MCNEESE. STATE UNIVERSITY

Nursing [MSN] [NURG]

Cycles included in this report:
Jun 1, 2018 to May 31, 2019

Program Name: Nursing [MSN] [NURG]

Reporting Cycle: Jun 1, 2018 to May 31, 2019

1 Is this program offered via Distance Learning?

100% Distance only

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

No

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

3 Example of Program Improvement

2016-2017:
Revision of admission processes last year have resulted in more comprehensive data management. For example, Excel spreadsheets are now used to track admissions, progression, graduation, credentialing rates and other variables of interest. As our database expands we should be able to use it to make decisions related to admissions and student success based upon historical data. We have further revised our admissions algorithm to consider students whose GRE scores and/or GPA fall very close to our cut points.

2017-2018:
The ICMSN has voted to drop GRE from admission criteria beginning fall 2019. Currently, we are evaluating the literature, state wide practices, and our data to determine what other changes in admission criteria might be helpful. This change will be submitted for the 2019-2020 catalog.

2018-2019:
A complaint from a preceptor about our student preparation for women's health clinical experiences prompted faculty wide assessment of our processes. Additionally, anecdotal reports from students and faculty suggest that clinical placements are becoming more difficult for students to obtain especially in the areas of women's health and pediatrics. We developed a comprehensive plan including revisions in the orientation to the first FNP clinical course, revisions to content sequencing within the course, a student led project to determine best practices for preceptor procurement, and discussions with other ICMSN schools about the issues and possible need for curriculum revision. Assessment is ongoing.

4 Program Highlights from the Reporting Year

2016-2017:
1. Revision of ICMSN Graduate Program Outcomes and Student Learning Outcomes (fall 2015) have been completed in anticipation of major revision of ICMSN evaluation plan. This was the first year to use updated student learning outcomes.
2. Continued implementation of new NP curricula has resulted in the following:
    ○ NURS 605 Applied Statistics for the Health Sciences. Two sections have been taught each semester with good outcomes for students
    ○ NURS 607 Health Assessment and Diagnostic Reasoning for Advanced Practice Nursing. One section taught in spring 2016 that incorporated Shadow Health Software to supplement laboratory experiences.
4. First ICMSN students (McNeese State University graduate = one) from the revised nursing education concentration graduated in spring 2016. Evaluation of that concentration is ongoing.

2017-2018:
1. NURS 695 - McNeese State University hosted the ICMSN Research Conference in fall 2017 where multiple ICMSN students presented their scholarly projects. There was one student podium speaker from McNeese State University. In addition, one student presented her NURS 695 project with a faculty member at the national American Association of Psychiatric Nurses Conference in fall 2017.

2. NURS 600 Teamwork - Last fall graduate nursing partnered with Nutrition & Dietetics Internship and the Graduate Counseling Program and faculty to deliver a three hour interprofessional education workshop for (and with) students from all their disciplines. Plan to continue annually each fall.
3. ICMSN Program Evaluation Plan - Work has progressed to the point that new SLOs and faculty outcomes have been accepted by the ICMSN schools and data collection has begun. Plan for next year is to incorporate these new outcomes in the master planning for McNeese State University.

2018-2019:
1. Scholarship -- Faculty have continued to encourage presentation of student/faculty posters at regional and state events. Three NP students presented student/faculty posters at LANP and two presented at ICMSN research day. One of the LANP presentations has been accepted for national presentation as well.
2. Certification Rates - Certification rates for FNP, PMHNP, and PMCs remain at 100%.
3. Interprofessional Education Workshop continues to be an annual event and undergraduate faculty have been included as standardized patients. Presentations describing the workshop have been done not only for nursing audiences, but also at the state nutrition and dietetics conference and at a national counseling workshop.
4. Plans to start a Doctorate in Nursing Practice with a focus on psychiatric mental health are ongoing. Plans are to accept first cohort in Fall 2020.

5 Program Mission

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

6 Institutional Mission Reference

"The mission of the ICMSN is to prepare a diverse group of nurse practitioners, educators, and leaders by fostering a culture of nursing excellence for improving health-related outcomes." (https://catalog.mcneese.edu/preview_entity.php?catoid=47&ent_oid=2161)
 The mission of MSU is to *"change lives through excellence with a personal touch!"* (*https://www. mcneese.edu/policy/university_vision_and_mission*)
Our students' lives are changed because they are prepared to practice as advanced practice nurses or nurse educators who can become employed as nurse practitioners, nursing faculty, clinical educators, and in other leadership roles to advance the health of our region.

7 Assessment and Benchmark NURS 600 Group/Team Dynamic Paper

Assessment: NURS 600 Group/Team Dynamic Paper.

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

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

Group and Team Dynamics

Course Links

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

Outcome Links

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

7.1 Data

Term	# enrolled	# completed	Earned 84.5%		Benchmark met?
			#	%	
Fall 2013	28	26	N/A	N/A	N/A
Spring 2014	30	29	26	90%	Yes

Fall 2014	31	30	27	90%	Yes
Spring 2015	30	29	26	90%	Yes
Fall 2015	31	31	27	87%	Yes
Spring 2016	23	23	20	87%	Yes
Fall 2016	24	22	21	92%	Yes
Spring 2017	32	32	26	81%	No
Fall 2017	26	26	22	85%	No
Spring 2018	29	29	25	86%	No
Fall 2018	22	22	21	95%	Yes
Spring 2019	31	31	28	90%	Yes
Fall 2019					
Spring 2020					

*Revised data

Course Links

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

Outcome Links

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

7.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Students continue to meet the benchmark for this assignment.

2016-2017:
Assignment has not changed; however, only one semester had below benchmark results. Plan to reassess next year's results.

2017-2018:
Assignment has not changed and is still relevant to course objective and program outcome. Note that fall 2017 involved Hurricane Harvey which may have impacted student performance. Also, have new adjunct teaching this past semester; however, her evaluation of student work was reviewed with faculty of record. Recommend lowering benchmark to 85%.

2018-2019:
Benchmark of 90% met both semesters and assignment instructions/grading rubric attached. Prior year's data reassessed as instructed. Added IHI Teamwork Module to learning activities that students complete prior to completing paper which might explain higher scores this year.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

Group and Team Dynamics

Course Links

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

Outcome Links

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

8 Assessment and Benchmark NURS 602 Prospectus [Approved]

Assessment: NURS 602 Prospectus.

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

8.1 Data Final Prospectus Data

Term	# enrolled	# completed	Earned 84.5%		Benchmark met?
			#	%	
Fall 2013	23	23	23	100%	Yes
Spring 2014	28	26	25	96%	Yes
Fall 2014	25	23	22	96%	Yes
Spring 2015	35	34	33	94%	Yes
Fall 2015	26	25	23	92%	Yes
Spring 2016	29	28	27	96%	Yes
Fall 2016	28	28	26	93%	Yes
Spring 2017	13	13	12	92%	Yes
Fall 2017	17	15	14	93%	Yes
Spring 2018	33	32	27	84%	No
Fall 2018	26	26	25	96%	Yes
Spring 2019	34	34	33	97%	Yes
Fall 2019					
Spring 2020					

Course Links

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

Outcome Links

Critical Thinking & Scholarly Inquiry [Program]
Critical thinkers who engage in scholarly inquiry using current research to improve healthcare outcomes for individuals, families, populations and systems.

8.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
ICMSN reevaluated the program evaluation plan including student assessments. This assignment addresses the new ICMSN outcome for scholarly inquiry and will continue to be used.

2016-2017:
Met benchmark. Assignment remains unchanged.

2017-2018:
Met benchmark for fall 2017, but not for spring 2018. Assignment is unchanged. It is unclear why the spring 2018 students did not meet benchmark. If this becomes a trend after two more semesters, we will develop a plan.

2018-2019:
Students met the benchmark which is a B (84.5%) for this academic year. If the expectation for this assignment were changed to an A (92.5%) students would not have met the 80% benchmark (Fall 18 - 65%; Sp 19 - 53%). Faculty have reviewed the grading rubric and learning activities for this assignment. The benchmark and rubric is consistent with ICMSN program evaluation plan and no changes are planned at this time.

Course Links

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

Outcome Links

Critical Thinking & Scholarly Inquiry [Program]
Critical thinkers who engage in scholarly inquiry using current research to improve healthcare outcomes for individuals, families, populations and systems.

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

Assessment: NURS 695 Focused Scholarly Paper.

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

Course Links

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

Outcome Links

Critical Thinking & Scholarly Inquiry [Program]
Critical thinkers who engage in scholarly inquiry using current research to improve healthcare outcomes for individuals, families, populations and systems.

Professional Written & Verbal Discourse [Program]
Practitioners, educators and leaders who engage in professional discourse through written and verbal venues.

9.1 Data Focused Scholarly Project Final Grade

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

Term	# enrolled	Earned 85%		Benchmark met?
		#	%	
Fall 2018	22	22	100%	Yes
Spring 2019	24	24	100%	Yes
Fall 2019				
Spring 2020				

Course Links

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

Outcome Links

Critical Thinking & Scholarly Inquiry [Program]
Critical thinkers who engage in scholarly inquiry using current research to improve healthcare outcomes for individuals, families, populations and systems.

Professional Written & Verbal Discourse [Program]
Practitioners, educators and leaders who engage in professional discourse through written and verbal venues.

9.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Benchmark not met. This is first year to evaluate this new ICMSN student learning outcome. While benchmarks fell below 90% all students except for one earned a B or better in the course. We will monitor results for one more year, then consider remedial action if necessary.

2016-2017:
We have set the expected level of achievement at a grade of A (92.5%) for this project which is higher than expected level of achievements for other SLO measurements. We felt that the higher level was warranted because this is the major scholarly work students do near the end of the program. While we did not meet the expected level of achievement, all students except for one earned a B or better. In addition, in the last year we have had two students present their work as posters at a regional research program, one speak at the LANP and one whose project resulted in a practice change in their agency.

2017-2018:
Note that low rates for fall 2017 correspond with Hurricane Harvey which may have impacted students. In fall 2017 all students received a B (85%) or better; in spring, all but one student received a B or better. The ICMSN has revised it student learning outcomes, and while this assessment will still be used to assess Program Outcome #2 (Develop graduates who are practitioners...) the benchmark is set as 70% of students will earn a score of greater than or equal to 85% on this assessment. Using that benchmark, our students meet the benchmark.

2018-2019:
All students met revised benchmark. Faculty have continued to encourage students to present their work and in this past year two posters were presented at the Louisiana Association of Nurse Practitioners State Conference, two were presented at the ICMSN Research Day, and one has been uploaded at all ICMSN school websites for students. These poster presentations don't necessarily correspond with the actual students in the class because some may present the semester after completing the project. In addition, two MSU faculty presented a poster at the AACN Masters Essentials conference in Anaheim, CA, describing our process and outcomes for managing the number of projects each semester. There is a new position statement from AACN that redefines scholarship which will be incorporated in the course starting fall 2019.

Course Links

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

Outcome Links

Critical Thinking & Scholarly Inquiry [Program]
Critical thinkers who engage in scholarly inquiry using current research to improve healthcare outcomes for individuals, families, populations and systems.

Professional Written & Verbal Discourse [Program]
Practitioners, educators and leaders who engage in professional discourse through written and verbal venues.

End of report