

Nursing and Health Professions

College of Nursing and Health Professions

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: 100% compliance with projected enrollment of 10 students for the initiation of the new BS in Health Systems Management.

1.1 Data

Semester	Enrollment in the new BS in HSM
Fall 2015	34
Spring 2016	37
Fall 2016	33
Spring 2017	44
Fall 2017	51
Spring 2018	58
Fall 2018	68

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

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

2017-2018:

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

2018-2019:

- Enrollment increased in fall 2018 and spring 2019.
- Reexamine concentrations and eliminate case management as a concentration. Both SELU and MSU confirm the concentration is perceived as less appropriate by health care providers for non-nursing disciplines.

2 Assessment and Benchmark

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

2.1 Data

2016-2017:

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

2017-2018:

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

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 joined the Dean's Council and a faculty representative is now on the Faculty Excellence Committee.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

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

2017-2018:

Closer proximity will enable enhanced collaboration.

2018-2019:

Interdisciplinary collaboration between departments is limited. Two departments, the Graduate Nursing 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.

3 Assessment and Benchmark

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

3.1 Data

Semester	Increased enrollment in the RN-BSN Program	
	%	#
Fall 2016	—	38
Spring 2017	-13.2%	33
Fall 2017	-6.1%	31
Spring 2018	9.7%	34
Fall 2018	-14.7%	29
Spring 2019	10.3%	32

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

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

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

2017-2018:

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

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.

4 Assessment and Benchmark

Assessment: Development of a psychiatric-mental health DNP.

4.1 Data

2017-2018:

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

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.

4.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Planning still in progress.

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.

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

1 Assessment and Benchmark

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

1.1 Data

Academic Year	% of faculty transcripts that reflect a minimum of an MSN Degree and a Doctorate Degree	% of faculty that meet the academic and experiential requirements of the Louisiana State Board of Nursing
2013-2016	100%	100%
2016-2017	100%	100%
2017-2018	100%	100%
2018-2019	100%	100%
2019-2020	100%	100%

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

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

2017-2018:

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

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.

2 Assessment and Benchmark

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

2.1 Data

Year	Faculty Satisfaction Survey
2014	4.05/5.00
2015	3.41/5.00
2016	3.65/5.00
2017	4.52/5.00
2018	4.45/5.00
2019	4.46/5.00
2020	

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

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

2017-2018:

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

2018-2019:

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

3 Assessment and Benchmark

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

3.1 Data

Year	Faculty Satisfaction Survey
2014	4.33/5.00
2015	3.90/5.00
2016	3.65/5.00
2017	4.29/5.00
2018	3.82/5.00
2019	3.85/5.00
2020	

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

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

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

2017-2018:

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

2018-2019:

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

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

1 Assessment and Benchmark

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

1.1 Data

Year	Faculty Satisfaction Survey
2014	3.24/5.00
2015	3.31/5.00
2016	4.08/5.00
2017	3.86/5.00
2018	3.81/5.00
2019	4.08/5.00
2020	

Exception: two data points 3.13

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

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

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

2017-2018:

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

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.

2 Assessment and Benchmark

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

2.1 Data

Year	Faculty Satisfaction Survey
2014	3.23/5.00
2015	3.00/5.00
2016	4.08/5.00
2017	4.10/5.00
2018	3.73/5.00
2019	3.62/5.00

2020	
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Exception: one data point 3.5

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

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

2017-2018:

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

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.

3 Assessment and Benchmark

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

3.1 Data

Year	Faculty Satisfaction Survey
2014	3.41/5.00
2015	3.71/5.00
2016	3.92/5.00
2017	4.00/5.00
2018	3.73/5.00
2019	3.92/5.00
2020	

Exception: one data point 3.5

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

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

2017-2018:

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

2018-2019:

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

4 Assessment and Benchmark

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

4.1 Data

Year	Faculty Satisfaction Survey
2014	4.18/5.00
2015	4.18/5.00

2016	4.69/5.00
2017	4.39/5.00
2018	3.77/5.00
2019	3.85/5.00
2020	

4.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

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

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

2017-2018:

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

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.

5 Assessment and Benchmark

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

5.1 Data

Year	Faculty Satisfaction Survey
2014	4.50/5.00
2015	4.41/5.00
2016	4.63/5.00
2017	4.57/5.00
2018	3.82/5.00
2019	4.31/5.00
2020	

5.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

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

2017-2018:

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

2018-2019:

Data have achieved higher benchmark for second year. New equipment continue to be funded through TASC funding.

6 Assessment and Benchmark

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

6.1 Data

Year	Faculty Satisfaction Survey

2014	4.59/5.00
2015	4.47/5.00
2016	4.58/5.00
2017	4.71/5.00
2018	4.36/5.00
2019	4.15/5.00
2020	

6.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

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

2017-2018:

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

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

7 Assessment and Benchmark

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

7.1 Data

Semester	Mean Graduate Exit Survey Score
Spring 2013	4.71/5.00
Spring 2014	4.50/5.00
Spring 2015	4.53/5.00
Spring 2016	4.71/5.00
Spring 2017	3.91/5.00
Spring 2018	4.08/5.00

7.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

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

2017-2018:

Expected outcome decreased significantly. New student computers installed summer, 2018 and should support increased student satisfaction..

2018-2019:

Benchmark increased with use of new technology added to the LRC.

Performance Objective 4 Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.

1 Assessment and Benchmark

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

1.1 Data

Year	Faculty achieving satisfactory APR in teaching, scholarly/professional activity,

	or university/public service components
2014	100%
2015	100%
2016	100%
2017	100%
2018	80%
2019	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

No action taken. Continue to monitor data for trends.

2017-2018:

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

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.

2 Assessment and Benchmark

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

2.1 Data

Year	Mean aggregate APR score of faculty for teaching outcome
2014	47.68
2015	47.47
2016	48.14
2017	43.21
2018	55.59
2019	
2020	

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

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

2017-2018:

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

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.

3 Assessment and Benchmark

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

3.1 Data

Year	Mean aggregate APR score of faculty for scholarly/professional component
2013	355
2014	200
2015	300
2016	446
2017	517.97
2018	8.67
2019	
2020	

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

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

2017-2018:

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

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.

4 Assessment and Benchmark

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

4.1 Data

Year	Mean aggregate APR score of faculty for university/public service component
2013	705
2014	692.46
2015	760
2016	1220
2017	853.39
2018	10.52

2019	
2020	

4.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

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

2017-2018:

Scores decreased significantly from prior year. One of 33 faculty members did not meet the minimum score of ≥ 320 points. Refer to Faculty Excellence Committee for review in conjunction with increased teaching and scholarly /professional activity scores. Faculty are volunteering to work overload as a means to increase their salaries rather than commit to community service.

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.

Performance Objective 5 The chief nurse administrator is a registered nurse; holds a graduate degree in nursing; is academically and experientially qualified to accomplish the mission, goals, and expected outcomes; is vested with administrative authority to accomplish the mission, goals, and expected outcomes; and provides effective leadership to the nursing unit to achieve its mission, goals, and expected outcomes.

1 Assessment and Benchmark

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

1.1 Data

Year	Mean Faculty Evaluation Response
2013	4.42/5.00
2014	4.53/5.00
2015	4.24/5.00
2016	4.00/5.00
2017	4.20/5.00
2018	3.71/5.00
2019	
2020	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

No action taken. Continue to monitor data for trends.

2016-2017:

No Action taken. Continue to monitor data for trends.

2017-2018:

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

2018-2019:

2 Assessment and Benchmark

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

2.1 Data

Year	Mean Agency DON Evaluation Response
2013	5.00/5.00
2014	5.00/5.00
2015	5.00/5.00
2016	5.00/5.00
2017	5.00/5.00
2018	5.00/5.00
2019	
2020	

2.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

No action taken. Continue to monitor data for trends.

2016-2017:

No action taken. Continue to monitor data for trends.

2017-2018:

No action taken. Continue to monitor data for trends.

2018-2019: