



## Nursing [MSN] [NURG]

### **Cycles included in this report:**

Jun 1, 2021 to May 31, 2022

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## **Program Name: Nursing [MSN] [NURG]**

**Reporting Cycle: Jun 1, 2021 to May 31, 2022**

### **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**

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.

2019-2020:

Due to COVID pandemic there was a development of a telehealth and remote clinical site visit policy by ICMSN ad hoc work group.

2020-2021:

Telehealth and remote clinical site was approved and implemented by ICMSN. We will continue with the policy as new information is obtained. We are working on incorporating new NONPF guidelines and AACN standards. We are preparing for our CCNE visit in the ICMSN for March 2023. Workgroups and timelines have been established.

2021-2022:

Review of the curriculum for FNP involved implementation of several changes to syllabi in N602 & N695. Change made to one course in Nurse Ed curriculum (N644) The Psych Mental health Nurse Practitioner curriculum was reviewed by the psych facility and changes were made to the curriculum that was approved by curriculum committee. Continued preparation for CCNE visit in March 2023.

### **4 Program Highlights from the Reporting Year**

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.

#### 2019-2020:

1. Certification Rates - Certification rates for FNP, PMHNP, and PMCs remain at 100%.
2. Plans to start a Doctorate in Nursing Practice with a focus on psychiatric mental health are ongoing. Due to COVID and disasters in SWLA the start of the Doctorate is Nursing Program with a focus in psychiatric mental has been delayed.

#### 2020-2021:

We have transitioned leadership. Dr. Ann Warner has been appointed as interim dean over the College of Nursing and Health Professions. Dr. Tari Dilks has been promoted to a new position as Graduate Nursing Department Head. Dr. Twila Sterling has moved up to the coordinator position for the MSN program.

Certification rates remain at 100% despite the pandemic and many natural disasters. Admission rates remain strong.

#### 2021-2022:

1. Doctorate of Nursing Practice (DNP) program was started in Fall 2021 with an admission of 6 students.
2. Certification rates remain at 100% for FNP, PMHNP, PMC's.

## 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](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](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

### 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 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	23	20	19	95%	Yes
Spring 2020	30	30	30	100%	Yes
Fall 2020	26	26	26	100%	Yes
Spring 2021	31	26	26	100%	Yes
Fall 2021	23	23	23	100%	Yes
Spring 2022	24	24	24	100%	Yes

### 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

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.

2019-2020:

Benchmark met for both semesters. There were no changes in course assignments or rubrics. Spring 2020 was complicated by students affected by COVID-19 crises especially those in the southeastern part of the state in and near New Orleans. Faculty adjusted due dates for assignments as needed for impacted students.

2020-2021:

Benchmark met for both semesters although Spring 2021 saw more students withdraw. Hurricane severely impacted SWLA in August 2020 which resulted in limited internet connectivity for parts of the semester and difficulty with housing for both faculty and students. Spring 2021 withdrawals probably due to students believing their hurricane impacts had been resolved, but unfortunately had not been. Again, faculty adjusted due dates and provided significant student encouragement.

2021-2022:

Benchmark met for the Fall 2021 semester. Benchmark not met for the Spring 2022 semester. Will continue to monitor the assessment of the course as one semester did not meet benchmark. Plan to reassess next year's results.

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

Group and Team Dynamics

### 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

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.

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

N602 Draft Prospectus Rubric

### 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 Data

Term	# enrolled	# completed	Earned 84.5%		Benchmark met?
			#	%	
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	19	16	16	84%	No
Spring 2020	17	16	16	94%	Yes
Fall 2020	24	19	19	79%	No
Spring 2021	26	26	26	100%	Yes
Fall 2021	26	26	26	100%	yes
Spring 2022	15	15	15	100%	yes

### 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

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.

**2019-2020:**

Students did not meet benchmark for fall 2019, but did meet benchmark for Spring 2020. Assignment is unchanged. It is unclear why the Fall 2019 students did not meet benchmark. If this becomes a trend after two more semesters, we will develop a plan. Students met the benchmark which is a B (84.5%) for this academic year. 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.

**2020-2021:**

Students did not meet benchmark for fall 2020, but did meet benchmark for spring 2021. Assignment is unchanged. In the Fall of 2020 COVID was present and SWLA experienced two hurricanes (Hurricane Laura & Delta). If this becomes a trend after two more semesters, we will develop a plan. Students met the benchmark which is a B (84.5%) for academic year. 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.

**2021-2022:**

The benchmark has been met as of June 1, 2022. The ICMSN is having a CCNE site visit in spring 2023. This benchmark will remain the same until then. It will be re-evaluated after the visit.

**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**

Assessment: NURS 695 Focused Scholarly Paper.

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

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

NURS 695 Project Options\_Rubric

**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**

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	20	20	100%	Yes
Spring 2020	21	21	100%	Yes
Fall 2020	20	20	100%	Yes
Spring 2021	15	15	100%	Yes
Fall 2021	19	18	94%	Yes
Spring 2022	17	15	88%	Yes

### 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

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 its 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.

2019-2020:

All students met revised benchmark. Faculty have continued to encourage students to present their work. There is a new position statement from AACN that redefines scholarship which was incorporated in the course starting fall 2019.

2020-2021:

All students met revised benchmark. Faculty have continued to encourage students to present their work. The students have not had opportunity to present their work due to cancellations of various conferences due to COVID and natural disasters. Online presentation opportunities are now being explored for the future.

2021-2022:

Benchmark of 85% in N695 was met by students for the Fall 2021 semester. Benchmark of 85% in N695 was met for the Spring 2022 semester as well.

### 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