

# **Graduate Nursing**

Department of Graduate Nursing



## Graduate Completers:

Major	Conc.	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
FNPR	(blank)	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
FPNP	(blank)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
NURG	FNPR	0	0	0	0	12	21	0	20	14	0	20	14	0	24	16
	FMPH	0	0	0	0	0	10	0	0	1	0	0	0	0	0	0
	NPRC	0	22	16	0	0	0	0	0	0	0	0	0	0	0	0
	NRLA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	NUED	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0
	NURE	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
	PSMH	0	0	0	0	0	0	0	0	5	0	0	5	0	0	6
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>		<b>0</b>	<b>22</b>	<b>17</b>	<b>0</b>	<b>12</b>	<b>31</b>	<b>0</b>	<b>20</b>	<b>22</b>	<b>0</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>25</b>	<b>22</b>
PSMH	(blank)	0	0	0	0	3	0	0	0	1	0	0	10	0	1	2
<b>Total</b>		<b>0</b>	<b>25</b>	<b>18</b>	<b>0</b>	<b>15</b>	<b>31</b>	<b>0</b>	<b>20</b>	<b>23</b>	<b>0</b>	<b>20</b>	<b>30</b>	<b>0</b>	<b>26</b>	<b>24</b>

Major	Conc.	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
FNPR	(blank)	0	0	0												
FPNP	(blank)	0	0	0												
NURG	FNPR	0	19	15												
	FMPH	0	0	0												
	NPRC	0	0	0												
	NRLA	0	0	0												
	NUED	0	0	2												
	NURE	0	0	0												
	PSMH	0	0	5												
	(blank)	0	0	0												
<b>Total</b>		<b>0</b>	<b>19</b>	<b>22</b>												
PSMH	(blank)	0	3	6												
<b>Total</b>		<b>0</b>	<b>22</b>	<b>28</b>												

## Percentage Change between 2017-2018:

Major	Fall	Total	% Change
NURG	2017	152	-3.289%
	2018	147	
PSMH	2017	12	58.333%
	2018	19	
<b>Total</b>	<b>2017</b>	<b>164</b>	<b>1.219%</b>
	<b>2018</b>	<b>166</b>	

## 1.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Enrollment in MSN program decreased slightly from 2014-2015 levels as indicated below:

- FNPR -15
- FPMH +3
- NUED +4
- NURE unchanged.
- PMC PMH +21

The Family PNP has been transformed to the PMHNP. The ICMSN has suspended enrollment to NURE due to dated curriculum. Qualified applicants exceeded faculty capacity both semesters. About 15 students each semester who met admission requirements and submitted completed applications were not admitted due to lack of faculty. Nurse Educator Concentration was re-implemented ICMSN-wide in fall 2014 after a hiatus of several years. Currently there are four MSU students. Strategies to encourage further enrollment are ongoing.

2016-2017:

Enrollment remains constant due to lack of faculty. Interest in PMC PMHNP continues to rise; however, admissions to PMC ICMSN-wide are capped due to lack of faculty. A full-time faculty position which was approved spring 2017 has not been filled due to lack of acceptable candidates. Recruitment is hampered by low salary.

2017-2018:

Enrollment remains constant with 30 students/semester admitted to MSN which translates into two sections of all core courses and usually one section of each clinical course (FNP and PMHNP). Most students are part-time which makes enrollment projections difficult especially in the core courses. Our students commonly sit out a semester for personal issues (e.g. pregnancy, marriage, and in fall 2017, a hurricane). We readmit them without penalty and they usually complete within six years. Large numbers in 2014-2015 and 2015-2016 occurred when we tried increasing admissions to 40 students/semester which proved too difficult for faculty to manage. Our efforts to determine a tracking method are ongoing.

Moving forward we received funding for four NED students which should be admitted January 2019, ICMSN limits on numbers of PMC students have been increased, and one new faculty has been hired which may reduce some dependence upon adjuncts. Also, ICMSN voted to remove GRE from admission requirement which will start in fall 2019 which may increase applications.

2018-2019:

The enrollment table reflects MSN as well as PMC enrollment. While our overall enrollment has increased from 340 (summer, fall, spring totals) in 17-18 to 359 (summer, fall, spring totals) in 18-19, which meets 5% benchmark, the growth has come from PMC enrollment while MSN enrollment has remained stagnant at 314 for 18-19. We have had 50 graduates/year for the last 3 years overall including PMCs. MSN graduates are fairly stable at 40/year which reflects or acceptance numbers of 30/semester. PMC completions have varied as admissions have varied; last year 9 NPs completed the PMC.

In the past year we have formalized advising so that each faculty has a specific advisee load and have started incorporating Degree Works into the advisement procedures. In addition, we have reached out to students who have not re-enrolled and judiciously considered appeals for those who were unsuccessful. One semester of dropping the GRE has not made a difference in the number of qualified applicants we have received and the total overall number of new applicants is easing downward. This may reflect a local perception that the FNP market is becoming saturated although our students are still reporting strong employment upon graduation. We have not advertised our programs and will work on that in the coming year. Our limited faculty resources will not allow us to admit more than 30 students/semester and faculty will not be able to maintain current levels of overload and still meet annual performance criteria for scholarly work. The strong demand for the PMC supports the interest in and need for the DNP with a psychiatric nursing focus. Would like to move PMC numbers to that plan if possible for next year.

**2 Assessment and Benchmark**

Benchmark: Track student completion from time they complete 12 graduate hours until program completion. Students should complete within 1½ published program length (NP - 8 semesters; NURE - 6 semesters).

The benchmark is 90% of students.

**2.1 Data**

	FNP	PMHNP	NURE	NUED
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Graduating Semester	Graduating			Met Benchmark			Graduating			Met Benchmark		
	#	#	%	#	#	%	#	#	%	#	#	%
Fall 2013	22	22	100	0	0	0	0	0	0	0	0	0
Spring 2014	16	15	94	0	0	0	0	0	0	1	1	100
Fall 2014	12	12	100	0	0	0	0	0	0	0	0	0
Spring 2015	21	21	100	10	9	90	0	0	0	0	0	0
Fall 2015	20	20	100	0	0	0	0	0	0	0	0	0
Spring 2016	14	14	100	6	5	83	1	1	100	1	1	100
Fall 2016	20	20	100	0	0	0	0	0	0	0	0	0
Spring 2017	14	14	100	5	5	100	0	0	0	1	1	100
Fall 2017	24	24	100	N/A			N/A		N/A	1	1	100
Spring 2018	16	16	100	6	6	100	N/A		N/A	0		
Fall 2018	19	19	100	N/A			N/A			0		
Spring 2019	15	15	100	5	5	100	N/A			2	1	50

Graduating Semester	PMHNP PMC		
	Graduating	Met Benchmark	
	#	#	%
Fall 2013	N/A	N/A	N/A
Spring 2014	N/A	N/A	N/A
Fall 2014	4	4	100
Spring 2015	0	0	0
Fall 2015	0	0	0
Spring 2016	1	1	100
Fall 2016	0	0	0
Spring 2017	10	10	100
Fall 2017	0	0	0
Spring 2018	2	2	100
Fall 2018	*		
Spring 2019	*		

\* See PMHNP-PMC program evaluation plan

### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Benchmark met. Overall graduation rate for fall 2015 is 100% (N = 20) and for spring 2016 is 95% (N = 22). The decision to use 12 hour completion and 1½ time program length is consistent with ICMSN program evaluation plan.

2016-2017:

Benchmarks met. NURE no longer exists. The decision to use 12 hour completion and 1½ time program length is consistent with ICMSN program evaluation plan.

2017-2018:

Benchmarks met. The ICMSN starts counting program length once students complete 12 semester hours of coursework which is consistent with ICMSN program evaluation plan. Our students in all concentrations continue to meet that benchmark.

2018-2019:

All data for PMC should be moved to that plan. There was one NUED student who did not graduate with the stated program length due to serious health issues that had to be resolved before he could return to school. He did graduate within the 6 year time frame for the graduate school.

**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: Program faculty meet regularly to review curricular offerings and course rigor.

**1.1 Data**

ICMSN Curriculum Committee met as follows:

2014-2015:

- 05/12/2014
- 09/05/2014
- 10/22/2014
- 11/17/2014
- 02/23/2015

2015-2016:

- 09/16/2015
- 11/04/2015
- 01/27/2016

2016-2017:

- 10/26/16
- 11/30/16
- 01/25/17
- 03/15/17
- 04/12/17

2017-2018:

- 9/7/2018
- 11/16/17
- 02/01/18
- 04/26/18

2018-2019:

- 10/2/2018
- 11/27/2018
- 4/30/2019

[ICMSN Curriculum Meeting Minutes-10-2-18](#) [PDF 136 KB 8/23/19]

[ICMSN Curriculum Meeting Minutes-11-27-18-approved](#) [PDF 94 KB 8/23/19]

[ICMSN Curriculum Meeting Minutes-4-30-19](#) [PDF 150 KB 8/23/19]

**1.1.1 Analysis of Data and Plan for Continuous Improvement**

2016-2017:

New Nurse practitioner curriculum implementation ongoing.

2017-2018:

Syllabi continue to be reviewed annually for currency. Nursing Education curriculum will be revised to include additional precepted course which will begin with 2019-2020 catalog. Change was required due to a revised interpretation of CCNE Accreditation standards.

2018-2019:

ICMSN curriculum committee meets regularly as demonstrated by the attached minutes to address curricula concerns as they arise. The syllabi are reviewed annually and the text book list is reviewed each semester. The Nursing Education revised curriculum starts fall 2019.

## 2 Assessment and Benchmark

Benchmark: Program co-coordinators and one faculty member serve on ICMSN Curriculum Committee.

### 2.1 Data

2015-2016:

ICMSN Nurse Educator Workgroup (Warner, Chair)

- Educator Faculty Evaluation Survey – 05/02/2016
- Focus Group Nurse Educator Graduates – 05/05/2016

2016-2017:

ICMSN Nursing Education Workgroup (Warner, Chair)

- 09/07/16
- 09/27/16
- 04/05/17

ICMSN Curriculum Committee Members from McNeese State University - Dilks, Warner, Sterling-Guillory

2017-2018:

ICMSN Nursing Education Workgroup (Warner, Chair)

- 10/12/17

ICMSN Curriculum Committee Members from McNeese State University - Dilks, Warner, Sterling-Guillory

2018-2019:

ICMSN Curriculum Committee Members from MSU - Dilks, Warner, Sterling-Guillory.

ICMSN Nursing Education Ad Hoc Work Group (Warner, Chr)

ICMSN Population Health Ad Hoc Work Group (Sterling-Guillory, Chr)

#### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

ICMSN Nurse Educator Concentration Evaluation will be complete fall 2016.

2017-2018:

Revisions recommended for Nursing Education Concentration to be effective with 2019-2020 catalog.

No recommended revisions for Nurse Practitioner curricula.

2018-2019:

MSU faculty continue to provide leadership in curriculum development for the ICMSN. Starting in fall 2019 Dr. Sterling will be the FNP Track Director for the ICMSN. Dr. Dilks continues as the PMHNP Track Director. MSU faculty have chaired ad hoc committees from the ICMSN Curriculum Committee to investigate specific curricula in order to maintain curriculum currency. For example, Dr. Warner has chaired the Nursing Education Ad Hoc group since the re-initiation of the concentration in 2015 and Dr. Sterling has chaired an ad hoc group to review the population health course for the 2018-2019 year. Curriculum meeting are held once or twice a semester in a face to face format. Ad hoc committee meetings are held as needed usually in an electronic format.

## 3 Assessment and Benchmark

Benchmark: MSN Curricula are 100% compliant with AACN Master Essentials of Graduate Education (CCNE) and Louisiana State Board of Nursing (LSBN).

### 3.1 Data

ICMSN Curriculum Committee met as follows:

2014-2015:

- 05/12/2014
- 09/05/2014

- 10/22/2014
- 11/17/2014
- 02/23/2015

2015-2016:

- 09/16/2015
- 11/04/2015
- 01/27/2016

2016-2017:

- 10/26/16
- 11/30/16
- 01/25/17
- 03/15/17
- 04/12/17

2017-2018:

- 09/07/17
- 11/16/17
- 02/01/18
- 04/26/18

2018-2019:

- 10/2/2018
- 11/27/2018
- 4/30/2019

[ICMSN Curriculum Meeting Minutes-10-2-18](#) [PDF 136 KB 5/1/20]

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### **3.1.1 Analysis of Data and Plan for Continuous Improvement**

2015-2016:

All curricula remain compliant with AACN Master Essentials of Graduate Education (CCNE) and Louisiana State Board of Nursing (LSBN).

2016-2017:

School assignments made to begin 5-year Continuous Improvement Progress Report (CIPR) due to AACN 12/18. McNeese State University is responsible for the Curriculum section.

2017-2018:

CIPR development is ongoing with preliminary reviews completed. Additional work in progress to make sure ICMSN website, faculty handbook, and student handbook are current.

2018-2019:

CIPR report submitted to AACN December 2018. MSU continues to have full approval status with the Louisiana State Board of Nursing (<https://www.lsbns.state.la.us/Portals/1/Documents/Forms/Schools.pdf>).

Would like to combine 3.1 and 1.1 for next reporting cycle since the data sources (curriculum minutes) are the same and ultimately accreditation and LSBN approval require maintaining current curricula.

## **Performance Objective 3 Faculty outcomes demonstrate program effectiveness**

### **1 Assessment and Benchmark**

Benchmark: 100%

- Licensure/Credentialing:
  - Nurse Practitioner faculty maintain current APRN licensure.
  - All faculty maintain current RN licensure.



- Scholarly Activity:
  - Full time faculty demonstrate current scholarly activity.

### 1.1 Data

Academic Year	Faculty that maintain current Louisiana APRN licensure	
	#	%
2013-2014	-	100%
2014-2015	-	100%
2015-2016	-	100%
2016-2017	4/4	100%
2017-2018	4/4	100%
2018-2019	4/4	100%

One FT faculty member also maintains Texas APRN licensure.

Academic Year	Faculty that maintain RN licensure	
	#	%
2013-2014	-	75%
2014-2015	-	100%
2015-2016	-	100%
2016-2017	4/4	100%
2017-2018	4/4	100%
2018-2019	5/5	100%

Three FT faculty also maintain Texas RN licensure.

Academic year	FT faculty that demonstrate current scholarly activity	
	#	%
2013-2014	4	100%
2014-2015	4/4	100%
2015-2016	4/4	100%
2016-2017	4/4	100%
2016- 2017	4/4	100%
2017-2018	4/4	100%
2018-2019	5/5	100%

2015-2016:

- Endowed Professorships:
  - Christy, Dilks, Sterling-Guillory.
- Professional Organization Participation:
  - Dilks – AANP State representative; LANP past president; LANP health policy chair; LACE Committee; APNA committee chair; NONPF PMH committee chair.
  - Warner – LaCANE Vice-Chair; State of Louisiana Nursing Supply and Demand Council; Scholarship Chair; Kappa Psi Chapter; Sigma Theta Tau International.
- Authorship:

- Christy – AANP item writer.
- Dilks – JAAPA article.
- Presentations:
  - Dilks – AANP x2; APNA x2; LANP x3; ND x1; CPI x3.
  - Warner – STTI NSULA; SNRS poster.
- Reviewer:
  - Christy – AANP CEx2; APRN CE Westerns Schools x2.
  - Dilks – Perspectives in Psychiatric Care.
- Research:
  - Warner – PI; The relationship among BSN students' employment characteristics and semester grades: A multi-site study; data collection. Study ongoing.

## 2016-2017

- Endowed Professorships:
  - Christy.
  - Warner.
- Professional Organization Participation:
  - Christy - LANP Legislative bill review; AANP Network for Research; AANP Item Writer.
  - Dilks - LANP Board Meeting (3); AANP regional leadership meeting; NONPF psychiatric sig; LA state representative, APRN Council chair NONPF; LACE NTF, APNA - Education and graduation ed.
  - Warner - Nursing Supply & Demand Council (3); LNF Nightingale Awards (student received scholarship); SSTI Kappa Psi Chapter Scholarship Chair; LaCANE Vice-Chair.
- Authorships:
- Presentations:
  - Dilks - AANP (2); APNA (3).
  - Sterling-Guillory - Interdisciplinary Faith and Health Outcomes Forum.
  - Warner - LANP podium with graduate student (1); ICMSN Research Day posters (2) with graduate students; ICMSN Research Day Podium.
- Reviewer:
  - Christy - FNP Certification Reviewer/Steward/Dennert; CE reviewer AANP and Western Schools.
  - Warner - Journal Professional Nursing (1); LSNA/CE Reviews (2).
- Research:
  - Warner - PI; The relationship among BSN students' employment characteristics and semester grades: A multi site study. Data collection ongoing.

## 2017-2018:

- Endowed Professorships:
  - Christy.
  - Sterling-Guillory.
  - Warner.
- Professional Organization Participation:
  - Christy - AANP Network for Research; aANP Item Writer; Legislative Bill Review, CE Reviewer for AANP & Western Schools.
  - Warner - STTI Scholarship Chair; Nursing Supply Demand Council (3); LaCANE Vice-Chair; LNF Nightingale Awards (students received award); Distric V LSNA (2).
- Authorships:
  - Dilks - chapter; Behavior Health Theory McEwan text.
- Presentations:
  - Christy & Sterling-Guillory - South Louisiana Intercollegiate Nursing Research Day.
  - Warner SNRS - Poster 'Working Students'; IPE Faculty Senate.
- Reviewer:
  - Christy - Dick & Buttaro, Geriatric Primary Care (3).
  - Dilks - Perspectives in Psychiatric Care (1).
  - Warner - LSNA/CE Reviews (4); Journal of Nursing Education (1).
- Research:
  - Warner - PI 'Working Students' Ongoing data collection.

2018-2019:

Endowed Professorships

- Christy
- Sterling
- Warner

Professional Organization Participation

- Christy – NONPF, Abstract reviewer; AANP Network for Research; LANP Bill Review
- Dilks – APNA, National President; LANP, Health Policy Committee member; AANP Regional Director; LACE Task Force
- Harless – LANP, Regional Rep, Health Policy Committee member;
- Warner – AACN Leadership in Academic Nursing Fellow; STTI Kappa Psi Chapter Scholarship Chair;

Authorships

- Christy – CV Made Incredibly easy: Wolters

Presentations

- Christy - ICMSN Research Day When the Client is Best Served by a Team: An Interprofessional Education Collaborative Simulation Exercise – Podium
- Dilks - ICMSN Research Day When the Client is Best Served by a Team: An Interprofessional Education Collaborative Simulation Exercise – Podium; APNA x2; NPACE x 4
- Sterling - Masters Essentials Conference 'Focused Scholarly Project: A strategy to develop nursing scholarship' Poster; ICMSN Research Day When the Client is Best Served by a Team: An Interprofessional Education Collaborative Simulation Exercise – Podium; LANP – Student Posters x2
- Harless – LANP student poster x1
- Warner – ICMSN Research Day Relationship Among BSN Student's Employment Characteristics and Semester Grades During Clinical Enrollment - Podium; ICMSN Research Day When the Client is Best Served by a Team: An Interprofessional Education Collaborative Simulation Exercise – Podium; ICMSN, Student posters x2; Masters Essentials Conference 'Focused Scholarly Project: A strategy to develop nursing scholarship' Poster; GFO Meeting "Pearls & Pitfalls of multi-site collaboration, Podium;

Reviewer

- Christy – Geriatric Primary Care x2; APEA x4; International Journal of Nursing & Clinical Practices x2
- Harless – APEA Clinical Guidelines for Dermatology (chapter revision)
- Dilks – Perspectives in Psychiatric Care x1
- Warner – LSNA CE Review x1; Journal of Professional Nursing x1

Grant Funding

- Warner – Graduate Nurse Educator Stipend Grant, MSU Foundation/Brown Foundation \$80,000

### 1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

All nurse practitioners teaching in clinical courses must be licensed in the state of Louisiana as APRNs. To be licensed as APRNs they must successfully pass a credentialing exam and graduate from the appropriate educational program. The benchmark of 100% was met.

All nurse faculty must maintain current Louisiana RN licensure. In addition, since McNeese State University admits Texas students, several faculty (Christy, Dilks, Warner) also maintain Texas licensure. With the passage of the eNLC by the Louisiana legislature in summer 2018, Louisiana will become a license compact state which will not require separate licensure for compact states which includes Texas, Arkansas, and Mississippi among others. Benchmark met.

All graduate nursing faculty are expected to participate in scholarly activities and have done so. In 2017 the ICMSN established Graduate Faculty Outcomes which are attached. These outcomes are more specific than our current expectations; however, ICMSN has not established benchmarks which it will be doing.

2018-2019:

All faculty continue to participate in a variety of scholarly activities. In addition to those listed Dr. Harless is pursuing certification as an FNP in addition to her current certification as an ACNP. AACN (March 2018) developed a new position statement Defining Scholarship for Academic Nursing which incorporates the role of practice into scholarship which we will review in the coming year.

