolling through numerous emails. This process was also used for communicating with pre-requisite and clinical nursing students. The Department Head created a Moodle communications course for both. Students were populated in their respective courses and that was the mechanism for communicating en masse with all of our students. All necessary forms were placed on these sites as well.

2021-2022:

The Curriculum Committee met a total of 10 times over the academic year to review the BSN curriculum, resources, and evaluation via course summaries. The following are some of the highlights from the activities of this committee that will impact the BSN curriculum:

- Brainstormed items needed to review in preparation for CCNE site visit in 2026.
- Determined years of record for the site visit: Spring – Fall of 2023 ; Spring – Fall of 2024 ; Spring - Fall of 2025
- Reviewed and revised syllabus policy
- Reviewed and revised the Testing Policy to include Next Gen NCLEX format questions

- Reviewed curriculum and resources and made a decision to remove NURS 321 from the curriculum. The skills covered in this 1 credit hour course would be placed in N319, N320, and N401. Simulation is implemented at all levels of the curriculum.
- Approved the 1 credit hour from N321 be moved to N320 lecture for a total of 5 credit hours for this course instead of 4 credit hours.
- Approved a new textbook for N310 Fundamentals.
- Simulation faculty received training on the new 3G Henry, Newbie, and pediatric simulation manikins.
- Reviewed and revised the plan for Nursing Skills taught across the curriculum
- Developed plan for implementation of Next Gen NCLEX test items, the incorporation of best teaching practices to prepare students for Next Gen NCLEX.
- Reviewed Fall 2021 BSN Graduate Exit Survey data
- Revised the course summary form
- Reviewed and revised the Make-up Test Policy
- Committee members conducted a faculty presentation at the may 2022 Faculty Congress meeting on active learning strategies for the classroom and clinical to incorporate NCSBN Clinical judgment model activities that align with the Next Gen NCLEX.

2022-2023:

The Curriculum Committee met a total of 7 times over the academic year to review the BSN curriculum, resources, and evaluation via course summaries. The following are some of the highlights from the activities of this committee that will impact the BSN curriculum:

- Updated the LPN to BSN Articulation Plan.
- Reviewed Curriculum Committee By-laws.
- Review the "Committee Responsibilities for Data Collection and Input Into Tables" document for Curriculum Committee responsibilities.
- Review SPPE for Curriculum Committee responsibilities.
- Reviewed and revised the UGNR Mission, Program Purposes, and Statement of Philosophy.
- Reviewed Evolve OSHA video products as an option to replace MedCom videos.
- Completed a webinar-based training on "Integrating the AACN Essentials Into the Curriculum: The Educator's Role".
- Delivered the first Curriculum Review for the whole faculty including (1) an introduction to the purposes/background of curricular review: Introduced key concepts from the new Baccalaureate Essentials, (2) review of the Mission of the Department of Undergraduate Nursing (UNGR) as it relates to the CONHP and University Mission, (3) Review the proposed purposes and philosophy revisions, and (4) Present and approve UGNR Bylaws.
- Reviewed the Graduate Exit Surveys for Spring and Fall 2022.
- Reviewed and revised the exam times for ATI Proctored exams to reflect the extended time given for Next-gen questions on NCLEX.
- Reviewed a proposal to add the Community Health ATI in place of the Nutrition ATI that is administered in NURS 402 (Community Health).
- Reviewed and approved a textbook change for NURS 319 (Pediatrics).
- Revised the Report of Community Service Activity.
- Discussed the proposal from the Board of Regents to develop Transfer Pathways for community college students to have a seamless transfer into a BSN program.
- Discussed the BOR General Education requirements related to 3 benchmark items on the Fall 2022 Graduate Exit Exam that fell below the 3.5 benchmarks:
 - STAT 231 has been useful in my development as a professional nurse.
 - HIST 201/202 has been useful in my development as a professional nurse.
 - Fine Arts Elective has been useful in my development as a professional nurse.
 - CHEM 120 has been useful in my development as a professional nurse.
 - ENGL 101 has been useful in my development as a professional nurse.
 - ENGL 102 has been useful in my development as a professional nurse.
 - ENGL 203/204/221 has been useful in my development as a professional nurse.
- Identified RN to BSN Community Service Activity.

2 Assessment and Benchmark

Benchmark: BSN curriculum is 100% compliant with the AACN Essentials of Baccalaureate Nursing Education, Quality, and Safety Education for Nurses (QSEN) and emerging discipline-specific content.

2.1 Data

2018-2019:

The online RN to BSN Program went through a major curriculum change that resulted in the creation of 10 new nursing courses that integrated professional standards (BSN Essentials, QSEN, ANA standards, LSBN, and discipline specific standards) through the new curriculum. It was approved by the Curriculum Committee September 17, 2018 (agenda & minutes). Course development began January 2019 and will continue to December 2019. Roll out of the new curriculum began July 2019.

2019-2020:

The new online RN-BSN program launched in July 2019. All courses reflect the 2018 BSN Essentials.

2020-2021:

We received the revised Essentials of Baccalaureate Education of Professional Nursing Practice in April 2021. Curriculum revisions are slated to begin in the 2021-2022 academic year.

2021-2022:

Curriculum revisions to incorporate the revised Baccalaureate essentials will begin in 2022-2023. NURS 327 - Nursing Informatics has been revised to incorporate the new essentials.

2022-2023:

Curriculum revisions began this academic year to incorporate the current edition of Baccalaureate Essential throughout the curriculum.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

The online RN to BSN Program went through a major curriculum change that resulted in the creation of 10 new nursing courses that integrated professional standards (BSN Essentials, QSEN, ANA standards, LSBN, and discipline-specific standards) through the new curriculum. It was approved by the Curriculum Committee on September 17, 2018 (agenda & minutes). Course development began in January 2019 and will continue to December 2019. The rollout of the new curriculum began in July 2019.

2019-2020:

There is no planned review of the integration of professional standards. The next full curricular review is planned to begin in 2021-2022.

2020-2021:

There is no planned review of the integration of professional standards. The next full curricular review is planned to begin in 2021-2022.

2021-2022:

No, we did not meet the benchmark completely. One nursing course was revised to reflect the new BSN essentials.

2022-2023:

The first curriculum review with the UGNR was held on September 30, 2022. New 2021 Essential Core Competencies for Professional Nursing Education were reviewed.

Performance Objective 3 Faculty outcomes, demonstrate program effectiveness.

1 Assessment and Benchmark

Benchmark:

1. The expected aggregate faculty outcome for the teaching component of the APR is a mean score of ≥ 35 points.

2. The expected aggregate faculty outcome for the scholarly/professional activity component of the APR is a mean score of ≥ 200 points.
3. The expected aggregate faculty outcome for the University/public service activity component of the APR is a mean score of ≥ 320 points.

1.1 Data

Academic Year	Mean APR score aggregate faculty outcome for teaching
2016-2017	46.57
2017-2018	47.70
2018-2019	47.80
2019-2020	57.85
2020-2021	39.17
2021-2022	46.21
2022-2023	39.91

Academic Year	Mean APR score on scholarly/professional activity component
2016-2017	328.70
2017-2018	405
2018-2019	403
2019-2020	—
2020-2021	350
2021-2022	765.63
2022-2023	849.48

Academic Year	Mean APR score on University/public service activity component
2016-2017	744
2017-2018	761.4
2018-2019	815
2019-2020	—
2020-2021	705
2021-2022	862.5
2022-2023	1015.93

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Faculty exceeded the expected APR mean score in the areas of teaching (35), scholarship (200), and service (320), which meets the expected benchmark. The mean score in teaching and scholarship category remained consistent through 2017-2019. There has been a considerable increase in the faculty mean for

the service category. This increase can be attributed to the increased participation in university and community organizations and activities that promote the CON and the university with our students.

- The Dean's Council and Undergraduate Nursing program will work to align college and departmental initiatives with university recruitment, retention, and engagement initiatives.
- Reorganization of the College of Nursing and Health Professions to include the formation of the Interprofessional College Committee (ICC). The purpose of this committee will be to:
 - Foster scholarly activities through mentoring, faculty development, and peer review;
 - Promote interdisciplinary collaboration;
 - Facilitate the process of faculty evaluation; and
 - Review documentation and recommend qualified faculty for awards and recognition.

2019-2020:

Faculty exceeded the expected APR mean score in the areas of teaching (35). Data is not available for the mean performance score for Scholarship and Service. At the time this analysis of data was completed, the College of Nursing and Health Professions intranet was destroyed by Hurricanes. Teaching was the only data retrievable. Since that time, a plan was made to contain data utilizing the Microsoft Onedrive.

2020-2021:

Faculty exceeded the expected APR mean score in the areas of teaching (35), scholarship (200), and service (320), which meets the expected benchmark. However, the mean teaching score declined by 18.68 points from the 2019-2020 academic year. There were also declines in scholarly activity as well. This is not surprising considering what the faculty have experienced this academic year. Like our students, the faculty experienced the devastation of personal property and disruption in electrical and internet services, as well as other important necessities of life. Many live in alternate housing arrangements for 6 months and beyond. All faculty reported for duty on September 18, 2020, to resume teaching virtually. Hotspots were made available for faculty and students who did not have internet services. Teaching and scholarly activity scores were negatively impacted by this situation.

The service mean score continued to remain steady well above the benchmark at 705. This is not surprising. Those faculty assisted others in their time of need.

2021-2022:

Faculty exceeded the expected APR benchmark mean score in the areas of teaching (35), scholarship (200), and service (320). Most impressive was the substantial increase in the mean scholarship score compared to the previous academic year. Post COVID-19 travel restrictions enabled faculty to resume travel to attend professional meetings and conferences.

Faculty outcome data provide direction for ongoing program improvement. For example, 18 College-wide Endowed Professorships were awarded based on faculty proposals for faculty and program development. The interprofessional College Committee (ICC) recommends proposals for funding to the dean. Recent professorships have been funded to support faculty research, student-faculty collaborations, and faculty development. In addition, MSU invested in training via Online Learning Consortium to enhance faculty development in online education as a strategy to improve online programming.

2022-2023:

Faculty exceeded the expected APR mean score in the areas of teaching (35), scholarship (200), and service (320), which meets the expected benchmark. However, the mean teaching score declined by 6.3 points from the 2021-2022 academic year. I am not sure what could have contributed to this, but we did have a marked increase in scholarly and service activity. We have 4 UGNR faculty enrolled in doctoral programs and faculty involved in executive leadership in professional organizations on the local, state, and national levels. Faculty have also participated heavily in recruitment and retention efforts this year as well. The plan will be to bring data points to the attention of faculty so they can reflect on ways to improve student-centric teaching and connect with students.