Undergraduate Nursing

#7 Plan cycle - 7
Plan cycle 2021/2022
7/1/21 - 6/30/22

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.

- NURA - ASN Nursing (inactive effective 201420)
- NURB - BSN Nursing
- NURO - BSN Nursing Online (RN to BSN Path)

1.1 Data

2017-2018:

Major	Summer						Fall						Spring					
	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
NURB	25	44	28	34	131	0	236	138	113	173	660	45	158	149	101	153	561	45
NURO	0	0	2	13	15	2	0	0	3	28	31	7	0	1	5	28	34	4
Total	**25**	**44**	**30**	**47**	**146**	**2**	**236**	**138**	**116**	**201**	**691**	**52**	**158**	**150**	**106**	**181**	**595**	**49**

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**

Percentage Change between 2017-2018:

Major	Fall	Total	% Change
NURB	2017	660	6.060%
	2018	700	
NURO	2017	31	-6.451%
	2018	29	
Total	**2017**	**691**	**5.499%**
	2018	**729**	

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	
NURB	2020	706	-16.1473%
	2021	592	
NURO	2020	2	-100%
	2021	0	
Total	**2020**	**793**	**-11.2232%**
	2021	**704**	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

A declining enrollment trend is noted over a three-year period (fall 2015-spring 2018). This is a planned decline as a result of accepting 60 clinical students instead of 90. However, there are less than 60 qualified applicants in some semesters.

Plan for Continuous Improvement:
- Gather data on the number of applicants, number of qualified applicants, and number of accepted clinical students. Focus recruiting and retention efforts on students preparing for meeting application standards.
- Nursing Student Services Coordinator will attend Preview Day, Academic Signing Day, and Recruit Southeast Texas week.
- Nursing Student Services Coordinator and faculty volunteers will provide student tours and recruitment activities for AHEC and NASH student groups.
- McNeese Student Nurses Association (MSNA) members provide positive PR for the department by providing community service hours including Dash for Disabilities, Toys for Tots, Heart Walk, and Alzheimers volunteer service. MSNA members will represent the department by providing peer guidance at freshman orientation and clinical nursing orientation.
- Faculty involvement in community service provides positive recruitment PR for the department, such as Be the Match, Sigma Theta Tau Nursing Honor Society, and Base Camp.
- Faculty involvement in recruitment activities such as recruitment at the Washington-Marion Nurses Aid class and Sulphur Fair.
- Nursing Student Services Coordinator organized a recruitment video highlighting nursing student activities, interviews, and nursing simulation of patient care.
- All faculty emails will include a link to the recruitment video and Nursing Facebook page.
- Provide a social celebration for the cohorts earning 100% first-time pass rate on the NCLEX-RN exam, promoting recognition for the University and alumni engagement.

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.
    - **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**
  - 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.

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.

2 Assessment and Benchmark

Benchmark: 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			
# of graduates from original cohort	34	52	35	52	29			
# of non-graduates from original cohort	11	9	12	9	10			
Graduation Rate (Benchmark 70% or higher)	75.55%	85.24%	74.47%	85.25%	74.36%			

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
100% of graduates completed the five-semester nursing clinical program in the established LSBN benchmark of completion/graduation within seven semesters.

- 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 participating in clinical student orientation and providing peer mentoring.
- 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.

- Pinnacle Award will fund a team building program to teach faculty team building activities to offer students in NURS 100. The purpose of this retention strategy is to build social engagement and nursing cohort loyalty.
- Providing registration and travel to the national AORN Conference for 109 nursing students and nine faculty members, providing national recognition for the McNeese undergraduate nursing program as well as social engagement activities for nursing students as they interact with nurses from across the nation.
- 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.

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 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. 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.

3 Assessment and Benchmark

Benchmarks:
- A persistence rate (retained students 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

2012:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURA	8	Same	2	25.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Changed	4	50.0	4	50.0	2	25.0	1	12.5	0	0.0	1	12.5	1	12.5
		Total	*6*	*75.0*	*4*	*50.0*	*2*	*25.0*	*1*	*12.5*	*0*	*0.0*	*1*	*12.5*	*1*	*12.5*
NURB	231*	Same	160	69.3	108	46.8	78	33.8	63	27.3	42	18.2	47	20.3	49	21.2
		Changed	45	19.5	57	24.7	61	26.4	60	26.0	33	14.3	41	17.7	48	20.8
		Total	*205*	*88.7*	*165*	*71.4*	*139*	*60.2*	*123*	*53.2*	*75*	*32.5*	*88*	*38.1*	*97*	*42.0*
Total	239	Same	162	67.8	108	45.2	78	32.6	63	26.4	42	17.6	47	19.7	49	20.5
		Changed	49	20.5	61	25.5	141	59.0	61	25.5	33	13.8	42	17.6	49	20.5
		Total	*211*	*88.3*	*169*	*70.7*	*219*	*91.6*	*124*	*51.9*	*75*	*31.4*	*89*	*37.2*	*98*	*41.0*

*4 students were undeclared before declaring NURB.

2013:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURA	3*	Same	2	66.7	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Changed	1	33.3	2	66.7	1	33.3	1	33.3	0	0.0	0	0.0	0	0.0
		Total	*3*	*100*	*3*	*100*	*1*	*33.3*	*1*	*33.3*	*0*	*0.0*	*0*	*0.0*	*0*	*0.0*
NURB	247**	Same	155	62.8	110	44.5	61	24.7	47	19.0	22	8.9	20	8.1	1	0.4
		Changed	46	18.6	53	21.5	75	30.4	77	31.2	20	8.1	33	13.4	10	4.0
		Total	*201*	*81.4*	*163*	*66.0*	*136*	*55.1*	*124*	*50.2*	*42*	*17.0*	*53*	*21.5*	*11*	*4.4*
Total	250	Same	157	62.8	111	44.4	61	24.4	47	18.8	22	8.8	20	8.0	1	0.4
		Changed	47	18.8	55	22.0	76	30.4	78	31.2	20	8.0	33	13.2	10	4.0
		Total	**204**	**81.6**	**166**	**66.4**	**137**	**54.8**	**125**	**50.0**	**42**	**16.8**	**53**	**21.2**	**11**	**4.4**

*1 student was previously undeclared before declaring NURA.
**2 students were previously undeclared before declaring NURB.

2014:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURB	201	Same	120	59.7	69	34.3	45	22.4	40	19.9	25	12.4	33	16.4	35	17.4
		Changed	41	20.4	44	21.9	45	22.4	49	24.4	14	6.9	36	17.9	42	20.8
		Total	**161**	**80.1**	**113**	**56.2**	**90**	**44.8**	**89**	**44.3**	**39**	**19.4**	**69**	**34.3**	**77**	**38.3**

2015:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURB	183	Same	114	62.3	69	37.7	52	28.4	37	20.2	18	9.8	33	18.0	33	18.0
		Changed	41	22.4	46	25.1	47	25.7	47	25.7	13	7.1	31	16.9	38	20.8
		Total	**155**	**84.7**	**115**	**62.8**	**99**	**54.1**	**84**	**45.9**	**31**	**16.9**	**64**	**34.9**	**71**	**38.8**

2016:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURB	176	Same	112	63.6	72	40.9	49	27.8	39	22.2						
		Changed	37	21.0	45	25.6	49	27.8	44	25.0						
		Total	**149**	**84.7**	**117**	**66.5**	**98**	**55.7**	**83**	**47.2**						

2017:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURB	204	Same	160	78.4	99	48.5	71	34.8	55	26.9						
		Changed	22	10.8	42	20.6	57	27.9	63	30.9						
		Total	**182**	**89.2**	**141**	**69.1**	**128**	**62.7**	**118**	**57.8**						

2018:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURB	243	Same	178	73.3	128	52.7	92	39.7	74	30.5						
		Changed	30	12.3	49	20.2	58	23.9	61	25.1						
		Total	**208**	**85.6**	**177**	**72.9**	**150**	**61.7**	**135**	**55.6**						

2019:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURB	212	Same	165	77.8	124	58.5	72	33.9								
		Changed	25	11.8	36	16.9	55	25.9								
		Total	**190**	**89.6**	**160**	**75.5**	**127**	**59.8**								

2020:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURB	176	Same	131	74.4	84	47.7										
		Changed	27	15.3	38	21.6										
		Total	**158**	**89.8**	**122**	**69.3**										

2021:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
NURB	126	Same	84	66.7												
		Changed	21	16.7												
		Total	**105**	**83.4**												

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:

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 2013	100%
Spring 2014	100%
Fall 2014	94%
Spring 2015	100%
Fall 2015	100%
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%

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

Curriculum minutes: Sept. 28, 2015
Curriculum minutes: Nov. 30, 2015
Curriculum minutes: March 22, 2016
Curriculum minutes: April 11, 2016
Curriculum minutes: April 25, 2016
Curriculum minutes: September 12, 2016 - Review of Self-Study Standard I
Curriculum minutes: September19, 2016 - Review of Self-Study Standard II
Curriculum minutes: September26, 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:November28, 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.)

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
Spring 2013	5
Fall 2013	6
Spring 2014	3
Fall 2014	3
Spring 2015	4
Fall 2015	3
Spring 2016	5
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

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
The Curriculum Committee has been able to accomplish curriculum review in three semester meetings. Recommend a change in the benchmark to read: Program faculty meet a minimum of three times per semester to review evaluation data, curricular offerings, and course rigor.

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.

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

2017-2018:
Review of the BSN curricula for incorporation and integration of the AACN Essentials of Baccalaureate Education for Professional Nursing Practice, QSEN, and discipline-specific standards occurs every four years. The next review will occur in the 2019-2020 academic year. No curriculum changes have occurred since the 2016-2017 review.

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.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
There is no planned review of the integration of professional standards. The next full curricular review is planned for 2019-2020.

With the addition of NRHP 100 Medical Terminology, medical terminology content will be removed from NURS 210 and the faculty will implement beginning concepts of safety and clinical Judgment. This content will be taught using the QSEN video vignettes. These videos will introduce students to the QSEN standards.

The NURS 425 capstone course will incorporate a quality/safety group presentation that will require students to find evidence for quality-related practice issues and discuss how they could use the quality improvement process to implement and evaluate changes in the clinical practice setting. These presentations will be presented in class time. This will further address the QSEN competency standards.

The RN to BSN program will be going through a major curriculum change in 2018-2019. The RN to BSN curriculum committee will begin to ensure the integration of professional standards through the new curriculum. (The Essentials, QSEN, ANA standards, LSBN, and discipline-specific standards).

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.

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
2013-2014	46.54
2014-2015	47.21
2015-2016	48.14
2016-2017	46.57
2017-2018	47.70
2018-2019	47.80
2019-2020	57.85
2020-2021	39.17
2021-2022	46.21

Academic Year	Mean APR score on scholarly/professional activity component
2013-2014	437
2014-2015	355
2015-2016	300
2016-2017	328.70
2017-2018	405

2018-2019	403
2019-2020	—
2020-2021	350
2021-2022	765.63

Academic Year	Mean APR score on University/public service activity component
2013-2014	1084
2014-2015	758
2015-2016	760
2016-2017	744
2017-2018	761.4
2018-2019	815
2019-2020	—
2020-2021	705
2021-2022	862.5

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Faculty exceeded the expected APR mean score in the areas of teaching (35), scholarship (200), and service (320), which meets the expected benchmark. An upward trend was noted in faculty scholarship over the past four years (fall 2014-spring 2018). Faculty APR mean for teaching and university service continue to meet the benchmark, but has fluctuated over the past five years (fall 2013-spring 2017).

- The Dean's Council will develop a five-category outcome for the APR process as requested by the university administration.
- The Dean's Council will develop an APR process for the department heads and program coordinators.
- The Dean's Council will develop a new APR process with possible changes in benchmarks for success, evidence criteria, and scoring system.
- The APR teaching category will be adjusted to reflect the new college initiative related to the implementation of testing and evaluation software through the curriculum.
- The department head will write an endowed professorship to support new faculty development in transitioning from practice to education.

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 interest 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 upon faculty proposals for faculty and program devetopment. 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 devetopment. In addition, MSU invested in training via Online Learning Consortium to enhance faculty development in online education as a strategy to improve online programming.