

**Bachelor of Science in Nursing**

**Commission on Collegiate  
Nursing Education  
Self-Study**

**for**

**University of Louisiana at Lafayette**

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# ***INTRODUCTION***

## INTRODUCTION

The College of Nursing and Allied Health Professions is one of eight colleges at the University of Louisiana at Lafayette (UL Lafayette). With an undergraduate enrollment of approximately 17,000 students, the university is the second largest in Louisiana. The College of Nursing and Allied Health Professions' enrollment is 1,522 with the largest number of students, 1,206, enrolled in the undergraduate nursing program of the Department of Nursing. Four other programs, Pre- Dental Hygiene, Health Information Management, Health Services Administration and Dietetics, are offered within the College's Department of Allied Health Professions.

The Department of Nursing is comprised of the BSN, MSN, and DNP Programs. There are currently two tracks within the BSN program – traditional and RN to BSN. The largest number of students in the BSN program is matriculating in the generic program of studies. UL Lafayette is one of four member institutions offering the MSN degree under the auspices of the Intercollegiate Consortium for a Master of Science Degree in Nursing (ICMSN). The Doctorate of Nursing Practice Program officially started in Fall 2012 and is open to advanced practice nurses and nurse executives.

The Department of Nursing at UL Lafayette is one of the oldest nursing programs in the state. The College of Nursing was organized within Southwestern Louisiana Institute (SLI) in 1951. Twenty-five students were initially accepted into the nursing program in that year. Originally, nursing students completed didactic courses at SLI then completed the clinical portions of the program at Touro Infirmary in New Orleans, 125 miles south-east of Lafayette. The first six students graduated from the nursing program in 1955. Also in 1955, clinical courses were offered for the first time in Lafayette at Lafayette Charity Hospital. Interestingly, despite the deep-seated practices of segregation in the Deep South at the time, the first African American nursing student graduated from the nursing program at SLI in 1959, only four years after the first graduates. The first male nursing student graduated from the program in 1960. The history of embracing inclusion and diversity continues today in the nursing program; the enrollment of black students and male students in the nursing program exceeds the national averages in both areas.

Initial accreditation of the nursing program was granted by the National League for Nursing for the first time in 1960. The name of the university changed in that year from SLI to the University of Southwestern Louisiana (USL). In 1989, USL joined the ICMSN; the first students graduated from the MSN program in 1993. In 1998, the College of Nursing name was changed to the College of Nursing and Allied Health Professions. In that same year, the university name was changed for the third time in its history to the current University of Louisiana at Lafayette.

Following initial accreditation by the NLN in 1960, the nursing program was granted accreditation until December 1980. The program regained initial accreditation in 1982 and was fully reaccredited by the NLNAC in 1990, 1998, and 2006. In 2007, the BSN and MSN programs were granted initial accreditation by CCNE for a five year period.

Today, undergraduate courses are offered at only one campus location; all clinical courses in the BSN program are offered in the Lafayette area. The program consists of 120 credit hours and can be completed in eight regular semesters of full-time study. With an enrollment of over 1200 students, the BSN program is one of the largest undergraduate nursing programs in the country. NCLEX-RN pass rates for first-time exam writers of UL Lafayette nursing graduates are some of the highest in the country and consistently exceed state and national pass rates. The average pass rate on the NCLEX-RN is 96.5% for first time takers for 25 consecutive years. As further recognition of the exemplary nature of the BSN Program, in 2009 the Department of Nursing was recognized by the Louisiana State Nurses Association as Nursing School of the Year in Louisiana.

The Department of Nursing enjoys tremendous support of alumni and others within the university and the community. The BSN program is widely considered by community members to be one of the top nursing programs in the country. Many of the Department's graduates hold senior level leadership roles in major health care agencies in the region and in the country. Health care organizations and other entities in the area support the Department by endowing scholarships for students and professorships for faculty; providing faculty support for clinical teaching; collaborating on research projects; employing and mentoring nursing students; funding student tuition and faculty salaries for internship opportunities; and by donating supplies and equipment to the department. Faculty of the Department of Nursing are recognized by their community and clinical practice peers as leaders, innovators, and clinicians as well as administrative experts.

The University named a new President in 2009. Under his guidance, a Strategic Plan was developed and implemented which consists of eight imperatives. The Department of Nursing is involved in each of these strategic imperatives, and is a vital element of success at the departmental, college and university levels.

**STANDARD I:  
PROGRAM QUALITY: MISSION AND GOVERNANCE**

- Criterion I. The mission, goals, and expected aggregate student and faculty outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.**
- I-A. The mission, goals, and expected student outcomes are congruent with those of the parent institution, and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.**

The mission and goals of the Department of Nursing were devised to support and reflect the critical elements of *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008), and the educational standards described by the American Nurses Association (ANA) *Standards of Professional Performance* (2010). The Department of Nursing mission and goals are congruent with the College’s goals and with the stated mission of the University:

**The University of Louisiana at Lafayette, the largest member of the University of Louisiana System, is a public institution of higher education offering bachelor’s, master’s, and doctoral degrees. Within the Carnegie classification, UL Lafayette is designated as a Research University with high research activity. The University’s academic programs are administered by the colleges of the Arts, Education, Engineering, General Studies, Liberal Arts, Nursing and Allied Health Professions, B.I. Moody III college of Business Administration, the Ray P. Authement College of the Sciences, and the Graduate School. The University is dedicated to achieving excellence in undergraduate and graduate education, in research, and in public service. For undergraduate education, this commitment implies a fundamental subscription to general education, rooted in the primacy of the traditional liberal arts and sciences as the core around which all curricula are developed. The graduate programs seek to develop scholars who will variously advance knowledge, cultivate aesthetic sensibility, and improve the material conditions of humankind. The University reaffirms its historic commitment to diversity and integration. Thus, through instruction, in research, and service, the University promotes regional economic and cultural development, explores solutions to national and world issues and advances its reputation among its peers.**

The Department of Nursing’s mission is “**to prepare leaders in professional nursing who are responsive to the health needs of diverse cultures through delivery of evidence-based practice, safe and high-quality care, and meaningful use of informatics and patient care technology. This mission**



**is actualized through faculty commitment to quality education, research, scholarship, and service. In support of this mission, the faculty is dedicated to fostering the values of altruism, autonomy, human dignity, integrity, and social justice.”**

The goals and objectives of the BSN Program further validate the congruency between program goals and the stated mission of the University.

The goals of the BSN program are to:

1. Provide a quality program of study leading to a Bachelor of Science in Nursing to a diverse group of students.
2. Foster the development of sound clinical decision making skills relevant to practice.
3. Prepare nurses who can assume leadership roles in the provision of safe, high quality, cost effective health care to diverse populations.
4. Create an environment conducive to the advancement of nursing education, research, scholarship, and practice.
5. Balance the integration of emerging technologies, evidence-based practice, and caring within the framework of professional nursing practice.
6. Promote an organizational culture that embodies the values of trust, respect, innovation, and lifelong learning.

A copy of the University mission statement, strategic plan and vision are clearly stated and published on the easily and publicly accessible University website, and the mission is published in the University Undergraduate Bulletin. The BSN Program mission and goals, as well as the expected student outcomes, are clearly stated and can be reviewed in the Department of Nursing Faculty Guidebook and on the College of Nursing and Allied Health Professions website. The mission and goals of the BSN Program are also consistent with the professional and legal standards set by the Louisiana State Board of Nursing, the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), and the ANA's *Standards of Professional Performance* (2010). Copies of these documents are available in the Dean's office. These three documents provide a framework for the curricular elements which are consistent with the contemporary beliefs of the profession. They are integrated into the mission, goals, and curriculum of the BSN program because they exemplify the vision and beliefs of the faculty. Table I-A delineates the congruency between the University's mission, the Department of Nursing's mission and goals, to the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), ANA *Standards of Professional Performance* (2010), and expected student outcomes.

**Table I-A**

**Consistency of University and Department of Nursing Missions/Philosophy and Goals**

University's Mission	Department of Nursing Mission	BSN Program Goals	AACN Essentials	ANA Standards of Professional Performance	Baccalaureate Program Graduate Outcomes and Competencies
<p>The University of Louisiana at Lafayette is a public institution of higher education . . . dedicated to achieving excellence in undergraduate . . . education . . . to general education, . . . liberal arts and sciences . . . develop scholars who will variously advance knowledge</p>	<p>The mission of the Department of Nursing is to prepare leaders in professional nursing who are responsive to health needs of diverse cultures through . . . evidence-based practice, safe and high-quality care, . . . use of informatics and patient care technology. . . commitment to quality education . . .</p>	<ol style="list-style-type: none"> <li>1. Provide a quality program of study . . . in nursing to a diverse group of students.</li> <li>2. Foster the development of sound clinical decision making skills relevant to practice.</li> <li>3. Prepare nurses who can assume leadership roles in the provision of . . . health care to diverse populations.</li> </ol>	<p>I. II. VII. IX.</p>	<p><u>Quality of Practice</u> <u>Education</u> <u>Leadership.</u></p>	<p>Leadership and Management Professional Values and Attitudes</p>

<p>... is designated as a Research University with high research activity. ... dedicated to achieving excellence ... in research ... promotes ... development, explores solutions to national and world issues and advances its reputation among its peers.</p>	<p>... to prepare leaders in professional nursing ... through ... evidence-based practice, ... and meaningful use of informatics. ... technology ... actualized through faculty commitment to ... research ... fostering values of altruism, autonomy, human dignity, integrity, and social justice.</p>	<ol style="list-style-type: none"> <li>2. Foster ... of sound clinical decision making skills relevant to practice.</li> <li>4. Create an environment conducive to the advancement of nursing education, research, scholarship, and practice.</li> <li>5. Balance the integration of emerging technologies, evidence-based practice, and caring within the framework of professional nursing practice.</li> </ol>	<p>VIII. III. V. VII. VI.</p>	<p><u>Evidence-Based Practice and Research</u> <u>Professional Practice Evaluation</u> <u>Collaboration</u></p>	<p>Core Knowledge Evidence Based Practice Quality Improvement Teamwork and Collaboration</p>
<p>... dedicated to achieving excellence ... reaffirms its historic commitment to diversity and integration ... promotes regional economic and cultural development, explores solutions to national and world issues</p>	<p>... who are responsive to the health needs of diverse cultures ... nursing ... is actualized through faculty commitment to ... service ... fostering the values of altruism, autonomy, human dignity, integrity, and social justice.</p>	<ol style="list-style-type: none"> <li>1. To provide a quality program of study ... to a diverse group of students.</li> <li>3. Prepare nurses who can assume leadership roles in the provision of ... health care to diverse populations.</li> <li>6. Promote an organizational culture ... embodies the values of trust, respect, innovation, and lifelong learning.</li> </ol>	<p>VIII. V. VII.</p>	<p><u>Ethics</u> <u>Resource Utilization</u> <u>Environmental Health</u></p>	<p>Leadership and Management Professional Values and Attitudes Patient Centered Care</p>

<p>. . . dedicated to achieving excellence in . . . public service . . . improve the material conditions of humankind . . . and service, . . . promotes regional economic and cultural development, explores solutions to national and world issues</p>	<p>. . . prepare leaders in professional nursing . . . actualized through faculty commitment to . . . community service. . . fostering the values of altruism, autonomy, human dignity, integrity, and social justice. . .</p>	<p>3. Prepare nurses who can assume leadership roles in the provision of quality, cost-effective health care to diverse populations.</p> <p>5. Balance the integration of emerging technologies with caring . . .</p> <p>6. Promote an organizational culture that embodies the values of trust, respect, innovation, and lifelong learning.</p>	<p>II. VIII. VII.</p>	<p><u>Leadership</u> <u>Collaboration.</u></p>	<p>Informatics Quality Improvement Safety Professional Values and Attitudes</p>
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**I- B. The mission, goals, and expected student outcomes of the program are reviewed periodically and revised, as appropriate, to reflect:**

- **professional nursing standards and guidelines; and**
- **the needs and expectations of the community of interest.**

The Systematic Plan for Evaluation established by the Department of Nursing includes scheduled review of the mission and goals by the Program Evaluation committee, the Semester Coordinators and department administrators (BSN Coordinator, Department Head, Associate Dean, and Dean). The consistency between the mission and the scope of practice, contemporary beliefs, and the purpose of the governing institution is reviewed every two years and is amended as major changes occur. The Semester Coordinators' Committee in conjunction with the Department Head and BSN Coordinator review any changes or new information, and incorporate them into the mission, goals, and expected outcomes as needed. These changes are then presented to full faculty for input and discussion. Finally, they are presented to the Dean for approval.

The University named a new President in 2009, and subsequently the University's mission was reviewed to determine alignment with strategic imperatives. Those changes are reflected in the current published University mission and strategic plan. In Fall 2010, a review of the Program's mission, goals, and student outcomes in relation to AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), Quality and Safety Education for Nurses (QSEN) competencies, and ANA *Standards of Professional Performance* (2010), as well as the mission of the University was conducted to determine congruency and alignment. This review resulted in identification of nine baccalaureate program outcomes which are relevant and appropriate for professional practice in today's health care environment (Table I-B). As a result of these changes in program outcomes, weekly, mid-term, and final clinical evaluations of students were revised, with a clear correlation to the *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN,2008) and QSEN competencies. Expectations of students enrolled in clinical courses reflect higher standards as students progress through the program.

The community of interest is defined as all stakeholders of the BSN Program, including current students, alumni, prospective students, faculty, and the communities served. The community of interest makes its' needs and expectations known through several avenues. These include meetings between the Dean, Associate Dean, and Department Head and leaders of healthcare entities. The Dean and Associate Dean confer frequently to discuss needs, concerns, and future initiatives with nursing leaders in the community. An example of collaboration with nursing administrators in community healthcare facilities is the continuing education opportunities provided to area hospitals by nursing faculty through the Nursing Continuing Education Department. The state-of-the-art Simulation Labs are used to provide

Neonatal Resuscitation Programs and Critical Care Courses to alumni and other nurses employed by communities of interest. These staff development opportunities with area healthcare institutions provide an excellent example of collaboration between the Department of Nursing and communities of interest.

**I- C. Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.**

Expectations of faculty are clearly outlined in the UL Lafayette Faculty Handbook, which each faculty receives upon employment. This handbook explicitly delineates university expectations related to teaching assignments, research and scholarship, service, and information on tenure and promotion. In addition, general faculty responsibilities and policies are included. Each faculty also receives a Department of Nursing Faculty Guidebook. This department-specific guidebook clearly defines and outlines faculty expectations in classroom and clinical instruction, as well as general responsibilities.

Faculty outcomes in teaching, scholarship, service and practice are congruent with the University's expectations for faculty and the BSN Program's mission, goals, and expected student outcomes. Each college's specific needs and expectations for faculty are aligned with University expectations. Performance evaluations are conducted annually by both the faculty and their administrative supervisors. University faculty are assigned to one of four workload tracks depending on the percentage of workload dedicated to teaching, research and service. Due to the high enrollment in the BSN program and the Department's commitment to excellence in undergraduate nursing education, the majority of nursing faculty is assigned to workload Track 1. This designation indicates that teaching constitutes 75-90% of their total workload and the remaining 10-25% is dedicated to research and service.

Beginning in 2010, the process and criteria for faculty performance evaluation at the University were modified after extensive input and work by a committee chaired by Dr. Donna Gauthier, Coordinator of the Graduate Nursing Program. The committee consisted of faculty representing all University colleges. The evaluations detail expectations of faculty in relation to instruction, research and scholarship, service, and practice, and all departments within the University utilize the same performance evaluation process. Dr. Gauthier presented the changes to nursing faculty in Fall 2011, and at that time suggestions for revisions and additions were made. These suggestions were then taken back to the University committee for discussion. Once evaluation criteria were defined and the evaluation form was completed, it was again presented to each college for faculty input and changes. The new evaluation process will be implemented in Fall 2012.

**I- D. Faculty and students participate in program governance.**

The BSN Program faculty and students share in the governance of the program by participating in committees and by sharing concerns and information with instructors, Semester Coordinators, BSN

Coordinator, Department Head, Associate Dean, and Dean. The Department of Nursing's Bylaws clearly define the faculty roles in governance at the department level. Faculty participation in the governance of the University of Louisiana at Lafayette and the College of Nursing and Allied Health Professions is also clearly defined in the Department of Nursing Faculty Guidebook. The organizational structures of both the University and the College provide opportunities for meaningful participation at all levels. Tables 1-C and 1-D illustrate this participation. Students are also encouraged to participate in governance and their roles are clearly defined in the Constitution of the Faculty Senate of the University of Louisiana at Lafayette, Article V, the Department of Nursing's Bylaws, Articles III and IV, and the Student Government Associations website <http://sga.louisiana.edu/what-is-sga.shtml>. (Table I-E).

Administratively, the Dean of the College of Nursing and Allied Health Professions has the same responsibilities and privileges as the Deans of other colleges and is a member of the Council of Deans. The Dean of the College of Nursing and Allied Health Professions is currently serving her thirteenth year as chair of the Council of Deans, which meets monthly. The academic deans meet three times each month with the Provost/ Vice President for Academic Affairs. At the University level, faculty are provided opportunities to participate and influence policy mainly through the University Faculty Senate and its committees and through University committees. The purpose of the Faculty Senate is to promote and enable meaningful participation by the faculty in governance of the University. The number of senators representing a college is dependent upon the number of faculty at each professorial rank within the college. Full professors are permanent members of the Senate. Faculty, elected from the Department of Nursing, attend monthly Senate meetings to represent the department. Department of Nursing senators and their respective committee assignments are identified in Table I-C.

Members of the nineteen University committees are appointed by the President. Faculty are encouraged to express interest in committees by completing a yearly questionnaire. A list and description of these committees is distributed to each faculty member and each committee is also described in the University of Louisiana at Lafayette Faculty Handbook. Nursing faculty members are invited to chair University committees, and currently Sheryl Gonsoulin, BSN Coordinator, serves as chair of the University Student Grade Appeals committee. Department of Nursing members on university and Faculty Senate committees for the last three years are also presented in Table I-C.

Within the Department of Nursing, governance lines are from the Dean, Associate Dean, Department Head, and Coordinator of the BSN Program through the Semester Coordinators to the general faculty. This organizational structure promotes effective functioning within the Department of Nursing (Resource Room). Organization of the Faculty under the Bylaws for the Department of Nursing of the College of Nursing and Allied Health Professions facilitates the work of the Department mainly through the committee structure. These bylaws are found in the Department of Nursing Faculty Guidebook. As

with University committees, faculty indicate on a yearly basis the Department of Nursing committees on which they would like to serve. The Department Head in collaboration with the Coordinator of the BSN program then make the appointments. Committee composition and responsibilities are specified in the Bylaws. Minutes of committee activities and meetings are available in the office of the Dean. Faculty committees and members for the last three years are presented in Table I-D.

Student involvement in governance at the University level is through participation in the Student Government Association. Students in each college at the University elect a President and Senators from their respective colleges to participate in the Student Government Association. The College of Nursing and Allied Health Professions has four senators. The Student Government Association has as its functions the representation of the University students in matters pertaining to student welfare, activities, participation in University affairs, planning, and administration. Membership on University committees is another avenue for students to participate at the University level.

Students in the BSN Program are invited to serve on departmental standing committees. Members for the last three years are listed in Table I-E. Students enrolled in distance learning courses are emailed invitations to participate. Another means for participation in governance is through service on the Dean's/BSN Advisory Council. Two students from each class are elected by their peers to represent their class on the council. The representatives bring feedback, ideas, and concerns for discussion directly to the Dean, Associate Dean, Department Head, and BSN Coordinator at the meetings. The findings are dealt with accordingly by the Department Head or BSN Coordinator and by committee referral. Another area of student involvement is participation in focus groups conducted every Fall semester. The focus groups are made up of three - four students from each upper division and lower division nursing class. Each group consists of class representatives and is facilitated by faculty other than those teaching in those particular courses. The students are encouraged through both the Dean's/BSN Advisory Council and the focus groups to discuss questions and concerns, and to give curricular input. The results are submitted to the Semester Coordinators, standing committees, and the general faculty for any action necessary. Examples of student issues resolved by the Dean's/BSN Advisory Council and/or the focus groups include student concerns related to commencement, access to printers for course assignments, and concerns related to progression policies. A clear communication loop involving students, Semester Coordinators, and department administrators allows for efficient resolution of student issues. Course meetings allow coordinators to keep faculty abreast of student concerns and also allow for their feedback.

The University of Louisiana Student Nurses Association is a strong student organization that actively enables another avenue for meaningful participation in discussions and decisions within the Department of Nursing. The organization is very active and frequently offers suggestions and serves as a forum for students' input and dissemination of information, as well as an avenue for community service.



**I-E. Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition, and fees are accurate.**

There are many documents, bulletins, and other University publications which are viewed by the Department of Nursing's communities of interest. These documents are stringently monitored for accuracy before publication. All published documents are reviewed each year for accuracy by the Department Head. Any reference to accreditation status, changes in policies, outcomes, requirements, and fees are announced to each class as they occur. Any changes made to policies or other information is published in each class syllabi at the beginning of each semester. These changes are reviewed verbally with students and students are required to sign a policy signature sheet stating that they were given, and have read, the new information. Students are also informed in the Dean's/BSN Advisory Council of any new information or changes in policy. Representatives of the Student Government Association bring any new University-generated information and changes to the Dean, and the Dean's/BSN Advisory Council. The class representatives relay this information to their classmates. Another avenue for communication is through the University's learning management system, MOODLE, which allows for individual and group communication.

Policies and procedures relating to students are published in:

1. The University of Louisiana at Lafayette Undergraduate Bulletin 2011-2013;
2. The University of Louisiana at Lafayette website and ULink;
3. College of Nursing and Allied Health Professions website;
4. Department of Nursing Policies Approved by the Faculty that Relate to Students. These policies are accessible to students via the Department of Nursing Student Handbook and to faculty via the Department of Nursing Faculty Guidebook.
5. The University of Louisiana at Lafayette Student Handbook;
6. Code of Student Conduct and Appeal Procedures;

The University of Louisiana at Lafayette's 2011-2013 Undergraduate Bulletin provides accurate information about the Department of Nursing's program of study with descriptions of course offerings, including aims, objectives, and outcomes of the program, goals of faculty, the academic calendar, procedures for admission and requirement for continuation and progression, grading policies, degree completion requirements, and fees. Criteria for admission into the University are also clearly and accurately stated in the Undergraduate Bulletin (page 33-37). The Undergraduate Bulletin is available through the University website and ULink, the university's web portal.

ULink, an avenue for communication through the University's secured internet, is used to disseminate university information and to provide access to the Undergraduate Bulletin, registration, tuition and fees, grades and transcripts, class and final exam schedules, and links to email, the library, and MOODLE. Accuracy is maintained by the University of Louisiana at Lafayette, Office of Information

Systems. MOODLE is a Learning Management System (LMS) used to provide a full complement of resources for distance learning, including dissemination of course materials, administration of online exams, and facilitation of discussion forums and chats. Each instructor is responsible for the accuracy of information posted on MOODLE, which also allows for individual and group communication.

The College of Nursing and Allied Health Professions maintains a current web site <http://www.nursing.louisiana.edu/>. The site clearly and accurately describes the mission of the College of Nursing and Allied Health Professions. Other information accurately stated on the website includes program offerings, outcomes, accreditation and approval status, policies for admission and progression in the program, degree completion requirements, curriculum guides, faculty resources, student resources, and fees.

The University of Louisiana at Lafayette Faculty Handbook is developed and distributed by the Office of the President and is updated as new policies are adopted. The University Code of Student Conduct and Appeal Procedures is distributed annually by the Office of the Vice President for Student Affairs and is available on the University website in the University of Louisiana at Lafayette Student Handbook. Issues such as the Code of Student Conduct and information in the Student Handbook will be addressed in a freshman seminar which will be implemented in the Department of Nursing for the first time in Fall of 2012-UNIV 100, First Year Seminar: Cajun Connections. This course, which is part of the University's Quality Enhancement Plan, was initiated to help freshman students transition into college and to facilitate their success in college.

The Department of Nursing BSN Student Handbook is updated annually. Students are required to purchase the current Student Handbook when they enter their initial nursing course. NURS 100, Nursing and Health Care Concepts, is the entry level course in the traditional BSN Program. The Student Handbook reiterates the criteria for admission, continuation, and progression in the nursing program. It is the student's responsibility to remain informed of any policy changes. Policies are updated as needed with amended dates provided beside the policy title. The first course for students in the RN to BSN Program is NURS 353, Orientation for RN to BSN. The course MOODLE site contains a link to all student policies.

The Department of Nursing Faculty Guidebook is updated as new policies are developed and adopted. For example, in Spring 2012, a faculty policy related to expectations of faculty teaching in distance learning courses was developed. This policy was presented to all nursing faculty at a department meeting and feedback was solicited. No changes were recommended by faculty, and the policy was added to the Faculty Guidebook in Fall 2012.

The Department of Nursing's course syllabi are updated every semester. The syllabi contents are consistent and follow the guidelines published in the Department of Nursing Faculty Guidebook. Each

course syllabi in the BSN Program contains specific policies unique to that course. The information in each syllabus is reviewed each semester for accuracy by course faculty members and the Semester Coordinators. Each semester, students must obtain a syllabus for their individual courses. Each syllabus contains specific policy changes and/or updates. The student then must sign a Student Policy Signature Sheet which indicates they have read the policies outlined in the current Department of Nursing BSN Student Handbook and the published policy changes in their syllabus.

Student policies are also part of the Department of Nursing Faculty Guidebook; each faculty member receives a copy during orientation to the department. Policies are accurate, current, and consistent with all levels of the program, and provide guidance and direction for students and faculty on such matters as course requirements, grades, absences and other student issues. When students desire a change in policy, they communicate this to their class representative who brings the issue to the Dean's/BSN Advisory Council. The information is then forwarded for review to the Semester Coordinators who submit their recommendations to the Department Head. Recommendations for major policy changes are then presented to the faculty for discussion and vote; minor changes may be recommended to the Dean directly from the Department Head. Any faculty vote to change a major policy is referred to the Dean of the College of Nursing and Allied Health Professions for approval who in turn forwards the recommendation to the Provost/Vice President for Academic Affairs. Major policy changes affecting admission and progression become effective with the next incoming freshman class. An example of this was the curricular changes instituted in Fall 2011 in core and preclinical courses to reflect health care changes, including emphasis on safety, quality improvement, and evidence based practice.

#### **Course offerings**

Course offerings of the University and of the Department of Nursing are accurately published in the Undergraduate Bulletin and on the Department of Nursing's website. The Undergraduate Bulletin is accessible through ULink and the University's website. In the Bulletin, each major offered by the University publishes a curriculum guide and each course is described individually giving credit hours, pre- and co-requisites, semester availability, and a brief course description. Each college submits this information concerning their curricula. The Undergraduate Bulletin is in effect for two years. Any changes, after being approved by the University Curriculum committee, are disseminated to students through their advisors, instructors, ULink, and/or MOODLE.

#### **Outcomes**

Goals and outcomes of the University are published as a statement of purpose accurately in the Undergraduate Bulletin and on the University website. The BSN Program outcomes are accurately published on the College of Nursing and Allied Health Professions website and the Department of Nursing Faculty Guidebook, under Mission/Goals and Outcomes.

**Accreditation /Approval Status**

The accreditation status of the University of Louisiana at Lafayette is listed on the university website under accreditation or by going to <http://www.louisiana.edu/Academic/accreditation.shtml#c>. The University is currently accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The accreditation status of the College of Nursing and Allied Health Professions, specifically the Baccalaureate Program, is stated on the website and in the Undergraduate Bulletin. The Department of Nursing is fully approved by the Louisiana State Board of Nursing and has achieved initial accreditation by the Collegiate Commission on Nursing Education. Letters of approval and accreditation are on file in the Dean's office and can be found in the Resource Room.

**Academic Calendar**

The academic calendar for each semester can be found in the front of the Undergraduate Bulletin (page 8-16), by accessing ULink, or through the University of Louisiana at Lafayette website. The academic calendars are subject to change periodically. These changes are published on the University website, emailed to faculty, ULink announcements to students, and MOODLE and class announcements to students

**Admission Policies**

The Undergraduate Bulletin details the criteria for University admission, application and admission process and the policy for advanced placement credit. Prospective students can contact the Office of Enrollment Services (482-5687) or visit the web site at <http://admissions.louisiana.edu>.

The College of Nursing and Allied Health Professions Department of Nursing Student Handbook details the admission and progression policies for the BSN Program. The Department of Nursing's website also details the information.

The university criteria for admission are clearly stated in the Undergraduate Bulletin (page 33). To enter the nursing program, students must satisfactorily complete the prerequisite requirements as stated in the Bulletin (page 166) and formally apply for admission to the clinical sequence of the nursing program. Changes that have been approved by the Department of Nursing faculty and the University administration are communicated to the students through the Department of Nursing advisors, announcements on MOODLE, published in the following semesters' syllabi, the Dean's/BSN Advisory Council, and through class announcements. Each spring and fall semester, the Department of Nursing's Student Services advisors conduct a meeting for all students interested in nursing who have completed 29 credit hours or less to review the nursing policies regarding admission, continuation and progression. Any changes to the Undergraduate Bulletin are addressed at these meetings.

### **Grading Policies**

The grading policies of the University of Louisiana at Lafayette are clearly and accurately stated in the Undergraduate Bulletin and on its website. The Department of Nursing's grading policies are clearly and accurately stated in the Undergraduate Bulletin (page 166-169). This includes the system of grading, calculation of quality points and cumulative and adjusted averages, policies related to repeating of courses, interim and final grade reports, academic status and suspension, and grade appeals process. Grading policies specific to the BSN Program are located in the Department of Nursing Student Handbook, and in the Department of Nursing Faculty Guidebook under faculty policies and in the student policies section.

### **Degree Completion Requirements**

Requirements for degree completion are explained in the Undergraduate Bulletin (page 408-412). The Department of Nursing clearly and accurately states progression and degree completion requirements in the Undergraduate Bulletin (page 166-169). These are also stated in the Department of Nursing Student Handbook, the Faculty Guidebook under the student policy section, and on the College of Nursing and Allied Health Professions website.

### **Tuition and fees**

The Undergraduate Bulletin provides information related to estimated expenses (page 38). The information includes registration fees for residents and non-residents, books and supplies, housing on campus, food costs, post office box costs, and parking fees. This page also provides the student with the location of the University Scholarship Office, the University Student Financial Aid Office, the State Financial Aid Office, and the Federal Financial Aid Office. A detailed description of applicable fees and fee regulations is provided in the Undergraduate Bulletin (pages 420-424). Individual student fees and account statements are available on ULink. Additional nursing course fees vary from semester to semester. Requirements that may incur fees are stated in the Undergraduate Bulletin (page 166) and in the Student Handbook. Students are informed of specific course fees as they register for courses.

**I-F. Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes of the program. These policies are fair, equitable, and published and are reviewed and revised as necessary to reflect ongoing improvement. These policies include, but are not limited to, those relative to student recruitment, admission, retention, and progression.**

All policies related to students majoring in nursing are fair and equitable and the majority are congruent with University policies. Exceptions to University student policies as they relate to BSN Program student policies are noted in Tables 1-F. The Department Head, BSN Coordinator, and the Semester Coordinators meet on a monthly basis to discuss the need for policy changes. For example, a

policy concerning the inclusion of only two kinesiology courses in the calculation of the GPA which determines entry into the first clinical course was adopted to prevent grade inflation and present a more accurate reflection of each student's academic ability. Additional intradepartmental policies were developed which addressed grading, clinical health requirements, syllabi development, faculty and student evaluation, dress code, and other policies which relate to the uniqueness of the program of study. All changes to student policies were ratified by faculty and approved by the Dean. The Dean then sent the changes to the Provost/Vice President for Academic Affairs for final approval. These differences in policies reflect the more specific and detailed needs of a nursing program and do not contradict or supersede University policies. The policies were developed to ensure academic quality and to support the philosophy and purposes of the Department of Nursing which seeks to prepare accountable and self-directed health care professionals as outlined in the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008).

#### **Rationale for student policies that differ from governing organization**

##### **Selection and admission**

In an effort to provide each student with the opportunity to succeed, yet prepare them to be competent, safe, and professional practitioners of nursing, the BSN Program has implemented policies which expand upon and vary from existing University policies. As with other professional programs at the university, policy variances generally reflect academic requirements over and above University requirements. The Appeals Subcommittee of the Semester Coordinators' group hears appeals when students feel that extenuating or unusual circumstances warrant exceptions to a particular policy or policies. The Dean acts as final decision-maker on these appeals unless the case warrants a University appeal. Selected admission and progression/retention policies differ from University policies. These policies and the justifications underlying these policies are presented in Table I-F. The RN to BSN program adheres to the same admission and progression policies outlined by the University and the College of Nursing and Allied Health Professions. The exception is that admission into this program requires that students have an active, unencumbered state license and an associate degree in nursing from an accredited US program.

##### **Academic progression/retention**

The University of Louisiana at Lafayette's policies on progression and retention are published in the Undergraduate Bulletin on ULink, and can be accessed through the University's Junior Division Website. Progression to upper division is outlined and includes specific courses, grades, and credit hours necessary. Any other specific requirements for progression are the purview of each individual college. Progression policies in the BSN Program were designed to ensure that all students receiving a BSN from

the University of Louisiana at Lafayette College of Nursing and Allied Health Professions have shown competency in each of the major areas of nursing knowledge and practice.

**I-G. There are established policies by which the nursing unit defines and reviews formal complaints.**

A formal complaint is defined by the University as “a written statement of the essential facts constituting a violation of a university regulation or rule.” Existing policies and guidelines related to the process of complaint resolution are provided to students via the University Student Handbook. Students are referred to the university’s grievance policy and procedures. Statements of dissatisfaction and concern noted by students are readily addressed. All grievances should start with the immediate instructor and then move through the administrative chain of command first in the Department of Nursing and then to the university level as necessary. There are also procedures for mediation of grievances or they can progress to formal hearings. There have been no formal complaints against the Department of Nursing since the last report. The Office of the Ombudsman is available to students as the need arises, and the Ombudsman can be contacted via telephone or email.

**STANDARD II:  
PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES**

**The parent institution demonstrates ongoing commitment and support for the nursing program. The institution makes available resources to enable the program to achieve its mission, goals, and expected aggregate student and faculty outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.**

**Key Elements**

**II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.**

The Department of Nursing budget is adequate to support the mission, goals and expected outcomes of the program. Adequacy of resources is evaluated according to the Systematic Plan for Evaluation on an ongoing basis and also, at a minimum, on an annual basis. University funding is obtained from state legislative appropriations and student fees. An annual budget is submitted for approval to the Louisiana Board of Regents. The Dean, Associate Dean, and the Department Head have input into the nursing budget prior to the start of each fiscal year. Once an appropriation is determined for the University, a line item budget is prepared and submitted to the management board for approval. Line items include: salaries and benefits, travel, operations, supplies, and professional services. (The Department of Nursing budget for 2009 to 2012 is provided in Table II-A.)

<b>Table II-A</b>			
<b>Department of Nursing Budget</b>			
<b>Line Item</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
Salaries and Benefits	\$3,098,751	\$3,275,729	\$3,745,553
Travel	\$20,879	\$20,879	\$20,879
Operations	\$20,475	\$20,475	\$20,475
Supplies	\$5,795	\$5,795	\$5,795
Other	\$20,100	\$20,100	\$20,100
<b>Totals</b>	<b>\$3,166,000</b>	<b>\$3,342,978</b>	<b>\$3,812,802</b>



Despite recurring cuts to the state's higher education budget in the last three fiscal years, the Department of Nursing budget has been spared from significant reductions by the university's administration. In recognition of the value of the nursing faculty in achieving significant student enrollment numbers and quality outcomes, and in an effort to retain valuable nursing talent, the administration approved market pressure salary adjustments for virtually all nursing faculty (excluding the Dean and Associate Dean) in August 2010. No other department on campus received salary increases for faculty during this time.

As state funding for higher education has decreased in recent years, the legislature and higher education management boards have approved increases in tuition and fees (Note: Louisiana is one of only three states which require legislative approval for tuition increases in higher education). Course fees have generated approximately \$344,000 to support the undergraduate program from Fall 2011 through Summer 2012. Distance learning and E-learning fees in the amount of \$41,000 have been collected since fiscal year 2010-11 to support distance learning initiatives within the department. An additional \$470,000 of funding from the university and from sponsoring hospital partners was received to financially support a two-year extension of the Accelerated Option program for non-nursing college graduates which was phased out in December 2011.

From Spring 2009 through Fall 2011, the Department of Nursing received over \$608,000 in capitation monies from the Louisiana Board of Regents in recognition of efforts to increase enrollment and retention of students in clinical nursing courses. Finally, the Department of Nursing's ANCC-accredited Continuing Education Program has enhanced the nursing department's budget by approximately two million dollars in the last three years in the areas of faculty development and equipment purchases. Therefore, it is evident that fiscal resources from a variety of sources are adequate to support a thriving and expanding undergraduate program.

The physical resources of the BSN Program in Nursing are sufficient to fulfill the mission, goals and expected outcomes of the program. The BSN Program is housed on the first three floors of V.L. Wharton Hall. The building was constructed in 1967 and meets federal, state, and local regulations, ordinances, and building codes. It provides a safe and adequate learning and working environment. The classrooms and learning laboratories are currently being used to their maximum capacity to adequately accommodate the number of nursing students currently enrolled.

There are eight classrooms available for instructional purposes. Each classroom contains adequate seating and presentation equipment, including audiovisual screens, blackboards, and appropriate electrical service. There are seven SMART classrooms with ceiling-mounted data projectors and fully functioning presentation podiums. Mobile audiovisual carts are available for use in the other classroom. All classrooms are wired for internet access. Students completing the 2009, 2010, and 2011 AACN/EBI

Undergraduate Exit Survey responded with a mean of 5.43, 5.12, and 5.18, respectively on a 7.0 point scale (with 5.0 slightly satisfied, 6.0 indicating moderately satisfied, and 7.0 being very satisfied) when asked about the quality of the classrooms.

The availability of conference rooms is adequate to meet the needs of the department. The Dean's conference room has a seating capacity of twenty-five. There are an additional five conference rooms with seating capacity ranging from six to sixteen that are available for use by nursing faculty. Classrooms are also utilized during non-instructional time for meetings. Also, the offices of semester coordinators provide for individual small group faculty/student conferences.

V.L. Wharton Hall has 20 administrative suites and a total of 65 offices for faculty and staff. Each of the faculty and staff have an office and computer with internet access, phone, desk, and appropriate accommodations. All faculty and staff have access to printing services.

The Department of Nursing also houses multiple learning environments for faculty and student success. The Learning Resource Center consists of the Wellness Clinic, a Home Visit Charting Room, a Simulated Critical Care Laboratory, a Simulated Maternal/Child Laboratory, a debriefing room fully equipped with MetiVision for viewing scenarios in real time, two Total Skills Manikin Laboratories, two additional Nursing Skills Laboratories used primarily by sophomore-level students, and an Audio-Visual/Virtual Reality Venipuncture Laboratory. The Learning Resource Center (LRC) also has a 50-terminal Student Computer Laboratory, and several equipment and supply storage areas. Faculty members have been successful in securing funds through the Louisiana Board of Regents Support Fund and the Students Technology Enhancement Program to purchase new equipment and upgrades for the various laboratories.

The Wellness Clinic consists of three examination rooms, a waiting room, a nursing station, and an office. The clinic has state-of-the-art equipment for health and wellness assessment and screening. The home visit charting room has seating for 24 students and is used as a conference area for the home visiting program for the Community and Psychiatric/ Mental Health Nursing course. The Simulated Critical Care Laboratory, completed in 2005, houses five SimMan® human simulators (Laerdal) and one MetiMan® Human Patient Simulator, wall units to support IV pumps and other equipment, simulated oxygen and suction, crash carts, ventilators and appropriate supplies for student practice. A control tower with six computer terminals and recording capability enable faculty to control simulation scenarios for student practice. The two Total Skills Manikin Laboratories house nine total care manikins and other appropriate manikins for student practice. These manikins allow students to practice all of the skills taught in the nursing curriculum. In addition, the Department of Nursing has a wide range of additional manikins that are available for student practice. Completed in Fall 2007, the Maternal Child Simulation Laboratory contains two Pediatric Vital Sims® Manikins, two Special Needs pediatric simulators, four infant warmers and an isolette. More recent additions to the Maternal Child Laboratory include a

computer integrated full-body birthing simulator and a wireless, tetherless infant and pediatric simulator. There is also a debriefing room which is used by students and faculty along with the Critical Care Simulation Laboratory and the Maternal/Child Simulation Laboratory. This room seats 25 students and utilizes MetiVision®, providing live streaming of audio and video. Two additional skills laboratories are fully equipped to be used by the first semester clinical students (Nursing 208 and 209) for the teaching and practicing of basic nursing skills. In total, these laboratories have a capacity of 46 beds for student practice. The audio-visual laboratory houses ten IV Cath Simulators (Immersion Medical) and ten stations for viewing skills and other training videos.

The computer laboratory was upgraded in 2010 and consists of 50 terminals arranged in classroom style, a fully equipped instructor podium, and four overhead monitors. Computer laboratory support staff occupies an adjacent office to assist students and faculty in the use of this laboratory. From this laboratory, students have internet access, access to university and departmental information via the university web page, and access to course documents via the MOODLE website. Several open access computer labs are also available across campus for student use. Students complete a survey administered on MOODLE each year assessing their satisfaction with the Learning Resource Center and its staff. These surveys are reviewed by the Program Evaluation committee and recommendations are presented to the Department Head. Data from 2008 – 2011 show that the majority of students are satisfied with the computer and laboratory facilities as well as the laboratory staff. Student sign-in sheets are maintained daily in the laboratory areas. These document the number of students using the Learning Resource Center. This information assists in determining if current instructional materials, equipment, and laboratory spaces are meeting the needs of students and faculty and is used to justify additions and improvements to these educational areas.

Faculty members are invited to make recommendations for equipment purchases for the LRC through their administrative supervisor or the LRC Coordinator. Faculty recommendations are reviewed by the LRC Coordinator, the Department Head, the Associate Dean, and the Dean. Priorities for purchase are then established based on need and availability of funds.

There are four staff members who support nursing faculty and students with the day-to-day operation of the various laboratories. These include a Computer Assisted Instruction Information Systems Coordinator, an LRC Coordinator, a Skills Lab Manager/Simulation Technologist, and one Laboratory Assistant.

**II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.**

Baccalaureate nursing students are offered services at the college and departmental level that meet the specific needs of nursing students in regard to computer usage, learning and library resources, academic advisement and placement. Nursing students, whether enrolled in face-to-face, hybrid, or online courses, may access any of the services offered to all students enrolled at the university.

Additionally, the university operates an Academic Success Center to assist students in their transition to the university setting. This center offers multiple programs which include:

- Academic counselor during university hours.
- Academic advising.
- Newsletter and Facebook page, which includes on-line chat Monday through Thursday from 2:00PM to 4:30PM.
- Academic Success website which is host to other resources including:
  - (a) A How to Study Workshop
  - (b) Student Survival Guide
  - (c) The Learning Center – which houses the Academic Safety Net, providing online, one-on-one tutoring, study group tutoring, and supplemental instruction, Counseling and Testing Center, and Writing Center.
  - (d) Brainfuse Services, an online service that provides live, on-demand tutoring, skills building, and writing assistance in a variety of college subjects. This service includes live online tutoring, an online writing lab, and a 24/7 Question Center. Another useful feature of Brainfuse is Study Suite which allows students to create and share flashcards, tests, and games.

The Counseling and Testing Center provides a wide range of professional services which promotes wellness and supports students' continuing participation in higher education, personal development and success as a member of the university community.

Special Support Services (SSS) administers the TRIO program, a federal program available for students who require financial aid and other types of support in overcoming class, social, educational, and cultural barriers to higher education. SSS also assists students in acquiring financial aid and provides personal, career, and academic counseling and in some cases may also provide grant aid to current SSS participants who are receiving federal Pell grants. The goal of SSS is to increase college retention and graduation rates of its participants and facilitate the process of transition from one level of higher education to the next. Tracking of students in the SSS program has shown that they are twice as likely to remain in college as students from similar backgrounds who choose not to participate.

Freshman Seminar (UNIV 100, Cajun Connections) is an interactive educational experience led by faculty facilitators and peer mentors for the specific purpose of improving student retention. This seminar seeks to increase freshman awareness of university programs and resources, introduce the purpose and structure of higher education and support the student in the assimilation process, build social and educational support, and assist the student in being successful at the university level.

In addition to the academic advising provided at the university level, the BSN Program employs a Director of Student Services and two full-time advisors who guide academic advising activities for all currently enrolled and prospective nursing majors. This staff assures that students have required courses to progress in the nursing curriculum. Confidential files for graduates, current, and inactive students are maintained and secured in this office. These files include: applications, academic advising, degree plans, transcripts, disability forms, copies of State Board applications, applications for degrees, and graduation check lists.

In Fall 2012, the College of Nursing and Allied Health Professions launched its first Living Learning Community (LLC) for nursing majors. LLCs are aimed at integrating academic and social life and extending student learning activities outside of the classroom. This opportunity is open to first-time freshmen declaring nursing as their major. Students are chosen to participate in the LLC through an application process. Students who are accepted to participate in the LLC live on campus, in the same housing facility in close proximity to each other, enroll in the same sections of Nursing 100 and UNIV 100, and participate in planned events which include faculty and LLC participants. Potential benefits for students participating in the LLC include: increased intellectual gains, enhanced academic performance, growth in autonomy and independence, increased interpersonal skills, and enhanced maturity and personal development.

Comprehensive and current educational and research resources are available to faculty and students through Dupre Library on the campus of the University of Louisiana at Lafayette. Dupre Library is located directly across St. Mary Boulevard from V. L. Wharton Hall, which is the building which houses all nursing classrooms, conference rooms, and administrative and staff offices. This three story library has 216,898 square feet of space with a seating capacity of 2,500. The library is staffed by 15 librarians, 33 support staff, and numerous student workers. Dupre Library houses 1,000,000 books, of which 28,308 are related to Nursing. The Library subscribes to 1600 periodicals, 77 of which are related to nursing. Dupre Library uses the Library of Congress Cataloging System and offers many services to both faculty and students, including reference services, circulation, special collections, electronic resources, and technical services. These services are available free of charge for faculty and students. Dupre Library is open from 7:30 am - midnight Monday through Thursday, 7:30 am – 4:30 PM on

Fridays, 10:00 am - 5:00 pm Saturdays, and 2:00 pm -11:00 pm on Sundays. Electronic journals, e-books and online databases are available 24 hours a day.

The Library oversees the administration and supervision of several heavily utilized student computer labs in which students and faculty can perform searches using up-to-date databases. These include the Student Technology Enhancement Program (STEP) Lab consisting of approximately 150 networked computers, printers and servers; the Reference Online Center consisting of approximately 24 networked computers and printers; the Bibliographic Instruction SMART Classroom which includes approximately 15 computers, an operator's workstation and projection equipment. Reserve room services are available for faculty and student use and copy machines are available as well.

New services provided by the library include: a Laptop Lending Service which allows students to borrow laptops for four hours at a time Monday through Thursday from 8am to 4pm and Friday from 8:00 am to 11:30 am; EBSCOHost Mobile, an application tailor-made for the smaller screens of mobile devices; and circulation services that allow students and faculty to renew items on-line or to place holds on items checked out by others.

Resources and support for online learning are extended to students, faculty and staff through the Office of Distance Learning (ODL) and the university's IT Help Desk. While the ODL focuses on online and distance learning, the IT Help Desk provides support and resources for software, hardware, and operating system issues, as well as any other IT issues. The IT Help Desk is staffed and available to assist students, faculty and staff via telephone, email or face-to-face during standard university hours. The addition of two new positions at Dupre Library in the summer of 2012, Distance Learning and Virtual Resources Librarian and Head of E-Resources and Serials Department, illustrate the commitment to supporting faculty and student online scholarship and research.

The university recognizes that adequate support services are necessary for success with online and distance education. It is the university's vision to become a premier provider of quality electronically delivered courses and degree programs. To this end, the university implemented the Office of Distance Learning (ODL), a fully staffed department dedicated to the promotion of quality distance education throughout the university. The DL Leadership Council, through action teams and task forces comprised of faculty, staff, administrators and students, advises the Director of the ODL for expansion of the institution's distance learning capacity and production. With guidance from the DL Leadership Council, the ODL extends support for faculty in all aspects of distance and online education by providing personnel, resources, ongoing professional development opportunities and a variety of technological adjuncts for conducting quality distance learning courses and programs. In addition to the support and services offered by the ODL, the university also maintains the IT Help desk which exists to serve as the

primary point of contact for students, faculty, and staff. The Help Desk provides assistance with MOODLE, e-mail set-up or specific computer problems students may have.

Through the ODL, the university offers a variety of professional development opportunities delivered in several formats. To maintain flexibility and convenience for faculty, face-to-face, online and self-paced programs are available. Faculty have the option of choosing their preferred format. The University is also a member of the Sloan Consortium (Sloan-C) which is an institutional and professional leadership organization dedicated to online education. Through the Sloan-C institutional membership, faculty have access to additional online professional development workshops, the Sloan-C newsletter, Sloan-C website resources and Sloan-C conference discounts. The university encourages faculty to take advantage of the available programs to develop and polish their online course development and instructional skills.

To provide faculty with a framework for quality online courses, the university has developed the UL Lafayette ULearn Course Certification process which is based on the Quality Matters Rubric. Quality Matters is a nationally recognized faculty-centered, peer review process designed to certify the quality of online and blended courses. It is the institution's goal to have all online and hybrid courses certified through the ULearn Course Certification process. Faculty members are also encouraged to become ULearn certified as teachers and course designers. The ODL provides the necessary resources for faculty to achieve these distinctions. The Department of Nursing has set a goal for all faculty who teach on-line courses to be ULearn certified teachers through the ODL by Fall 2013.

Students enrolled in the online RN to BSN program enjoy a full complement of academic support through Academic Partnerships (AP) and the ODL. Academic Partnerships is a leading higher education service provider that works with public universities to assist them with the transition to online delivery of instruction. Academic Partnerships assists in recruiting qualified students and supports enrolled students through graduation. There are currently two full time nursing faculty, one of whom is doctorally prepared, designated to work exclusively with these students. The faculty member with a doctorate serves as coordinator of the program as well as the liaison with Academic Partnerships. Two additional faculty serve as Instructional Assistants to course faculty for those courses with enrollment exceeding 30 students. The Department also employs a full time Distance Learning Student Specialist who provides academic advising for students enrolled in the RN to BSN program.

The University has poised itself to become a premier provider of quality electronically delivered courses and degree programs. The ODL, the DL Leadership council, the IT Help Desk and the faculty and course certification processes provide the infrastructure necessary for the university to achieve its mission as a leader in online teaching and learning.

**II-C. The chief nurse administrator:**

- **is a registered nurse (RN);**
- **holds a graduate degree in nursing;**
- **is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes;**
- **is vested with the administrative authority to accomplish the mission, goals, and expected student and faculty outcomes; and**
- **provides effective leadership to the nursing unit in achieving its mission, goals, and expected student and faculty outcomes.**

The chief nurse administrator, Dr. Gail P. Poirrier, participates in the governance of UL Lafayette and of the college. Administratively, the Dean has the same responsibilities and privileges as the Deans of other colleges and is a member of the Council of Deans and the Academic Dean's Administrative Group that meets monthly with the Provost/Vice President for Academic Affairs. The academic credentials of the Dean are on file. A copy of her vitae can be found in the Resource Room.

Dr. Poirrier's authority extends to, but is not limited to: 1) administering all academic programs and departments; 2) developing quality educational and research programs; 3) enhancing scholarship; 4) securing resources to meet the teaching, research, professional and community outreach goals of the college and specific departments; and 5) establishing and maintaining working relations with various state governing boards, national accreditation organizations, local and regional health care agencies, and the community at large. Dr. Poirrier represents the students, faculty, and staff to the administration while representing administration's views within the college. Dr. Poirrier is responsive to the needs of the administration, the faculty, the students and college alumni, and the general public that the University of Louisiana at Lafayette serves. Fostered by Dr. Poirrier, the shared governance in the department is the result of the creation of an empowerment culture at the heart of which is a philosophy of egalitarianism, genuine caring for students, and the continual mentoring of faculty colleagues.

Dr. Poirrier assumes her leadership role in creating an environment within the Department of Nursing conducive to the advancement of nursing research, scholarship, continuing faculty development and practice. Dr. Poirrier has over 38 years of experience in higher education in nursing. She has served in the capacity of Department Head for 10 years and Dean for 15 years. Her achievements validate that she has adequate educational and experiential qualifications to achieve the mission and goals of the program.

Dr. Poirrier has worked with Deans and Department Heads from a variety of academic and professional schools, with faculty from diverse academic settings, and with graduate and undergraduate students in nursing and other disciplines. Presently, she is serving her thirteenth (13<sup>th</sup>) year as Chair of the Council of Deans at UL Lafayette. In addition, she serves as a member of the Core Leadership Team for the Future of Nursing Campaign in Louisiana, as Chairperson of Louisiana Council of Administrators



of Nursing Education (LACANE), and as a 10-year Board of Trustees member for Regional Medical Center of Acadiana, Lafayette, Louisiana.

Her innovative partnerships and economic development initiatives have resulted in over \$5.3M external revenue to the nursing unit since 2004. Dr. Poirrier's initiatives regarding the Louisiana Department of Labor Incumbent Worker's Training grants have had a huge economic impact to those healthcare provider recipients and the Department of Nursing since 2006. These grants provided career mobility options, education and training opportunities to thousands of healthcare employees across the state of Louisiana. The grants provided revenue generating opportunities for the Department of Nursing. These revenues assisted the Department of Nursing in advancing in simulation, distance learning, and faculty development. The revenues earned as a result of these grants helped to propel the nursing program to national recognition in simulation.

Dr. Poirrier' five-year grant proposal and two-year extension grant proposal to fund an Accelerated Option track for second degree nursing students were funded by four area hospitals from 2004 to 2009 for a total of \$1,700,000. This economic initiative, as well as the Louisiana Board of Regents/Health Workforce Commission capitation awards and the establishment of creative nursing assessment fees, assisted with the expansion of the nursing programs. These initiatives assisted the Department of Nursing in graduating larger numbers of new RNs (20% increase) and advanced practice nurses. The expansion efforts and grant dollars played a huge role in meeting Lafayette's RN workforce needs over a seven-year period by producing a total of 75 additional nursing graduates, all with 3-year work commitments with the sponsoring Lafayette hospitals.

Dr. Poirrier has a proven record of leadership in administration, teaching, research, and service. She is a knowledgeable and experienced advocate for nursing education and practice. She remains active in the profession of nursing, and participates/consults at faculty development workshops, meetings, and retreats. Dr. Poirrier has been honored as a recipient of local, state, and national awards. Dr. Poirrier continually serves as a mentor and role model to assist faculty in the achievement of their teaching, research, and publication goals.

**II-D. Faculty members are:**

- **sufficient in number to accomplish the mission, goals, and expected student and faculty outcomes;**
- **academically prepared for the areas in which they teach; and**
- **experientially prepared for the areas in which they teach.**

The number, type and experiential qualifications of faculty promotes an educational culture focused on meeting the goals of the program and the three fundamental aspects of nursing practice – care

of the sick in and across all environments, health promotion, and population-based health care. Table II-B lists the faculty, their credentials and their teaching assignment. Full time equivalencies (FTEs) for the undergraduate program are based on the percentage of a faculty member's workload dedicated to the program. For example, teaching a three-credit course is considered 0.2 FTE. One (1) FTE is equal to a 12 - 15 credit hour workload. For the 2011- 2012 academic year, the Baccalaureate Nursing Program employed 45 full-time and 5 part-time faculty, with 32 holding the masters in nursing degrees, 10 holding the doctorate in nursing, and 3 with non-nursing doctorates. Of the doctorally prepared faculty, 13 hold endowed professorships. Five full-time faculty teaching in the BSN program are currently enrolled in doctoral programs.

The student enrollment for Fall 2012 was 1,206 undergraduate nursing students. In required didactic core nursing courses, faculty/student ratios within the classroom setting have ranged from a high of 1:100 for a sophomore level didactic course to a low of 1:30 for a freshman level course. For most of those courses in which the faculty/student ratio exceeds 1:50, additional sections are created and additional faculty members are assigned with the responsibilities of course instruction and student supervision. Elective courses have a range of one faculty for every 12-30 students and, for clinical rotations, the ratio ranges from a high of 1:10 to a low of 1:5 in certain specialty areas. Faculty/student ratios in the clinical area are consistent with Louisiana State Board of Nursing (LSBN) requirements for clinical instruction which is no greater than a 1:10 faculty per student ratio. The ratios for the core and elective didactic courses allow for frequent and effective interactions between faculty and students and the very favorable ratios for clinical instruction and supervision provide students with direct teaching, continual mentoring, and informed evaluation. Online courses typically enroll less than 30 students per section. Instructional assistants (IA) are assigned to online courses with enrollment higher than 30 students. Courses may be completely online or hybrid. Online courses are those in which at least 80% of content is delivered in this format, with the remaining 20% provided face-to-face. A hybrid course is one in which 50% of the content is delivered online and 50% provided face-to-face. Courses are carefully selected to be delivered in online or hybrid formats and include support courses and electives. The clinical nursing courses in the traditional BSN program are taught primarily face-to-face. However, every course in the program has a MOODLE site, and all include at a minimum, course communication, lecture content, and clinical information delivered electronically.

Faculty members have extensive and diverse backgrounds in academic preparation and in practice and professional experiences. Because nursing practice derives knowledge from a wide array of other fields and disciplines, the diverse backgrounds of the faculty members allows for adaptation and application of this knowledge as appropriate within the curriculum. Faculty maintain certification in the specialties of childbirth education, low risk newborn nursing, inpatient obstetric nursing, adult/psychiatric

mental health nursing, gerontological nursing, nursing education and pediatric nursing. In addition, many faculty members are prepared at the graduate level as nurse educators, clinical nurse specialists, nurse practitioners, nurse midwives and nurse administrators.

Faculty members with specialty education and/or practice experience are actively teaching within that specialty. For example, two certified nurse midwives on faculty are teaching in N403, Childbearing Family, Child and Adolescent Health Care. The faculty member whose specialty is gerontological nursing, Dr. Ardith Sudduth, is Course Coordinator of N320, Health Care Perspectives of Aging. Dr. Debra Garner, a Psychiatric Nurse Practitioner, teaches Nursing 318, Community and Psychiatric/Mental Health Nursing.

Providing a quality program of study is an important goal of the BSN Program and commitment to excellence in teaching, student advisement, and curriculum development is evident. Nine faculty members are Certified Nurse Educators. Several faculty members have been recipients of prestigious, university-wide, competitive, teaching excellence and distinguished professor awards. In addition, faculty members within the department have been awarded some of the highest awards by colleagues in their professional specialty organizations and represent professional organizations as officers at both the local and state level.

The faculty members of the BSN Program have experience and expertise that is relevant to their primary focus and mission – to prepare leaders in professional nursing who are responsive to the health care needs of diverse cultures through caring, integration of critical thinking, research-based practice, and technological advancements. To these ends, the majority of faculty are active in seeking practice opportunities, developing or participating in continuing educational programs that address personal attainment of these objectives or educational pedagogies to utilize in their teaching.

**II-E. When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.**

Within several of the clinical courses, utilization of preceptors allows for enhancing the clinical education needs of students. Faculty members identify preceptors and work closely with preceptors to assure their compliance with course objectives. Preceptors are utilized primarily in the operating room, post-anesthesia care unit, critical care unit, home health and hospice agencies. Preceptors must meet all qualifications and criteria as established by the Louisiana State Board of Nursing (Table II-C). Preceptors are prepared at the baccalaureate and/or master's level and must have at least two years of experience in the specific area in which the student is being precepted. Additional course-specific qualifications and criteria may be relevant to the selection of preceptors.

Students complete an evaluation form for each of their precepted experiences (Table II-C). Also, preceptors complete an evaluation of students after each experience (Table II-D). However, faculty retain ultimate responsibility for student evaluation. These forms are reviewed by the clinical faculty and the Semester Coordinator. Preceptors are evaluated based on information obtained from these forms, student feedback, and the achievement of course objectives. Changes in selection of preceptors are made as needed. Examples of the completed forms will be available for review in the Resource Room.

**II-F. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.**

The University and the Department of Nursing provide a supportive environment, actively encouraging faculty teaching, scholarship, service, and practice. The College of Nursing and Allied Health Professions supports faculty travel to international, national, regional, and local conferences for continuing education, faculty development and in support of scholarly pursuits. University policies allow faculty to enroll in graduate and undergraduate courses for a nominal fee to promote ongoing education. Faculty members are supported in their pursuit of doctoral degrees and advanced practice certifications. Sabbatical leaves and summer research awards are provided by the university so that faculty can devote time to research projects and other scholarly activities.

The Department of Nursing provides a multitude of opportunities for faculty development and continuing education. For example, four NLN sponsored web-based seminars related to incorporating QSEN competencies across the curriculum were provided to faculty during the Fall of 2010. The Department also subscribes to the online National Council of State Boards of Nursing's course *Test Development and Item Writing* for faculty interested in achieving and improving competence in exam construction. The College's ANCC accredited Continuing Education Program also supports faculty by providing ongoing educational opportunities. Faculty hired in Fall 2011 and Fall 2012 participated in Assessment Technology Institute (ATI) Faculty Forward® Tutorials, which provide resources related to educator skill building, test construction, and preparing students for NCLEX-RN® success.

The University and the Department of Nursing are committed to supporting the research efforts of the faculty. Within the Carnegie classification, UL Lafayette is designated as a Research University with high research activity. The University Office of the Vice President for Research maintains an Office of Research and Sponsored Programs (ORSP) from which faculty may obtain assistance both pre- and post-award. This office provides support to research faculty which includes access to university statisticians, assistance in securing outside funding, and development of grant proposals. The University Institutional

Review Board (IRB), upon which a nursing faculty member currently serves, assists faculty conducting research to ensure that all studies are conducted in a manner that protects human subjects.

Since the Spring of 2009 the College of Nursing and Allied Health Professions has maintained a continuing consulting relationship with Greg Graham, Lecturer in Research Methodologies from the Frances Payne Bolton School of Nursing at Case Western Reserve University. Mr. Graham provides statistical assistance to the faculty for research projects and to those faculty completing doctoral dissertations and scholarly projects. In addition to this one-on-one assistance, Mr. Graham has provided one onsite faculty development workshop on statistical methods in nursing research and has presented five internet-based webinars on topics related to steps of statistical analysis in the research process. Dr. Ann Dobie, a retired English professor, is currently serving as consultant and editor to assist faculty members in creative writing skills for publication.

Faculty members are extensively engaged in research, publishing, and other scholarly activities. Faculty are actively engaged in publishing and contributing to the literature via journal articles and book chapters. Faculty are frequently selected to deliver scholarly presentations at various professional meetings and other venues. Other activities include editing newsletters, writing for consumer publications and membership on editorial and other review boards. Three faculty members completed the requirements for a Doctorate of Nursing Practice since 2008 and five are currently enrolled in doctoral programs.

The Office of Academic Planning and Faculty Development supports the Department of Nursing's faculty development through funding of instructional mini-grants and faculty development grants. The University also maintains a University Research Award to assist faculty to complete research during the summer months (UL Lafayette Faculty Handbook, 2004, p.III-2). Dr. Helen Hurst received a 2012 Summer Research Award to support her scholarship related to pain management for women in labor.

The majority of faculty members are active in seeking practice opportunities, and/or in developing or participating in continuing education programs that address practice issues to incorporate into their teaching. Most nursing faculty engage in clinical practice during the summer or holiday periods. Their community practice settings include local hospitals, home health care, hospice, and community clinics.

The University and the Department of Nursing are committed to community service. The role of service for the individual faculty member is clearly delineated within the UL Lafayette Faculty Handbook and in the criteria of the Annual Performance Evaluation Tool. Public and professional services, as well as service to the University, are explicit components of the faculty role of service. This is evidenced by the University establishing an Office of Community Service. Students in the Department of Nursing have

received several University Service Learning Awards in the last five years. The Department of Nursing received a Presidential Commendation for Advancing University Service through teaching initiatives, publishing, involving students and service to the community. The faculty's commitment to a culture of community service is evidenced by three nursing students having been among ten students selected to receive the first ever Dean of Community Service Excellence in Community Service Award in the Spring of 2012. Faculty members volunteer in a variety of community service areas such as the Lafayette Community Health Care Clinic, the American Heart Association Heart Walk, the American Diabetic Association, the Susan Komen Foundation, and emergency shelters during disasters.

The Department of Nursing's empowerment culture engenders a professional environment that promotes continual development of faculty as leaders, as caring scholars and educators, and as individuals within the larger context of society.

**STANDARD III:  
PROGRAM QUALITY: CURRICULUM, TEACHING-LEARNING PRACTICES**

**The curriculum is developed in accordance with the mission, goals, and expected aggregate student outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected individual student learning outcomes, and expected aggregate student outcomes. The environment for teaching-learning fosters achievement of expected individual student learning outcomes.**

**Curriculum Overview:**

The curriculum for the BSN program prepares students to assume roles as leaders in professional nursing and prepares graduates to be responsive to the health care needs of peoples of diverse cultures through the use of evidence-based practice (BSN Program Mission Statement, p. 3). To actualize the mission and to realize the nine program outcomes, faculty has designed a student-centered, technology-enhanced, and data-driven curriculum utilizing AACN's *Essentials of Baccalaureate Education for Professional Practice* (2008) as the foundational core of the curriculum.

Since the last CCNE accreditation site visit, convergence of several factors has resulted in significant changes to the BSN curriculum. Based on changes to the *Essentials*, the release of the Carnegie and Institute of Medicine reports and in response to major national initiatives such as QSEN and the TIGER Initiative as well as changing workforce expectations related to the role of the BSN nurse, major curriculum revision was undertaken. The curriculum was revised to place stronger and earlier emphasis on the development of leadership and management competencies, on principles of safe and quality patient care, and on meaningful use of information technologies, among other priorities for change.

Additional changes to the BSN curriculum were made to comply with recent Louisiana legislative mandates which require that bachelor's programs in the state not exceed 120 credit hours unless there is a requirement to do so by an accrediting body. At the university level, two newly created courses, which are required of all university students, were designed and integrated into all curricula offered at the university as part of the university's Quality Enhancement Plan to meet regional (university) accreditation requirements. Implementation of these two courses, UNIV 100, a two credit hour freshman orientation course, and UNIV 200, a two credit hour information literacy course, also necessitated reconfiguration of the undergraduate nursing curriculum.

The local community college has gained state approval to initiate an Associate Degree program in nursing in the city of Lafayette. An articulation option for LPNs wishing to progress to the A.D.N. has been developed by the community college. Therefore, the Department of Nursing is in the process of phasing out the LPN to BSN track, and new students are no longer accepted in this track (formerly referred to as the Mobility in Nursing Education [MINE] LPN to RN track). Administrators in the

Department of Nursing are working with program developers at the community college to ensure seamless articulation of students from the A.D.N. program to the B.S.N. program at UL Lafayette. The RN to BSN program at UL Lafayette has been re-configured to an accelerated online format which will be described in further detail in subsequent sections of this standard. In addition, due to lack of demand by prospective students and from potential employers, the accelerated option track for non-nursing college graduates was phased out with the last class of the track graduating in December 2010.

Therefore, as of Fall 2012, there are two major tracks operational within the BSN program: an eight-semester, traditional (generic) track which is open to high school graduates and to students transferring into nursing from other majors or universities and an accelerated, online RN to BSN track for licensed RNs who have graduated from an accredited A.D.N. program.

As stated earlier, the traditional BSN program is an eight semester program consisting of 120 credit hours. There are required nursing courses in all eight semesters. Students in this track may declare nursing as a major as a first-time freshman. Of the 120 total hours in the curriculum, 40 hours are core requirements established by the Louisiana Board of Regents and the university to meet the university's general education goals for all students. Core courses include foundational courses in the arts, humanities, and sciences such as English composition, communication, anatomy and physiology, and other courses designed to facilitate student transition to college life. The remaining 80 hours in the traditional curriculum have been specifically designed by program faculty to achieve program and student learning outcomes and expectations. (Table III-A)

The RN to BSN program (Table III-B) transitioned from face-to-face delivery, to a hybrid format, and now to an online delivery format. The program is offered in a carousel format in continuous seven-week sessions over a calendar year as opposed to delivering courses in traditional semester-based schedules during an academic year. This change has facilitated the enrollment of working RNs who wish to pursue their educational goals but who may be place-bound and who often continue to work while matriculating through the bachelor's program. The curriculum for students enrolled in the RN to BSN program facilitates achievement of Baccalaureate Program Outcomes and Competencies, which are based on the *Essentials of Baccalaureate Education for Professional Practice* (2008), and which are the same outcomes and competencies expectations as those students enrolled in the traditional or generic program of studies. (Table I-B)

A framework of nine core competencies – professional values and attitudes, core knowledge, patient-centered care, teamwork and collaboration, quality improvement, evidence-based practice, safety, informatics, leadership and management – operationalizes the six program goals and guides the design of the curriculum, the progression of courses, and evaluation of student achievement. The Baccalaureate



Program Outcomes and Competencies outline how achievement of these Core Competencies is assessed and validated (Table I-B).

As new courses in the BSN curriculum are being phased in every semester, courses referred to in the following sections refer to courses in both the “old” and the “new” curriculum. The first course in the “new” curriculum, NURS 100, was taught for the first time in Fall 2011. The first graduates of the “new” curriculum will be in Spring 2015.

### Key Elements

**III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected aggregate individual student learning outcomes that are congruent with the program’s mission, goals, and expected student outcomes.**

*Elaboration: Curricular objectives (course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected individual student learning outcomes. Expected individual student learning outcomes contribute to achievement of the mission, goals, and expected student outcomes.*

The mission statement of the baccalaureate program states the primary purpose of the undergraduate curriculum in nursing and how this mission is actualized through faculty commitment. The nine program goals outline how the mission is achieved, and the Graduate Outcomes and Competencies delineate how these goals are accomplished and measured (Table I-B). Table III-E illustrates how the nine core competencies reflect the mission and goals of the baccalaureate program, and how these BSN Outcomes and Competencies encompass the roles of the Baccalaureate Generalist Nurse described in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).

As previously indicated, state mandated and university changes along with national initiatives that have been supported and adopted by accrediting and regulatory agencies resulted in a curriculum change that was approved by the Louisiana State Board of Nursing (LSBN) in December 2010. These changes involved the deletion, revision, replacement and renaming of ten courses. For example, PSYC 313, Lifespan Development; DIET 214, Medical Nutrition Therapy for Nurses; and NURS 320, Health Care Perspectives of Aging were deleted and the content from these courses is now integrated across the curriculum. An example of how these changes were incorporated into existing courses can be found in NURS 403, Childbearing Family, Child and Adolescent Health Care. This course includes psychological development of the infant and beyond, examines the psychological development of the woman through the childbearing years and discusses the psychological impact of diseases upon the child and childbearing mother. Nutrition therapy is discussed in relation to health and wellness of children and disease processes commonly encountered in children. Nutrition therapies in healthy pregnancy and nutritional needs in

relation to pharmacotherapeutics frequently used in childhood, pregnancy and sexual health are examined. The impact of these changes will be assessed and evaluated as part of the systematic plan for program evaluation. Standards for admission, progression and graduation will remain unchanged. There are no anticipated changes in rates of graduation, employment rates or NCLEX-RN pass rates.

The curriculum for students enrolled in the RN to BSN online program allows students to achieve Baccalaureate Outcomes and Competencies, which are based on the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008). Students must complete general education course requirements as stipulated by university and Louisiana State Board of Regents core curriculum requirements. Nursing courses have been designed to capitalize on prior learning, while expanding knowledge and capabilities integral to the role of the baccalaureate nurse. Courses focus on transitioning to the role, utilization of research and evidence-based practice, quality and safety of patient care, care of groups and communities, and principles of leadership and management in nursing.

As previously noted, in 2012 the RN to BSN program transitioned to an online delivery format. The RN to BSN online program requires that a student earn 120 hours of credit, equivalent to the traditional BSN program that is offered face-to-face, and provides comparable education in professional nursing knowledge, skills, theories, and practices. The RN to BSN program courses consist of 30 credit hours that are all required and must be completed at the University of Louisiana at Lafayette. Students are able to earn credit for knowledge gained in previous nursing coursework via approved transfer credit. If a student's transcript review indicates that general education courses remain to be completed to qualify for the BSN, students have access to online versions of those courses at the university. These general education courses will also be offered in the same accelerated format with the same start dates as the nursing courses. Upon successful completion of NURS 354, Transition to Professional Nursing for RN to BSN, validation/block credit is granted for traditional generic BSN nursing courses (NURS 100, 104, 204, 208, and 310). The total amount of credit hours earned through block credit is 13 credit hours.

Graduates from the RN to BSN online program are expected to achieve the same competencies and outcomes as graduates from the traditional or generic program. Data related to outcomes such as progression rates, program completion rates, and graduation rates of students in both programs are collected from both tracks leading to a bachelor's degree in nursing. Assessment of specific student learning outcomes and attainment of expected end-of-program competencies are conducted similarly for both groups of students. The Department's Program Evaluation Committee evaluates and trends data for RN to BSN students and those in the traditional BSN program using an array of assessment instruments to determine and compare the degree of achievement by both groups of students, and subsequent analysis will continuously inform program improvement efforts.

**III-B. Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes.**

- **Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).**

The baccalaureate nursing curriculum reflects the discipline of nursing as articulated in the *Nursing: Scope and Standards of Practice* (American Nurses Association, 2010). Table III-F illustrates how specific baccalaureate program course objectives and learning experiences are derived to encompass each of the “Standards of Nursing Practice”. Table III-G shows how course objectives and learning experiences reflect the “Standards of Professional Performance”. As illustrated in Table III-E the Role for the Baccalaureate Generalist Nurse defined in the *Essentials* groups role behaviors and role attributes into the three broad categories of 1) “Baccalaureate generalist nurses are providers of direct and indirect care”, 2) “Baccalaureate generalist nurses are designers, coordinators, and managers of care”, and 3) “Baccalaureate generalist nurses are members of the profession and in this role are advocates for the patient and the profession” (AACN, 2008, pp. 8-9). Table III-H illustrates how these role behaviors and attributes are addressed in specific course and unit objectives throughout the curriculum.

The integration of informatics and the management of health information is an integral part of the curriculum. Implementation of recommendations from the Technology Informatics Guiding Education Reform (TIGER) initiative has resulted in course revisions which incorporate the usage and understanding of technology and the application of clinical and research evidence as a means of making practice decisions. For example, UNIV 200 covers the use of word processing, presentation, spreadsheet, and database software for communication, research, and productivity, as well as social, ethical, and human issues related to computer technology. The nursing curriculum introduces students to the knowledge and application of informatics beginning in the freshman year and this integration of informatics content continues throughout the curriculum.

Additional curriculum changes incorporating the Carnegie study’s recommendations to facilitate:

- Utilization of evidence as a basis for practice and development of clinical expertise, beginning with the first nursing course and threaded throughout the curriculum. For example, by means of content integrated into NURS 100, Nursing and Health Care Concepts, and NURS 104, Foundation for Professional Practice, students are introduced to the concept of evidence-based practice. In senior nursing courses such as NURS 403, Childbearing Family, Child and Adolescent Health Care, students examine the evidence about a practice issue, and present decisions and recommendations for practice change via poster presentations. NURS 404,

Scholarly Inquiry and Research, is taken concurrently with NURS 403 to cover foundational concepts of nursing research and evidence discovery.

- Emphasis on the use of clinical reasoning and multiple ways of thinking to support clinical decision making is integrated into multiple courses with emphasis on the major disease processes and health in the major clinical courses- NURS 208, 308, 318, 403 and 418.
- Transition from socialization practices to formational practices through experiential learning, reflection and early role development is also infused in courses across the curriculum. NURS 104, Foundations for Professional Practice, introduces concepts integral to role development, with an emphasis on fundamentals of policy-making, quality and safety, and health care organization and delivery. Focus on role development continues with NURS 204, Teamwork, Collaboration, and Patient Centered Care, which focuses on inter- and intra- professional communication. These foundational concepts are further developed in the major clinical courses (NURS 208, 308, 318, 403 and 418) as students utilize weekly clinical journals to reflect on their experiences in the clinical setting. Students also participate in debriefing sessions following simulation experiences which allow them to examine their performance in simulation.
- Preparation of BSN graduates as agents of change by introducing theories of organizational development, organizational change, and policy analysis and development throughout the curriculum is evidenced, for example, by content integrated into NURS 104, Foundations of Professional Practice, and by threading these concepts across the curriculum. In NURS 419, Contemporary Approaches to Nursing Leadership and Management, graduating seniors apply what has been learned throughout the program and integrate this knowledge into a major change project based on National Patient Safety Goals in which students examine organizations, leadership models and mechanisms for organizational change and present formal recommendations to area health care agencies.

The overall effect of these changes is a curriculum that will better prepare graduate nurses to perform in the complex world of healthcare. No nursing credits were sacrificed in the curriculum change; rather courses and important content relevant to national initiatives have been distributed more effectively across the curriculum to place a greater emphasis on the role of the nurse as the manager of care within organizations and systems. The redistribution of leadership content, a greater emphasis on quality and safety, and a heightened focus on informatics, evidence based practice and interprofessional communication enables the program to be better aligned with AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008).

Faculty also uses sets of practice guidelines, approved by professional nursing organizations, to develop theory and clinical content when designing courses in the curriculum. These standards and

guidelines also constitute benchmarks for the design of course and program learning outcomes. Clinical facilities are selected by faculty to achieve course and program objectives and to provide student experiences in a variety of health care delivery systems with multiple diverse populations. For example, in NURS 403, Childbearing Family, Child and Adolescent Health Care, students participate in providing care on inpatient pediatrics and obstetrics units, in school-based health centers, specialty clinics such as family planning and childhood disorders, and educate pregnant adolescents. Classroom, simulation labs, and inpatient and community-based clinical learning experiences provide rich and varied experiences that prepare students with the professional values, core competencies, and core knowledge outlined in the *AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008)* and which are required for the practice of the baccalaureate generalist nurse. Core courses and clinical courses are offered concurrently to most effectively introduce and integrate practice guidelines, theory and clinical content (Table III-I).

**III-C. The curriculum is logically structured to achieve expected individual and aggregate student outcomes.**

- *The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.*

Students in the baccalaureate nursing curriculum are able to declare a major in nursing when they enter the University as freshmen and take courses in the arts, sciences and humanities that provide foundational knowledge for nursing courses. These non-nursing foundational courses continue to contribute to graduate outcomes and competencies. During the first year in the curriculum students concentrate primarily on courses in the sciences and humanities that provide a foundation for later nursing courses. Required non-nursing courses and the placement of these courses during the freshman year can be viewed in Tables III-A, III-B, III-C, and III-D. Students continue with biology courses, in addition to required courses in communication and statistics, and arts and literature electives during their second year of study. Table III-J illustrates how select non-nursing foundation courses contribute to the development of graduate competencies.

During the first semester of the curriculum, NURS 100, Nursing and Healthcare Concepts, students are introduced to national health care systems in the U.S. and other countries and explore the nursing profession's role in promoting a culture of caring, quality, and safety in health care environments. The second required nursing course, Nursing 104, Foundations of Professional Practice, examines factors which influence nursing practice, including health care policy, regulation, and financing, and evolving technologies. This course also introduces nursing theory, nursing roles, systems theory, patient-centered care, and evidence based practice. These two introductory nursing courses in the current curriculum are taken concurrently with science and core courses to prepare students to enter the sophomore year.

Early non-nursing courses provide students with the building blocks of general education that will be incorporated throughout the nursing curriculum. For example, ENGL 101, Introduction to Academic Writing, and ENGL 102, Writing and Research About Culture, allow students to develop writing styles and skills that will be used in projects within nursing courses. Content learned in STAT 214, Elementary Statistics, is used in NURS 404, Scholarly Inquiry and Research, when students examine the research literature to identify and discuss evidence based practice issues. Courses in the sciences such as BIOL 220, Survey of Human Anatomy and Physiology, and BIOL 261, General Microbiology, cover content that students utilize in all the major clinical nursing courses as they examine antecedent disease and consequence of illness.

In the first semester of the sophomore year, Nursing 204, Teamwork, Collaboration and Patient Centered Care, provides students with the opportunity to learn the reasoning, analytical, and decision-making skills critical to the discipline of nursing. This course, along with previous nursing courses and the biology and chemistry requirements, provides students with the science and critical thinking background needed to be successful in the first clinical course, Nursing 208, Fundamentals of Caregiving.

NURS 208, Fundamentals of Caregiving, taken in the second semester of the sophomore year, and its co-requisite, NURS 209, Health Assessment Skills, teach students basic nursing concepts, health assessment psychomotor skills (Master Skills List in Resource Room), and therapeutic communication techniques. Students are guided to apply this knowledge and these skills in the Learning Resource Center (LRC) during nursing simulation activities and clinical settings. Prior non-nursing courses such as CMCN 200, Fundamentals of Effective Speaking, and BIOL 318, Advanced Human Anatomy and Physiology, provide background knowledge that facilitates comprehension of the content. Beginning with NURS 208, each clinical course is paired with one or more non-clinical core courses that further develop specific concepts of the clinical course. Table III-I illustrates the pairing of these core courses.

The first upper division course, Nursing 308, Adult Health and Illness I, combines classroom and clinical experiences to assist students in applying the nursing process with chronically ill young, middle, and older adults. Cognitive, affective, and psychomotor skills related to the content areas are introduced and developed as illustrated in the course objectives and the Master Skills List. Co-requisite courses during the first semester junior year include Nursing 309, Clinical Pharmacology and Nursing 310, Professional Values, Ethical & Legal Tenets of Health Care. Content previously learned in the non-nursing science courses, especially the biology courses in anatomy and physiology, assist the students in the examination of the effect of pharmacotherapeutics on body systems.

During the second semester of the junior year, students enroll in Nursing 318, Community and Psychiatric/Mental Health Nursing. The objectives of this course require students to apply all previous learning as well as new knowledge and to care for diverse groups of clients and individual clients in

community and psychiatric settings. Co-requisite courses, Nursing 319, Global Health and Nursing, Nursing 320, Health Care Perspectives of Aging, expand on the concepts presented in the Community and Psychiatric/Mental Health Nursing course. Non-nursing foundational courses such in sociology and psychology provide students with the background knowledge to understand the impact of mental health disorders on the patient psyche.

The first semester senior clinical course, Nursing 403, Childbearing Family, Child & Adolescent Health Care, guides students to apply new knowledge, concepts, and in school, community, and outpatient/inpatient settings. The paired core course, Nursing 404, Scientific Inquiry and Research, formally introduces students to the terminology and processes of nursing research and teaches them to locate and apply evidence-based knowledge to their practice. Within both of these courses students undertake projects that encourage them to examine evidence-based practices in the clinical setting. The non-nursing foundational course STAT 214, Elementary Statistics, gives students the background knowledge necessary to examine statistical results found in research literature.

During the last semester of the senior year, Nursing 418, Adult Health & Illness II, provides knowledge related to acutely ill young, middle, and older adults. Through classroom, simulated critical care lab, and clinical experiences, students have opportunities to gain practice and confidence in psychomotor skills (Master Skills List in Resource Room) and in independent management of increasing numbers of clients in acute care settings. The co-requisite core courses, Nursing 419, Contemporary Approaches to Leadership & Management, and Nursing 420, Bridge to Professional Practice, provide further knowledge in applying leadership concepts to the practice setting. Foundational courses in English provide the necessary background for the successful completion of writing assignments.

In addition to required courses in the baccalaureate curriculum, a number of nursing electives are offered which expand on related content and concepts from the clinical courses. The Curriculum Committee determines the need for each elective course in the overall curriculum structure, and approves any course development or revision. Current nursing electives offered include: N312, Basic EKG Interpretation, N314, Complementary and Integrative Modalities in Nursing, N333, Cultural Aspects of Health Care, and N343, Nursing in a Disaster. Students are also given opportunities to earn elective credit by participating in the UL Lafayette Studies Abroad Program, specifically the UL Lafayette France summer program. In addition, the Department of Nursing collaborates with the Department of Modern Languages to offer a language minor in either Spanish or French, specifically designed for nursing majors.

Students in the RN to BSN program must complete general education requirements in accordance with University of Louisiana at Lafayette and Louisiana Board of Regents core curriculum requirements. RN to BSN students must earn a minimum of 120 credit hours which is equivalent to the requirements for

generic or traditional students. Acceptable transfer credits are evaluated and awarded for each student on an individual basis.

Nursing courses in the RN to BSN program have been designed to capitalize on prior learning achieved at the associate degree level while at the same time expanding knowledge and capabilities essential to the role of the baccalaureate nurse. As in the traditional program, the *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) serves as a basis for course development in the RN to BSN program of studies.

Courses in the RN to BSN program are offered in a carousel fashion over seven week terms rather than in traditional semester-length formats. All nursing courses in the curriculum are required courses. General education course requirements may be satisfied as pre-requisites or as co-requisites to the nursing courses with the exception of the required statistics course which must be completed prior to enrollment in Nursing 406, Evidence-Based Practice for RN to BSN. All other general education course requirements and all nursing courses must be completed prior to enrollment in Nursing 499, Capstone Project.

Additional course offerings in the RN to BSN Program include Nursing 355, Health and Physical Assessment; Nursing 327, Community Health Nursing with Diverse Populations; Nursing 421, Nursing Leadership and Management for RN to BSN; Nursing 396, Professional Role Integration, and Nursing 344, Nursing in a Disaster for RN to BSN.

#### **III-D. Teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes.**

Teaching-learning practices and environments support achievement of expected individual student learning outcomes identified in course and unit objectives. Course syllabi list the teaching-learning strategies and course objectives. Clinical sites are carefully chosen to provide the best opportunity for students to meet their learning objectives with diverse populations in a variety of healthcare delivery systems and settings.

To assist in achieving student learning outcomes, technology is integrated into each course within the curriculum, beginning with non-clinical freshman nursing courses. Individual course websites, using the MOODLE platform, are developed to communicate course-related information, post assignments, share content resources, facilitate e-mail communication between students and faculty, and post grades. Each use of technology builds on the next, culminating with senior experiences in the simulated maternal/child and critical care laboratories and experiences with on-line testing in the computer lab to



help students prepare to write the NCLEX-RN. Table III-K illustrates the use of educational technology across the curriculum.

### ***Didactic Teaching-Learning Practices***

#### Traditional Face-to Face

The introductory syllabus pages for each nursing course, clinical and non-clinical, list the teaching-learning strategies used in that course. Instructional methods utilized across the curriculum include lecture, group activities and projects, audiovisual aids, the use of the MOODLE Learning Management System, structured clinical post-conferences, and low and high fidelity simulation as well as other instructional materials. Table III-L illustrates how these instructional methods are used to incorporate the nine core competencies.

#### Hybrid

Hybrid courses are those that consist of 50% face-to-face teaching and 50% of the content delivered online. Currently, NURS 343, Nursing in a Disaster, is taught as a hybrid course during the Fall and Spring semesters. During the winter and summer intersessions as well as the regular summer semester, pre-clinical courses are taught as hybrid courses to facilitate matriculation of transfer and change-of-major students. Instructional methods include discussion forums, online quizzes, lectures utilizing lecture capture software, and individual and group projects.

#### Online

The university considers online courses to be those that consist of at least 80% of course content delivered in this manner. The RN to BSN program is delivered as an online program, and includes all elements of online teaching pedagogy. These consist of discussion forums, online exams, use of lecture capture software for content delivery, synchronous class meetings via Blackboard Collaborate, and utilization of Proctor U for exam proctoring. At the beginning of the program, all students enroll in NURS 353, Orientation for RN to BSN, which provides a comprehensive introduction to online learning for students with a range of technological skills. Specific measurement criteria are in place to evaluate achievement of the Baccalaureate Program Graduate Outcomes and Competencies for this program (Table I-B).

The University Office of Distance Learning provides support to both students and faculty who teach in the online environment and all faculty teaching online are expected to attain *Quality Matters* certification within one year of being assigned to teach online. This transition of the RN-to-BSN program to an online program clearly aligns with the University's mission: "to achieve excellence in undergraduate and graduate education, in research, and in public service;" and its strategic plan, which is evident in the commitment by the University in relation to resources to facilitate high quality distance education.

***Clinical Teaching-Learning Environments*** [See Standard II, Element II-B (p.45) for detailed

information on physical resources, including didactic environments and computer laboratories.]

#### Traditional Face-to Face

The Department Head, BSN Coordinator and Semester Coordinators select clinical facilities and sites to achieve course and program outcomes. A listing of agencies used for clinical experiences during recent semesters is found in Table III-M. Agency-specific contracts, signed by an agency representative, the Associate Dean, and the University Provost/Vice President for Academic Affairs, are developed and executed for all clinical sites. The contracts, reviewed annually, include expectations, rights and responsibilities of each party. The Department has long-standing working relationships with the majority of the contracted agencies. If deficiencies in a particular facility or unit cannot be resolved, a decision may be made by course faculty, after consultation with the Department Head and the BSN Coordinator, to discontinue placement of students in that facility or on that unit.

The selected clinical agencies provide students with learning opportunities with diverse populations in a variety of health care delivery systems, and encompass the three fundamental aspects of generalist nursing practice as outlined in the *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) – direct care of the sick in and across all environments, health promotion and clinical prevention, and population-based health care. Clinical agencies and sites include acute and long-term care facilities, outpatient clinics, school-based health centers, day care centers, community clinics, hospice care, home care, and agencies that serve vulnerable populations. The faculty evaluates experiences in these sites on a yearly basis using the Faculty Evaluation of Clinical Area tool. Agency representatives also annually evaluate the effectiveness of student experiences using the Agency Evaluation of Clinical Component, and students evaluate their clinical experiences, didactic experiences and faculty via completion of Student Evaluation of Instruction (SEI) each semester and with the Graduating Senior Questionnaire at the completion of the program. In addition, agencies are also evaluated initially and periodically using criteria established by the Louisiana State Board of Nursing.

Student ability to transfer knowledge from theory to practice as well as development of clinical judgment is reinforced throughout the curriculum through analysis of case studies during lectures and clinical post-conferences. In response to program evaluation data, formal use of clinical case studies during clinical post-conferences was implemented at all levels during the Spring 2007 semester and continues to be evaluated each semester. Other structured post-conference activities are implemented in each major clinical course based on the identified needs of the students.

Assessment Technologies Incorporated (ATI) Nursing Education learning products are introduced to students in their first clinical course. Beginning in NURS 208, students have access to Learning Tutorials and the Skills Modules Series that supplement both didactic and clinical content. Student access to these adjuncts to the classroom and clinical setting at any time reinforces content and

allows them to learn at times most convenient and productive for them. For example, in NURS 403, students may observe the faculty member performing application of a fetal monitor as well as practice in the Maternal Child Simulation Lab; when the student returns home he/she may also review the procedure by accessing the ATI skills module online. The skills modules also reinforce evidence based practice by providing references for review as a quiz is available for each module. The implementation of ATI skills modules allows faculty to identify learning needs that can also be addressed through post-conference activities.

#### Simulated Clinical Environment

Simulation is vertically integrated into the curriculum in order to provide students with realistic patient experiences. VL Wharton Hall houses a well-equipped Learning Resource Center (LRC) with simulators, computers, mannequins and up-to-date equipment. The Department of Nursing has two state-of-the-art high fidelity simulation laboratories, one focused on critical care and one focused on maternity/pediatrics care, which students utilize at different levels in the curriculum. These simulation labs afford the students opportunities to practice in a simulated healthcare environment, gaining experiences and insight into performance within the safe confines of the laboratory setting.

Simulation experiences begin in the first clinical course, Nursing 208, Fundamentals of Caregiving, and Nursing 209, Health Assessment Skills. The use of simulation early in the curriculum allows students to become familiar with simulation technology in a graduated manner, beginning with auscultation of heart and lung sounds on manikins and progressing to the use of venipuncture simulators, auditory simulators for the psychiatric setting, and then simulation experiences in the two high fidelity simulation laboratory settings (maternity/pediatrics and critical care) in the senior year. Utilization of high-fidelity simulation experiences at the end of the students' baccalaureate nursing education facilitates the incorporation of concepts and skills learned throughout the curriculum such as leadership, basic and complex nursing skills, interprofessional collaboration, evidence based practice, assessment skills, pharmacology, disease management, communication skills, critical thinking and the ability to evaluate and improve performance. In the high fidelity simulation labs, students are able to provide patient care in the simulated environment that allows them to enhance skills that reflect all areas of the Baccalaureate Program Graduate Outcomes and Competencies (Table I-B). Prior to engaging in simulation experiences, students receive objectives specific to the simulation scenarios to be performed that day and they have the opportunity to evaluate the experience; these evaluations are used to modify and enhance the experience in subsequent semesters. Students evaluate the simulation experiences each semester to provide information related to the need for revision of simulation scenarios and objectives. Course faculty frequently compare the equipment and supplies used for teaching skills in the LRC and in the simulation

laboratories with that used in the clinical agencies to ensure that the LRC is stocked with currently used supplies and equipment.

**III- E. The curriculum and teaching-learning practices consider the needs and expectations of identified communities of interest.**

Communities of interest for the baccalaureate program include (1) current and future students, (2) employers of graduates, (3) alumni of the program, (4) faculty teaching in the baccalaureate program, (5) the university community, and (6) official regulatory/accrediting agencies, boards, and organizations. Since each of these communities of interest has a stake in maintaining the quality of the program, formal and informal mechanisms are provided for feedback into policies and curriculum matters.

(1) Students

A snapshot of the nursing student population from Spring 2012 (n=1051) reveals a population that is predominantly Caucasian (74%), female (84%), and the average age is 25 years old. Major ethnic groups represented in the nursing student body are African-American (20%) and Hispanic (3%). Approximately 5% of the students are from out-of-state, and 9 of the 1051 nursing majors are international students (Department of Nursing Student Services, Spring 2012). Many students are first-generation college students, most live in communities of less than 50,000 people prior to enrolling in College, and about half are working while in school.

These data, along with related facts assist the faculty with planning learning strategies to better meet students' specific needs and to promote their academic success. Table III-N outlines student needs and expectations related to the curriculum and teaching/ learning practices, and lists methods used for student input and evaluation.

Utilizing a Likert scale of 1 (strongly disagree), 2 (moderately disagree), 3 (slightly disagree), 4 (neutral), 5 (slightly agree), 6 (moderately satisfied), and 7 (very satisfied), the AACN/ EBI Undergraduate Education Exit Assessment reveals that in general, graduating seniors are satisfied on the eleven factors assessed by the survey.

<u>Factor</u>	<u>2008 mean</u> (n= 123)	<u>2009 mean</u> (n= 101)	<u>2010 mean</u> (n= 135)	<u>2011 mean</u> (n= 135)	<u>2012 mean</u> (n= 127)
1-Quality of Nursing Instruction	5.30	5.08	4.99	5.07	5.27
2-Overall Program Effectiveness	5.28	5.07	4.48	4.78	4.98
3-Core Knowledge	5.84	5.90	5.46	5.53	5.51
4-Role Development	6.16	6.10	5.27	5.19	5.31

5-Technical Skills	6.48	6.33	6.09	6.10	6.20
6-Core Competencies	6.17	6.00	5.70	5.69	5.83
7-Professional Values	6.42	6.30	5.90	5.91	6.11
8-Course Lecture and Interaction	5.72	5.86	5.48	5.59	5.66
9-Work and Class Size	5.48	5.35	4.93	5.18	5.28
10-Classmates	5.80	5.72	5.29	5.33	5.68
11-Facilities and Administration	5.24	5.12	4.64	5.11	4.97

In response to a moderate decline in results on various EBI factors over a three year period (2008, 2009, and 2010), faculty responded with a thorough analysis of possible reasons and implemented remedial measures to improve results. Some of these measures included a curriculum audit to determine omitted content, sequencing and repetitions; an increase and strengthening of simulation opportunities in all upper division clinical courses; an examination of course fees required of students (ATI assessment exams, laboratory fees and course syllabus); improved communication between faculty and students, and facilities improvement which included the construction of two more SMART rooms (Curriculum Committee minutes January 21, 2010; March 3, 2011 and September 15, 2011; BSN Faculty Meeting minutes, September 29, 2011).

Student representatives from the BSN program serve on departmental committees where they provide valuable input. Formal student focus groups, arranged by curricular level and facilitated by pairs of Semester Coordinators, are conducted annually and provide an additional avenue for student input into the program. In these meetings, small groups of representatives from each level are asked open-ended questions such as “What makes you feel positive about the College; what negative feelings/perceptions do you have about the College/ Department?” and “What kinds of behaviors from faculty indicate to you that they care about you as a student and as an individual?” Student comments are summarized by the facilitators and then presented and discussed at a Semester Coordinator meeting (Semester Coordinator minutes, February 9, 2012); summarized trends are reported to full faculty.

The Dean’s/BSN Advisory Council, attended by student representatives from every course as well as the Dean, Associate Dean, Department Head, and the BSN Coordinator, provides another opportunity for students to discuss with administrators their concerns and satisfactory experiences with the program. Beginning Fall 2012, RN to BSN students will be invited to participate in the Dean’s/BSN Advisory Council meetings via telephone conferencing or Skype. Feedback from these meetings is reviewed by the BSN Coordinator, discussed with Semester Coordinators, and brought to the Curriculum Committee if action is needed. An example of a change brought about by these meetings relates to

student's concern about higher class-related fees. Most of the increased class fee cost was associated with fees for a simulation package implemented in N418 (Elsevier Simulation Learning System) and a computerized portfolio program for tracking of clinical experiences and hours (Typhon). Faculty reviewed the cost-effectiveness of both of these programs and based on faculty and student feedback regarding return on investment, the decision was made to discontinue the use of these programs (Curriculum Committee minutes, May 4, 2011) and replace the simulation package with a less expensive but excellent program produced by Pearson Education (Curriculum Committee minutes, May 4, 2011).

The annual Student Evaluation of the Learning Resources Center (LRC) allows students to validate the usefulness of the LRC, including the Simulation Labs, AV Lab, and Computer Lab in their learning experiences. Student comments in relation to the availability of supplies for skills practice and demonstration prompted the implementation of a pilot project that provides each student in clinical courses with a "skills supply kit" (Evaluation of LRC and Simulation Labs: Comments, Spring 2012). This pilot was implemented during the Fall 2012 semester, with no additional cost to students. Student input was also instrumental in the adoption by the faculty of ATI Skills modules to facilitate the learning of psychomotor skills (Curriculum Committee minutes, September 15, 2011). These modules can be accessed by students at any time from their personal computers or mobile learning devices to review the skills demonstration videos, to study critical information about the skills, and to evaluate their learning utilizing the quizzes for each module.

The University and the Department of Nursing are committed to the success of all students, including those identified as being at risk for poor academic performance. In 2008, the University implemented a mentoring program for at-risk students to foster their scholarly success. Since the beginning of this program, a number of faculty in the BSN program have been involved as volunteers mentoring at-risk nursing students starting at the freshman level. Evaluation of this program has shown an increase in college success for these at-risk students.

In keeping with the strategic imperatives outlined by the University President, the number of online nursing course offerings has increased significantly in recent years. The faculty appreciates the importance of this teaching method in facilitating access to students who work to finance their studies, have family responsibilities, and/or live in rural areas. Several faculty members in the BSN program have attended Distance Learning Education courses offered by Office of Distance Learning to increase their competence in online learning. Nursing 343, Nursing in a Disaster, is taught using a hybrid format and student evaluation of instruction (SEI) indicates student satisfaction with this teaching method. The RN to BSN program is completely online and the faculty are either fully certified or pursuing certification in distance learning education.

## (2) Employers of Graduates

According to the Spring 2012 AACN/EBI Undergraduate Education Exit Assessment of graduating seniors, 81% of BSN graduates plan to remain in the area following graduation, therefore the area health care agencies are an important community of interest for this program. In addition, since 99.2% of graduates intend to seek their first job in an acute care setting, the area hospitals and surgery centers represent a priority community of interest. Table III-O outlines community employer needs and expectations related to the curriculum and teaching/ learning practices, and lists methods used for employer input and evaluation.

Using the annual Agency Evaluation of Clinical Component instrument, managers on clinical units or in agencies have an opportunity to evaluate the collaborative working relationships they experience between the staff, students, and faculty, and the contributions that faculty and students make to patient care. Although positive results and comments such as “Students are very responsive to patient’s needs, positive comments are made about students from patients and families” (Nursing 208) and “students are very comfortable with staff and they feel they can ask questions easily, staff works well with the students and instructor, patients and family members make good comments at the end of the day about the care and knowledge of the students” (Nursing 418) are the norm, managers also offer suggestions to enhance student learning experiences. Suggestions from the 2008-2009 survey included comments such as “I would like to see the students come to more clinical on detoxification to gain a better understanding of the area”. As a result of this feedback and other resources indicating the importance of this experience for psychiatric/mental health nursing, one clinical day on a detoxification unit was incorporated into Nursing 318 clinicals. Compiled survey results are presented annually at a Curriculum Committee meeting (Curriculum Committee Minutes, November 3, 2011) and discussed at specific course meetings as indicated.

The One-Year and Three-Year Follow-up of Graduates Employer Questionnaire asks direct supervisors of graduates to evaluate their employee in specific areas of graduate competencies. Competency areas of “professional values and attitudes, caring, communication, psychomotor/technical competence, evidence-based practice, core knowledge, and critical thinking” are evaluated. Results of the one-year follow-up of graduates for the years 2008 through 2011 revealed the following positive results:

<u>Competency Area</u>	<u>Number of Items</u>	<u>Mean Score Years 2008 - 2011</u>			
		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Professional Values and Attitudes	4	98.3%	96.5%	100%	95.5%
Caring	2	99.5%	100%	100%	95.5%
Communication	2	99.5%	100%	100%	99.5%
Psychomotor/Technical Competence	3	100%	100%	100%	100%
Evidence-Based Practice	2	100%	97%	100%	95.5%
Core Knowledge	1	100%	100%	100%	100%
Critical Thinking	2	97%	99.5%	100%	100%

As with the student community of interest needs and expectations, NCLEX-RN scores are an indicator that the nursing curriculum provides the knowledge and skill set required for safe beginning nursing practice. Employers hire and orient new graduates with the expectation that they will pass the NCLEX-RN and will continue employment as registered nurses. The program's pass rates are consistently higher than state and national averages for other RN nursing programs of all types.

(3) Alumni of the Baccalaureate Program:

Since the one year follow-up of the 2009- 2010 graduates indicates that most respondents (78%) are still employed in the Lafayette and Acadiana area, and the three year follow up indicates a similar trend of 64% employed in the area, the program's alumni are a large part of this area's RN workforce. As such, they are the future employers and colleagues of current and upcoming students in the program and have an interest in the continuing quality of the program. Table III-P outlines alumni needs, expectations, and methods used for input and evaluation in the areas of curriculum and teaching practices.

Results of the one year follow-up survey of graduates from Fall 2009/Spring 2010 indicated that all respondents "strongly agreed" or "agreed" that their undergraduate nursing education prepared them for their career in nursing, and 74% were "strongly inclined" or "moderately inclined to recommend the program to a friend or relative". The three year follow-up of graduates from 2007-2008 showed that 100% of the respondents strongly agreed that their undergraduate nursing education prepared them for their career in nursing, and they were strongly or moderately inclined to recommend the program to a friend or relative. Furthermore, data for the past 5 years indicate that more than 50% of students enrolled in the ICMSN Graduate Program are former graduates from UL Lafayette's BSN program also indicating that undergraduates are being sufficiently prepared for graduate education in nursing.



<i>Year</i>	<i>UL MSN Program Total Enrollment</i>	<i>Number of UL Nursing Graduates</i>
2008	123	67 (54.47%)
2009	138	79 (64.23%)
2010	150	74 (43.33%)
2011	181	98 (54.14%)
Spring 2012	115	69 (60.00%)

In addition to opportunities for alumni to network with former classmates and other program alumni at CE and professional meetings (such as Sigma Theta Tau and Louisiana State Nurses Association District IV meetings), BSN program alumni also hold formal positions on the faculty organization's Alumni Committee. They also can serve on the Nursing Continuing Education Committee where they are able to share professional development ideas and plan ways to connect alumni to activities in the College and the University.

(4) Faculty

Faculty input into the curriculum and teaching/learning practices in the baccalaureate program is integral to the quality and outcomes of the program. Table III-Q lists faculty needs, expectations, and methods used for input and evaluation in areas of curriculum and teaching/learning practices.

The Faculty Organization of the College of Nursing and Allied Health Professions (see Department of Nursing Faculty Guidebook) provides a formal means for faculty input into curriculum design, evaluation, and educational resources to support curriculum goals. The Semester Coordinators' group provides an additional forum for discussion of academic and curricular issues, and each group of course/ semester faculty provides a third avenue for discussion and input into the curriculum. Commonly, all these groups meet on a monthly basis.

Faculty have the opportunity each Spring to select committees on which they would like to serve during the following academic year. Using these faculty preferences, the Department Head and BSN Program Coordinator assign committee memberships. Committees that specifically address curriculum and teaching/learning issues within the Faculty Organization are the Curriculum Committee and the Program Evaluation Committee. Major decisions affecting the program, such as those outlined to address NCLEX-RN pass rates, are discussed in committee (Curriculum Committee minutes, November 3, 2011) and then brought to the entire Faculty Organization for discussion and approval ( NCLEX® Program Report, Fall 2011).

Formal resources and curriculum-related input is provided annually by faculty on two program evaluation surveys. The Survey of the LRC provides faculty feedback into the resources and functioning of the clinical skills lab, simulation labs, the computer lab, and the audio-visual lab. Faculty input concerning crowding in the skills lab rooms at the beginning of the semester (Nursing 308 minutes, September 13, 2010) has helped LRC personnel better coordinate supply and space needs.

The annual Faculty Evaluation of Clinical Component gives faculty the opportunity to provide formal input concerning the clinical agency sites they have used for student experiences. Faculty specifically evaluate learning sites according to the environment's appropriateness for meeting student learning objectives, and staff/faculty/student relationships that enhance learning. Faculty also write narrative comments such as "this unit provided patients with a large variety of disease processes, the students were able to directly apply concepts in theory, to see the nursing process in action, and were exposed to as much technology to incorporate into practice" (Nursing 208 comments from 2010-2011 survey) or "one or two nurses are openly hostile to the students and seem to enjoy undermining them" (N403 comments from 2010-2011 survey). The course faculty, Semester Coordinators, BSN Program Coordinator, and Department Head discuss the comments and make changes as needed to facilitate student learning, which may involve discussions with hospital administrators and/or changing clinical units.

Avenues for faculty feedback on administrative leadership effectiveness include annual Faculty Leadership Evaluations for course faculty to evaluate (1) the Semester Coordinator for their course, and (2) the BSN Program Coordinator. At the university level, annual leadership effectiveness evaluations of the Dean, the Department Head, and various other positions in the university administration are coordinated by the Office of Institutional Research. Results of all of these leadership surveys are shared with the person being evaluated and results are discussed with their immediate supervisors as indicated.

##### (5) University Community

The overall university community has a vested interest in the continuing quality of the baccalaureate program and the success of its graduates. As one of the largest and most visible departments in the university, the BSN program in the College of Nursing and Allied Health Professions accounts for about 10% of the university's undergraduate enrollment. Table III-R lists the university needs and expectations, and the methods used for input and evaluation in areas of curriculum and teaching/learning.

The Faculty Handbook of the University of Louisiana at Lafayette outlines the scope and structure of University input into all academic programs on campus, including the BSN program, in areas of administrative organization, fiscal policies, instructional and research policies, faculty personnel

policies, faculty benefits, and educational resources. Annually, faculty are asked to indicate their interest in serving on various standing university committees. University committees that give direct input or evaluation into the BSN program curriculum and teaching/learning practices include the Academic Affairs and Standards Committee, the University Curriculum Committee, the General Education Committee, the Distance Learning Council, the Disability Concerns Committee, the Discipline Committee, and the Faculty Grievance Committee (See Criteria I-D and II-E for further discussion of faculty participation on University committees.)

As discussed in the section on student needs and expectations as a community of interest, each semester's Student Evaluation of Instruction (SEI) questionnaires give opportunities for students to offer feedback on the quality of instruction for every course, and provides the university with a method to compare instruction across colleges and departments. Department Heads, including the Department Head of the BSN program receive compiled results for each faculty member in the department as well as the comparison results for the campus. Individual faculty's SEI results are also used for input into the university-directed annual performance evaluation of faculty that takes place at the completion of each calendar year. Annual student evaluations of instruction results are compared within each department, college, and across campus to determine evaluation category placement. The BSN program results traditionally rank among the highest in the University.

As a program in a state institution supported by public funds, the BSN program is responsible for using fiscal resources to meet the needs of the community, e.g., graduate nurses who provide healthcare to the population. The Office of Institutional Research tracks graduation rates for the nursing program as well as all other programs on campus. The Student Services office in the College of Nursing and Allied Health Professions also tracks college graduation rates. Generic students following the traditional curriculum plan are tracked from entry into Nursing 208, the first clinical nursing course. Students from the Accelerated Option (AO) program were tracked from entry into Nursing 240 (Transition to Professional Nursing for Second Degree Seeking Students). This option began in August, 2004 with a group of 10 students admitted per semester and the last cohort graduated in the Fall of 2010. Comprehensive data on completion rates for the BSN program (generic, MINE and Accelerated Option students) are available in Tables IV-G through IV-I.

Other informal methods of input into the BSN program occur as university administrators serve on area health agency boards, area business organization boards, boards of civic organizations, or on city and state governmental committees. Community input related to program outcomes is then communicated by the university administrator to the Dean or Department Head for information or action.

(6) Regulatory/ Accrediting Agencies and Organizations

The official regulatory body for the BSN program is the Louisiana State Board of Nursing under State of Louisiana *Rules and Regulations, Title 46, Professional and Occupational Standards, Part XLVII. Nurses, Subpart 2. Registered Nurses, Chapter 35: Nursing Education Programs* (pp. 32-44). The education-related purpose of the Board is “to safeguard the life and health of the citizens of Louisiana ... [by establishing] standards for educational programs preparing individuals for nursing practice” (Louisiana State Board of Nursing, 1998, p.5).

The purpose of professional accreditation is to ensure” the quality and integrity of BSN and graduate education programs preparing effective nurses. Accreditation serves the public interest by assessing and identifying programs that engage in effective educational practices” (American Association of Colleges of Nursing, 2012). Initial CCNE accreditation of the BSN program was awarded in 2008. Table III-S lists the needs and expectations of agencies or organizations that regulate or accredit the program, and methods these organizations have for input and evaluation in areas of curriculum and teaching/learning practices.

The primary method for curriculum input by each of these regulatory or accrediting agencies is the set of published criteria used by the specific organization for evaluation of the program. Each accrediting/regulating body requires a periodic faculty-led self-study of the program, using that organization’s specific criteria, and an onsite visit by agency or organization representatives who have read the self-study report. The on-site visit gives opportunities for the representatives to provide feedback and input into the structure, curriculum, policies, and outcomes of the program.

Open communication with administrators in area health care agencies is further facilitated through formal and informal visits with nursing administrators in their agencies or at professional meetings.

**III-F. Individual student performance is evaluated by the faculty and reflects achievement of expected individual student learning outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.**

All criteria for grading student assignments, exams and clinical performance are available in course syllabi or are posted on MOODLE course sites. Standardization of evaluation processes across the curriculum, i.e., consistent grading scale, is facilitated via departmental policies which are included in the Department of Nursing Faculty Guidebook and Student Handbook. Evaluation methods and policies are described in each course syllabus and vary according to course objectives and learning outcomes.

(1) Faculty-designed and National Standardized Exams:

The faculty-designed exams consisting of multiple choice questions and NCLEX-RN-type innovative items are the dominant form of evaluation for didactic courses in the traditional BSN program. The goal is for the student to answer 3,000 to 4,000 NCLEX-RN style questions prior to graduation. The cognitive and difficulty levels of evaluation increase as the student progresses in the program. In addition, faculty-designed clinical reasoning exams are administered in each upper division clinical course to further assess students' clinical judgment and the application of theoretical content into clinical nursing practice. These exams offer an alternative to multiple-choice exams and are graded with a faculty-designed rubric that indicates the assigned points and accepted answers for each item. Students requiring special classroom or testing accommodations are provided with the required adjustments determined by the University Office of Disability Services.

Student learning in the upper level clinical courses is also evaluated by standardized content-specific proctored assessment tests offered by ATI. These ATI national standardized exams were introduced to assess student performance as individuals and aggregates. The exams grant students an additional opportunity to appraise their knowledge and understanding of content areas as they progress through the curriculum. An ATI remediation package is available to students, and course faculty directs students who performed below the Level 2 benchmark to complete the remediation of appropriate content areas. Results of these tests are reviewed by course coordinators; an improvement plan for each course is developed and discussed in Course Coordinators and Curriculum Committee, and in Faculty meetings as needed (Curriculum Committee minutes, May 4, 2011).

(2) HESI examination:

In addition to the above assessments, graduating senior students also write the HESI Exit Exam to predict their future NCLEX-RN performance. Results are reviewed by the course faculty and Semester Coordinators, and by the Curriculum Committee if program action is needed. A 'remediation' program is developed to address weak content areas and students who performed poorly on this exam are mandated to attend remedial sessions presented by faculty (Course Performance Improvement Report, Nursing 418, Spring 2012). The Department Head and BSN Coordinator also schedule individual advising conferences with students with aggregate scores below benchmark to discuss NCLEX-RN preparation strategies and assist them with developing a plan of action for exam success. HESI exam results closely correlate with the ATI comprehensive predictor proctored assessment (Curriculum Committee Annual Report 2010-2011).

(3) Scholarly Assignments:

Students in most generic BSN program courses are required to compose papers, conduct group projects, and /or develop and impart poster presentations to a designated audience of classmates, department of nursing students, the university community or at the Sigma Theta Tau “Accent on Scholarship” annual conference. These assignments are graded with course specific evaluation forms by faculty and students.

Students in the RN-BSN Program participate in online group discussion boards, video and audio-enhanced online chat sessions, guided self -reflection and self-assessment activities, structured writing assignments, individual projects, and data management activities using decision-support tools. Faculty developed rubrics to evaluate individual student performance in each course activity. Students are also evaluated with weekly online quizzes that provide them with instant feedback on their performance. Course faculty contacts students frequently via e-mail, phone or video conferences to answer questions, assess individual student progression and/or difficulties with course requirements.

Clinical Performance Evaluation:

Faculty provides clinical students with weekly formative evaluations and formal midpoint and end-of-semester summative performance assessments. Both formative and summative evaluations include a student self-evaluation and a faculty appraisal which are discussed with the student at individual clinical conferences. Course specific psychomotor skills are evaluated with a return demonstration in the LRC before performing them in the clinical area under faculty supervision. Skills remediation via the skills lab and ATI skills modules is assigned to students as needed to improve their performance during the clinical experience. Students in jeopardy of failing either the didactic or clinical portion of the course are scheduled for an individual conference with faculty and receive a formal Interim Advisement with strategies for meeting their learning outcomes.

Based on student and faculty input in course evaluations, several revisions have been implemented regarding student performance evaluation. For example, changes were made in the student Clinical Evaluation form which was originally based on the ‘emotional intelligence model’. The new form also reflects progress toward acquisition of QSEN and AACN competencies, and the increased level of clinical performance throughout the curriculum (Curriculum Committee minutes, May 4, 2011).

(4) Clinical Simulation:

Another strategy to increase student acquisition of knowledge, skills and attitudes needed for entry into practice and to maximize performance on NCLEX-RN relates to the incorporation of more high-fidelity simulation-based clinical scenarios in upper level clinical nursing courses (NCLEX-RN Pass Rate Performance Improvement Plan, 2011). Clinical simulation provides another method of formative evaluation of student performance.

The BSN Program has two state of the art high-fidelity simulation labs and a debriefing room with the necessary electronic equipment. Students performing the simulation can be viewed in the debriefing room by other members of the clinical group through a monitor that broadcasts the simulation experience captured by the cameras in the simulation lab. Simulations are performed with small groups of students and end with debriefing sessions facilitated by faculty. Guided reflection, debriefing strategies, and a QSEN-based debriefing tool are utilized in this process. The debriefing focuses on the care provided during the clinical scenario and the transfer of core knowledge to clinical practice. Students analyze the clinical scenario, evaluate their performance during simulation and identify areas for improvement. Student evaluations of clinical simulation experiences indicate that the majority agree and strongly agree with questions such as “participation in simulation improved my ability to apply knowledge in the clinical setting” and “participation in simulation activities improves my confidence in the clinical setting”(Evaluation of LRC and Simulation Labs, Nursing 403, Spring 2008 through Fall 2011).

**III-G. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.**

Curriculum evaluation and evaluation of teaching learning practices take place at three levels: course level, Semester Coordinators level, and BSN program level.

(1) Course-level:

The BSN program uses a “master teacher” model for didactic instruction in which one faculty facilitates the majority of content in each major area of instruction. The master teacher in each area is responsible for assuring that the classroom and clinical content is current, accurate, and cohesive, and is responsible for construction of course examinations. Faculty engaged in classroom and/or clinical instruction are evaluated at least every three years by the Department Head or BSN Coordinator, a peer evaluator selected by the faculty member, and by self-evaluation. Student Evaluation of Instruction (SEIs) provides feedback each semester on the quality of classroom and clinical instruction. Items related to student satisfaction with classroom and clinical instruction are also included in the AACN/EBI Undergraduate Nursing Education Exit Survey. Results of these student satisfaction questionnaires are reviewed as they become available by faculty committees (Semester Coordinators, Curriculum Committee, Program Evaluation Committee) and administration, and results are discussed with the full faculty and on an individual basis as appropriate.

Course-level faculty review the content and requirements for each course on at least an every semester basis as syllabi are revised for the following semester. Major changes in course content and changes in textbook must be approved by the Curriculum Committee.

Course-level meetings are scheduled monthly and are attended by the Semester Coordinator, clinical faculty, and other didactic course instructors assigned to the courses. Semester Coordinators and faculty review course content and requirements each semester to ensure currency and appropriateness. Course content and requirements are compared with student outcomes, and changes are made as indicated.

(2) Semester Coordinator level:

The Semester Coordinator, with input and guidance from the BSN Curriculum Coordinator and the Department Head, is responsible for selecting clinical sites that enable students to meet the course objectives and which meet LSBN criteria. Course faculty also give input into the clinical needs of students and the appropriateness of various clinical experiences. The quality of the clinical experience is evaluated by the clinical agencies and clinical nursing instructors with annual surveys developed by the Program Evaluation Committee, as well as by students in the form of Student Evaluations of Instruction (SEIs) at the end of each semester. Semester Coordinators also review their clinical faculty SEIs and assist with administrative evaluations by providing input on course faculty performance.

If curriculum changes are indicated at the course level, the proposed change is brought by the course or Semester Coordinator first to the Coordinators Committee and then to the Curriculum Committee for further discussion and approval. Examples of changes that have been made based on evaluation of curriculum and teaching-learning practices include a revision of the curriculum to promote introduction of leadership and management skills earlier in the program and strengthening the focus on quality and safety content area (NCLEX-RN Pass Rate Performance Improvement Plan, 2011).

(3) BSN Program level:

At the program level, the BSN Curriculum Committee meets monthly to direct the development of all courses in the curriculum to ensure that the mission, goals, and outcomes of the program are used as the basis for determining, organizing, and updating course content. The Committee, composed of Department Head, the BSN Program Coordinator, all Semester Coordinators, four non-administrative faculty, and a student representative, reviews components of the curriculum on a regular basis as outcome measures compiled by the Program Evaluation Committee become available, and as trends in health care and nursing emerge.

In 2010, BSN program NCLEX-RN scores experienced a slight decrease in the passing rate. The faculty responded with a rigorous analysis of possible factors that could have contributed to this situation, and implemented measures to increase the performance of graduates on RN-NCLEX-RN (NCLEX-RN Pass Rate Performance Improvement Plan, 2011). Some of these measures included the decision by the BSN Curriculum Committee to utilize ATI exams as an additional method for assessing student learning, and benchmarking their performance against national standards (Curriculum Committee minutes February



17, 2011). The exams assess 8 content areas: fundamentals, medical-surgical, psych/ mental health, community, maternity, pediatrics, pharmacology, and leadership/ management. Proficiency levels on ATI content exams range from 1-3, with 3 representing the highest performance. Level 3 indicates that the student has exceeded proficiency expectations for NCLEX-RN success. Level 2 reveals that the student's performance exceeds minimal expectations for this content area and success is fairly certain. Level 1 indicates minimum proficiency and some likelihood that the student may be successful on the NCLEX-RN for that content area. A score below a level 1 suggest a significant risk of failure on the NCLEX-RN. The BSN program's benchmark for the content assessments is a Proficiency Level 2. Course coordinators analyze the results for each clinical course and submit an annual performance improvement plan to the Curriculum Committee (Nursing 418 Performance Improvement Plan, Spring 2011). ATI results for Adult Medical-Surgical and Pharmacology content areas from Fall 2010 through Spring 2012 indicate the following:

<b>ATI Exam: Adult Med-Surg</b>				
	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Level 3	10.6%	15.2%	8.1%	18.2%
Level 2 Benchmark	27.3%	42.4%	22.6%	48.2%
Level 1	53%	37.9%	62.9%	30.0%
Below Level 1	9.1%	4.5%	6.5%	3.0%
National Level Score	61.7%	61.7%	63.3%	63.3%
ULL Score	57.6%	65.2%	45.2%	72.7%

<b>ATI Exam: Pharmacology</b>				
	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Level 3	12.1%	18.2%	0.00%	1.50%
Level 2 Benchmark	65.2%	65.2%	29.1%	70.8%
Level 1	21.1%	15.2%	59.7%	26.2%
Below Level 1	1.5%	1.5%	11.3%	1.5%
National Score	62.3%	62.3%	58.2%	58.7%
ULL Score	77.3%	83.3%	61.3%	87.7%

As noted in the preceding table, in 2011 the number of students scoring at the Proficiency Level 2 was low for both exams. The Course Performance Improvement Plan for Pharmacology addressed this issue by emphasizing this content when covering disease processes and by providing a Mini Pharmacology session to graduating seniors. Similar measures were implemented to address areas of deficiency in the Adult Medical Surgical Exam (Course Performance Improvement Plan, Nursing 418, Fall 2011). Results improved in 2012 with UL Lafayette student scores significantly exceeding national scores. Students receive Individual Profile Reports for each exam they write. These reports indicate their raw scores, proficiency levels, and how they compare to a national sample of students. The report also identifies topics that the student missed on the exam. Students have access to online remediation materials based on their individual assessment results. The Curriculum and Program Evaluation Committees continue to analyze and monitor trends in performance over time.

As faculty continue to strive to improve clinical and classroom instruction, further development of simulation as a teaching/learning strategy across the curriculum is always considered. In Fall 2009, high fidelity simulations with debriefing was incorporated in to NURS 308, Adult Health and Illness I. Prior to this, high fidelity simulations had been implemented for first and second semester seniors only. More faculty were trained on this teaching-learning strategy through workshop offerings and attendance at national conferences to facilitate increased program implementation.

Faculty have also increased the number and complexity of clinical case studies both in the classroom and in post-clinical conferences. These case studies include areas of weak performance on NCLEX-RN, HESI and ATI test results. For example, laboratory value interpretation was identified as a weak content area on the HESI Exit Exam. Faculty responded by emphasizing this content on clinical case studies, clinical simulations and unit exams (Course Performance Improvement Report, Nursing 308, Fall 2011). Student performance in this content area continues to be monitored.

In addition, new faculty are required to participate in Faculty Forward™ tutorials offered by ATI which cover a wide range of topics, including educator skill building, test construction, and preparing students for success on NCLEX-RN exam. In Spring 2011, new faculty also attended workshops on clinical instruction and evaluation, testing, and class management presented by experienced faculty from the Department of Nursing (BSN Faculty Meeting minutes, January 10, 2011)

The BSN program faculty also continue to monitor the relationship between student success on NCLEX-RN, academic success and failure in nursing courses, HESI and ATI proctored assessment test results, number of appeals granted to continue in the program, and the number and type of non-nursing electives such as kinesiology that students take to increase their GPA to be more competitive when applying for admission into the clinical nursing courses. Some decisions implemented to date as a result of this analysis include a review of the appeals process to ensure a more consistent approach to student

appeals, and limiting the number of kinesiology courses “counted” in the GPA for entry into NURS 208 to a maximum of two courses (NCLEX-RN Pass Rate Performance Improvement Plan, 2011).

In conclusion, assessment data are compiled from the program’s communities of interest and the master plan for program evaluation. The analysis of these data plays a significant role in curriculum planning and evaluation and in the development of program policies and directives. An evaluation of all the assessment data previously discussed reveals that the BSN program facilitates student achievement of expected student competencies and outcomes as defined by the faculty. Curriculum and student performance are continuously and extensively evaluated by faculty in all its aspects utilizing several assessment strategies and tools. These results are utilized by the faculty in continuous improvement of the BSN program.

**STANDARD IV:  
PROGRAM EFFECTIVENESS: AGGREGATE STUDENT AND FACULTY OUTCOMES**

**The program is effective in fulfilling its mission, goals, and expected aggregate student and faculty outcomes. Actual aggregate student outcomes are consistent with the mission, goals, and expected student outcomes. Actual alumni satisfaction data and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual aggregate faculty outcomes are consistent with the expected faculty outcomes. Data on program effectiveness are used to foster ongoing program improvement.**

**IV-A. Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certification examination pass rates, and employment rates, as appropriate**

The Department of Nursing has developed a Systematic Plan for Evaluation of all aspects of the program (refer to p. 162). This plan incorporates input from all persons involved with the program including students, faculty, alumni, university administrators, and representatives from communities of interest. This working document guides the department's evaluation activities, resulting in a comprehensive account of the extent to which the program has attained CCNE standards and criteria, and has achieved BSN program goals and student outcomes. The evaluation plan provides the foundation for continuous program improvement.

While the Systematic Plan for Evaluation provides a broad view of all program evaluation activities and serves as a basis for curriculum and administrative decisions, the Program Evaluation Plan and Timetable is a more task-oriented working document which guides the monthly activities of the Program Evaluation Committee (Table IV-A).

Program satisfaction is determined through the application and use of five instruments: (a) AACN/EBI (American Association of Colleges of Nursing/Educational Benchmarking Incorporated) Undergraduate Nursing Education Exit Assessment, (b) Alumni Survey: One Year Follow-Up of Graduates, (c) Alumni Survey: Three Year Follow-Up of Graduates, (d) Employer Survey and (e) the RN to BSN Graduate Survey (Tables IV-B, IV-C, IV-D, IV-E). Program satisfaction is defined as the extent to which graduates, alumni, and employers perceive fulfillment of personal, educational, and/or professional needs. Satisfaction is determined by graduate, alumni, and employer responses on program evaluation surveys. Collection, analysis, trending, and reporting of this data is the responsibility of the Program Evaluation Committee.

Attainment of student outcomes is measured by faculty-developed, course-embedded assessment measures such as multiple choice unit exams, essay- format clinical reasoning exams, simulation debriefing exercises, and clinical evaluation. Additionally, national standardized measures are used to

evaluate student outcomes, including performance on summative and formative ATI assessments, and HESI Exit Exams. Also, NCLEX-RN pass rates and performance on each component of the test is analyzed and trended.

**IV-B. Aggregate student outcome data are analyzed and compared with expected student outcomes.**

**AACN/EBI Undergraduate Nursing Education Exit Assessment**

At the end of every regular semester the AACN/EBI Undergraduate Education Exit Assessment is administered to senior students to obtain information about program satisfaction. This is a commercial, comprehensive end-program assessment subscribed to by the Department of Nursing. This instrument contains 21 demographic questions and 85 questions focused on eleven factors: quality of nursing instruction, work and class size, course lecture and interaction, facilities and administration, classmates, professional values, core competencies, technical skills, core knowledge, role development and overall program effectiveness. This satisfaction survey provides comprehensive student feedback on key program components, and also provides peer program data for comparison and benchmarking can be viewed in the Resource Room. Peer programs are selected by UL Lafayette from other subscribers to the service. Selections for peer comparison are made based on program type and size to most closely reflect similar characteristics as a basis for benchmarking.

Results from surveys of 2009-2010 indicated an overall decline in mean scores compared to the 2008-2009 survey period. The Department of Nursing mean scores for individual categories were lower than the six comparison schools on all factors except one. However, UL Lafayette scores were comparable to institutions of the same Carnegie classification as well as to all institutions which utilize EBI for program satisfaction data. Highest means were noted on items related to technical skills and professional values. Low mean scores were noted on students' perceptions of the value of non-nursing courses. On a seven point scale, the group mean score for technical skills was 6.03, professional values was 5.88, and for the value of non-nursing course was 4.60. The rating scale from one to seven is as follows: very poor (one), poor (two), fair (three), good (four), very good (five), excellent (six), and exceptional (seven). An improvement plan was instituted which included better communication with students regarding the value of non-nursing courses. For 2009-2010, the mean score for the quality of classroom was also low. Although there is little that can be done to immediately alleviate this, the University's Master Plan which is currently in place includes provision for a newly designed nursing building which will remedy these issues related to classroom environment. Currently, faculty strives to maximize classroom space for student comfort and environmental quality.

Results from 2010-2011 surveys showed improvement or steady state in all factors, with the most significant improvement in the area of work and class size mean scores improving from 4.86 in 2009-2010 to 5.22 as reported by the class of 2010-2011. Reports for the 2011-2012 year continue to show improvement in mean scores, including a mean of 6.11 for professional values and 6.20 for technical skills. Overall program effectiveness, an important summative program indicator, has also trended in a positive manner, showing an increase in mean score from 4.48 in 2009-2010, to 4.78 in the 2010-2011 report, and 4.98 by students graduating in 2011-2012.

Programs subscribing to EBI are allowed to add questions pertinent to that particular program. In 2010, the institution-specific questions were modified to evaluate attainment of technological skills and student satisfaction with simulation as a learning experience. Since high fidelity simulation is a pedagogy that is integrated throughout the curriculum, an institution-specific question was added related to student satisfaction with simulation. In 2009-2010, the mean score was 3.86, which was lower than desired. The Simulation Committee developed online surveys which are designed to be completed by students immediately after their simulation experience requesting their feedback. Based on these surveys, modifications to the simulation experience were made. An example of these modifications includes providing a period of time (approximately 10 minutes) for students to familiarize themselves with the Maternal Child Simulation Lab and locate equipment and supplies prior to the start of the scenario. After implementation of this brief “orientation to the lab” session, along with other modifications, the mean score for simulation increased to 4.84 in 2010-2011. For students graduating in 2011-2012, the mean score for simulation was 5.11. Because of a steady trend in a positive manner, the decision was made to replace this question as an institution-specific question for 2012-2013, with a change in focus to student satisfaction with their acquisition of appreciation of a culture of safety. This change reflects the current focus on safety that is evident in the curriculum due to the influence of the current health care environment. The Program Evaluation Committee continues to monitor student survey results and explore strategies for improvement.

Overall, EBI data indicated that mean scores decreased from 2008-2009 to 2009-2010. Since 2010, ten of the eleven factors have shown improvement, with role development showing a decline. Courses in the revised curriculum implemented Fall 2011 contain information specific to role development and the Program Evaluation Committee will continue to monitor student satisfaction in this area.

#### **Alumni Survey (One Year and Three Year Follow-up of Graduates)**

The one year and three year surveys solicit input from program alumni regarding satisfaction with the nursing program (Table IV-B and Table IV-C). These satisfaction data are extremely valuable because respondents assess the program from their perspective as practicing registered nurses. Alumni

surveys are conducted via mailed questionnaires at the end of each spring semester. The University Alumni Office assists with the process by providing mailing labels with the most current contact information for each graduate. Additionally, for the past three years, permanent student email addresses have been continuously obtained from the May and December graduating classes. One and three year follow up surveys will be distributed to these groups electronically as well as via mail beginning with the Spring 2013 data collection cycle in an effort to increase response rates.

Survey results consistently confirm high levels of satisfaction with the program as reported by graduates who respond to the survey (Table IV-F). Data also provide valuable information on alumni employment patterns, professional certification, involvement in professional organizations, and graduate education endeavors. One-year follow-up data indicate that most graduates practice in the Acadiana region immediately after graduation, and three-year follow-up surveys indicate that the majority continue to be employed in this area three years after graduation. All respondents on one year surveys either strongly agreed or agreed that the program adequately prepared them for professional practices, and 95.5% would either strongly, moderately or be somewhat inclined to recommend the program to a friend or relative. For three year surveys, all respondents either strongly agreed or agreed that the program adequately prepared them for professional practice, and 100% would either strongly, moderately or somewhat inclined to recommend the program to a friend or relative.

#### **Employer Survey**

An employer survey is conducted every spring. Employers of graduates of the nursing program are asked to rate the extent to which UL Lafayette graduates demonstrates critical thinking, communication abilities, and use of a scientific base in clinical practice. Employer responses are consistently positive on all criteria. Table IV-F displays information regarding program satisfaction data. This data is collected by the Program Evaluation Committee and is then reported to the Curriculum Committee and the BSN faculty.

#### **RN to BSN Survey**

In Fall 2010, a comprehensive survey was developed by the Program Evaluation Committee Chair, with input from the Department Head, which evaluates all aspects of the RN to BSN program (Table IV-E). The survey includes the perceived effectiveness of the online format of instruction, if and how the program has affected their employment options, and their intention to continue education in the graduate program. Results of this survey are presented to the Curriculum Committee during the Fall semesters. Only one student responded to the survey in Spring 2010, and that student indicated that she felt that the program would help her to meet her professional goals. Presently, faculty teaching in the RN to BSN program are striving for increased participation in the end-of-program survey.

#### **Graduation Rates**

Students may progress through the BSN program in one of three tracks: generic, LPN to BSN, or RN to BSN. Graduation rates for these tracks are monitored by following all students entering clinical courses. Until Spring 2009, an Accelerated Option track for non-nursing college graduates was available. Due to decreased interest in the program from prospective applicants, discontinuation of funding from community partners, and a change in employment potential for new graduates in this geographic area, the final cohort of Accelerated Option students was admitted to the program in Spring 2009 and graduated in Fall 2010.

Graduates are tracked from the point of entry into the first clinical course (Nursing 208, Nursing 250, or Nursing 240). From 2008-2012, five year graduation rates range from 50.0% to 72.2%. Graduation rates for students entering into NURS 308, the first semester junior course, are higher, ranging from 73% to 93.7%. Graduation rates are monitored for all students as they progress through upper division courses (Table IV-G and IV-H). From 2008 to 2012, 16 students graduated from the RN to BSN program, all within the benchmark of three years. The Program Evaluation Committee will continue to track these data as they become available.

Licensed practical nurses seeking a bachelor's degree in nursing enter into the MINE (Mobility in Nursing Education) program and their progression is tracked beginning with entry into NURS 250, Transition to Professional Nursing. As noted in Table IV-G, completion rates ranged from 33% to 100%. However, it should be noted that enrollment numbers in this track are very small. Due to this low enrollment, development of a new Associate Degree in Nursing program at the local community college and the current goal of the Department to grow the RN to BSN articulation program, the MINE track is currently being phased out, with NURS 250 scheduled to be taught for the last time in Fall 2012.

#### **NCLEX-RN Pass Rates**

NCLEX-RN pass rates have ranged from 93.4 % to 100% in the past five years (Table 4-L). The overall pass rate since 2008 has been 95.4 % (which meets the Department benchmark of 95%) with an average of 123 students taking the NCLEX-RN per year. When compared to similar programs across the state and nation, UL Lafayette graduates have consistently demonstrated a higher level of performance, even with such high enrollment figures and numbers of graduates. For the past 25 consecutive years, the average NCLEX pass rate for the Department of Nursing is 96.5%.



<b>Table IV-K NCLEX-RN Pass Rates</b>				
Testing Period	Number Taking Exam	% Pass Rate UL Lafayette	% Pass Rate BSN Programs (Louisiana)	% Pass Rate BSN Programs (National)
2008	124	96.7%	90.2%	86.7%
2009	102	97.1%	90.8%	88.4%
2010	137	93.43%	90.88%	87.41%
2011	132	94.7%	90.76%	87.9%
2012	127	100%* Unofficial results	Not yet available	Not yet available

During the 2009 and 2010 reporting years, NCLEX-RN pass rates have remained above that of the state average. In 2009, UL Lafayette's pass rate was 97.1% for first time takers, with a state average of 90.8%. The NCLEX-RN pass rate for 2010 for UL Lafayette was 93.43%, compared to a state average of 90.88 %. In 2011, UL Lafayette's pass rate was 94.7% compared to a state average of 90.76%. For 2012, preliminary results indicate a pass rate of 100%.

#### **Employment Rates**

The Program Evaluation Committee monitors job placement rates of graduates including initial employment trends and changes in employment patterns over time. Data are gathered immediately prior to graduation and at specific times after graduation. Three tools are used to measure employment patterns of UL Lafayette graduates: (a) EBI Graduate Survey; (b) One Year Follow-Up of Graduates and, (c) Three Year Follow-Up of Graduates. These instruments are self-report questionnaires mailed annually to graduates. According to those one-year follow-up evaluations returned, 99% of graduates who desire employment have secured jobs within the profession within one year of graduation with the 1% choosing not to be employed or to pursue graduate studies rather than full-time employment.

#### **IV-C. Aggregate student outcome data provide evidence of the program's effectiveness in achieving its mission, goals, and expected outcomes.**

Development and dissemination of tools utilized to assess educational effectiveness are the responsibility of the Program Evaluation Committee. This committee meets several times each semester to collect and analyze data, prepare reports for program assessment, and continually assess the need for tool and process revision. In the past year, a tool was developed by the Program Evaluation chairperson, with input from the Department Head to evaluate the RN to BSN Program. The committee is tracking these results and reports to the Curriculum Committee. Also, during the last two academic years,

program evaluation tools were revised to reflect the current baccalaureate program outcomes that are based on QSEN competencies and the TIGER initiative. The employer questionnaire was also revised to capture evaluation data related to integration of QSEN competencies in new graduate practice patterns. Use of these revised tools was initiated in Spring 2012 program assessment and evaluation cycle.

Each semester, Curriculum Committee and BSN meetings include program evaluation feedback. The Chair of the Program Evaluation Committee presents summarized and trended information from the AACN/EBI Assessment, the NCLEX-RN Program Reports, the one and three year graduate follow-ups, the RN to BSN survey, and the Employer Survey to the Curriculum Committee. When areas of concern or negative trends are noted, the Curriculum Committee makes recommendations which are then presented to general faculty in the BSN meetings. All summarized and trended program evaluation data is also presented to general faculty annually.

Measurement of individual and aggregate student outcomes is achieved by evaluating performance on instructor-made exams, clinical reasoning exams, and clinical evaluation, as well as performance on three standardized key indicators: HESI Exit Exam, ATI course and program assessments, and NCLEX-RN exam Program Reports. These results are examined carefully by the Department Head, BSN Coordinator, and Curriculum Committee to identify areas of deficiencies and to determine specific areas for targeted program improvement opportunities.

The BSN Program utilizes both formative and summative evaluations in the form of assessments developed by ATI. Formative standardized evaluation is achieved through administration of ATI proctored assessments at the end of each clinical course. These assessments are given at the end of the first adult health, community /mental health, and pediatrics/maternity courses. During students' final semester, in preparation for the NCLEX-RN, students also take ATI end-of-program assessments in adult health, and pharmacology, as well as the RN Comprehensive exam developed by ATI. Master teachers in each content area carefully analyze these results each semester and develop course improvement plans based on aggregate student performance (Table IV-I). For example, Fall 2011 data from the pediatric exam revealed student deficiency in knowledge related to infection control and lab values in caring for a child with meningitis. The pediatric master teacher revised her lecture to include this content, and also assigned an online exercise for students on various infection control measures. For the class taking the pediatrics course in Spring 2012, student performance in this area improved. Faculty identify the percentage of students in each course demonstrating proficiency on these standardized exams as compared to national means. For example, results on the Pharmacology Proctored Assessment for graduates of Fall 2011 indicated a group mean score of 61.3% as compared to a national mean score of 58.2%. For the class of Spring 2012, the group mean score was 87.7%, as compared to a national mean scores of 58.7%. In relation to the RN Comprehensive Exam, ATI provides information on the predicted

probability that each student will pass the NCLEX-RN exam. For the Fall 2011 class, 37% achieved a 90% predicted probability of passing the NCLEX-RN exam, as compared to 57% of the students in the class of Spring 2012 achieving this same outcome. The benchmark for this criterion of predictive success set forth by the BSN Program administrators is that at least 50% of graduating senior will achieve a 90% predicted probability of passing the NCLEX-RN exam. Each semester, results are compared to previous groups and areas of improvement and/or continued deficiencies are identified, with strategies put into place for ongoing improvement.

Comparison of aggregate student outcomes on the HESI Exit Exam and ATI RN Comprehensive Exam scores shows a high correlation between the two related to comparison of mean scores of UL Lafayette graduates with national means. Scores on these two assessments are compared to NCLEX-RN pass rates, with performance on the HESI Exit Exam and RN Comprehensive exam showing a high level of correlation with success on the NCLEX-RN exam.

An example of how these assessments are utilized to predict student success on the NCLEX-RN exam was demonstrated based on Fall 2011 end of program results. For this class, as noted above, only 37% achieved a 90% predicted probability of passing the NCLEX-RN. This was significantly lower than previous classes, and consistent with class results on the HESI Exit Exam, which showed a mean group HESI score of 804. For the previous three classes, mean group scores on the HESI Exit Exam ranged from 848 to 885. Measures were implemented to ensure student success (which will be described in the following section); the NCLEX-RN pass rate for this class was 100%.

Results from the NCLEX-RN Program Report are also compared with HESI and ATI proctored assessments. In relation to the NCLEX-RN, close attention is given not only to the overall pass rate, but also to performance in specific areas based on the NCLEX-RN test plan. The Department Head, BSN Coordinator and Curriculum Committee closely analyze aggregate student performance on specific content areas as measured by NCLEX-RN, HESI, and ATI standardized assessments. For example, student performance on these three assessments in the area of pharmacology was compared for the Fall 2011 class. As noted above, ATI results showed a group mean score of 61.3% (which was slightly above the national mean), performance on the HESI exit exam revealed a group mean score of 826 (minimal acceptable score established by HESI and adopted by the BSN program is 850), and performance on NCLEX-RN in this content area was at the 51% percentile when compared to similar programs. Another example of comparison of data can be seen with the Fall 2011 class in the area of "safety and infection control". Although ATI does not report scores specifically related to this area, HESI and NCLEX-RN reports do provide this information. For the Spring 2011 class, the group mean score on the HESI Exit Exam was 900 and the NCLEX-RN percentile rank was 54% as compared to similar programs, significantly better than the previous class percentile of 45%. This information provides important

direction and confirmation that program objectives in these areas are being met. The Department Head, BSN Coordinator, Curriculum Committee, and program faculty continue to monitor performance in all areas, with changes in teaching strategies made accordingly.

**IV-D. Aggregate student outcome data are used, as appropriate, to foster ongoing program improvement.**

In 2009, 102 UL Lafayette graduates took the NCLEX-RN exam for the first time, and 97% of these candidates were successful on their first attempt. Ninety-three percent of the graduates passed the NCLEX-RN on the first attempt during 2010. The overall pass rate for the past twenty years has been 95.4%, reflecting achievement of the Department's benchmark of 95%. When compared to similar programs across the state and nation, UL Lafayette graduates have consistently demonstrated a higher level of performance. For the class graduating in Spring of 2010, the pass rate was 90.48%. Since this was lower than previous classes and below the identified benchmark of 95%, strategies for improving this pass rate were investigated. These included administration of ATI proctored assessments at the end of each clinical course, faculty development related to test construction, clinical evaluation, and classroom management, review of the appeals process for students attempting to re-enter nursing after unsuccessful completion of two nursing and/or non-nursing courses, and increased rigor on unit exams, with particular attention to test item security. For the class of Fall 2010, 96% passed the NCLEX-RN as first-time takers, which once again exceeded the 95% benchmark.

As noted above, student scores on the ATI RN Comprehensive Exam as well as the HESI Exit Exam for the class of Fall 2011 were much lower than previous classes and lower than the BSN Program benchmarks, which are a mean group score of at least 850 on the HESI Exit Exam and at least 50% of the class achieving a 90% predictive probability of passing the NCLEX-RN as measured by the ATI RN Comprehensive Exam. Due to these scores, measures were put into place to assist these graduates in passing the NCLEX-RN. As is done each semester, faculty-led, content-specific remediation sessions were conducted for graduating seniors who had not demonstrated proficiency in the areas of pediatrics, maternity, mental health, leadership, adult health nursing, and pharmacology. Students with a score of < 850 are required to attend mandatory review sessions conducted by master teachers in each of these content areas. Additionally, the Department Head and BSN Coordinator meet with students on an individual basis who earned a composite score on the HESI Exit Exam of less than 850 to discuss their results. For this particular group of students in Fall 2011, the Department Head and BSN Coordinator, as they met with selected students, very carefully reviewed all content areas on which they did not demonstrate proficiency on both the ATI RN Comprehensive exam and the HESI exit exam. Students were required to formulate a plan for preparing for the NCLEX-RN exam, with particular focus on areas of deficiency. Additionally, a test taking workshop was provided for the graduating seniors of that class

which included strategies to minimize test anxiety and specifics of the NCLEX-RN exam. This successful workshop is now provided each semester.

In response to focus of health care institutions on quality, safety, and informatics, steps were put into place to ensure that students are receiving adequate content in these three areas. In the Spring of 2010, the Curriculum Committee revised the Baccalaureate Program Outcomes and Competencies to reflect integration of QSEN competencies as well as competencies based on the TIGER initiative (Table I-B). Nine expectations of program graduates were identified; measurement criteria to determine degree of acquisition of each expected competency were also developed. As a result of the Institute of Medicine report and the resulting renewed emphasis on safety in health care, the BSN Program has developed a plan for ensuring that graduates develop an appreciation for a culture of safety, understand the significance of providing safe care and are able to identify individual and system efforts to ensure patient and provider safety. Lecture content, clinical experiences, post conferences, and evidence-based group projects provide students with core knowledge related to safety. Simulation provides an excellent opportunity for teaching undergraduate students about the importance of safety. Examples of integration of experiences focused specifically on safety were in NURS 308 and NURS 418. In Spring 2012, NURS 308 clinical faculty members conducted a learning activity in an acute care setting aimed at increasing nursing students' awareness of clinical alarms. Evaluation of the learning activity revealed that student awareness was increased after this exercise. Also, in the Spring of 2012, simulation scenarios were developed for graduating seniors which contained embedded errors. Upon completion of the scenarios, students were able to participate in root cause analyses related to these errors, an experience that would probably not have been available without simulation. Summative evaluation of student acquisition of content related to safety includes, as previously mentioned, performance on the HESI Exit Exam and the NCLEX-RN exam. However, formative evaluation of knowledge also occurs through the use of dosage calculation exams given to all clinical students each semester, the clinical evaluation tool which includes safety as a core competency, unit exams which contain items related to safety, and performance in the simulation labs.

#### **IV-E. Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes**

Expected faculty outcomes that support the program's mission and goals include achievement in the areas of instruction, research and scholarship, advising and student life, service (community and professional), and administration (applicable only to faculty members with administrative appointments with formal release time). These outcomes appear in the following university and department documents:

(1) The section “Specifications for an ‘Ideal University Professor’” is a description of the characteristics of the ideal professor, and can be found in the University of Louisiana at Lafayette Faculty Handbook. New faculty members receive this handbook during university faculty orientation.

(2) At the department level, the Guidelines for Promotion in Academic Rank and Guidelines for Tenure in the Department of Nursing Faculty Guidebook further define expectations of faculty within the Department of Nursing. New nursing faculty members receive this handbook during orientation to the department.

(3) The university’s Faculty Work Load Form has two sections: the Projected Activity column is completed by each faculty member in the fall semester to project work load and intended achievements for the upcoming new calendar year; the Actual Activity column is completed by each faculty member after the end of the calendar year to delineate their actual achievements.

(4) The University of Louisiana at Lafayette Annual Performance Evaluation Form is completed by each faculty member after the end of each calendar year to summarize their activities, achievements, strengths, and recommendations for self-improvement; the Semester Coordinator, BSN Coordinator, and/or Department Head may add comments. The Department Head and Dean review these forms, assign each faculty member to one of six merit categories for determination of pay raises, and sign and date the forms. The final document is signed and dated by the faculty member before its submission to the Provost/Vice President for Academic Affairs.

As stated previously, faculty members are also evaluated via University-mandated Student Evaluation of Instruction (SEI), performed each semester for every instructor in every course. Students complete electronic SEI forms anonymously and rate each instructor on such items as content presentation, course organization, appropriateness of course materials, appropriateness of exam content, grading, and timeliness of feedback, and effectiveness in promoting understanding of content. The forms are statistically analyzed and returned to the Department Head the following semester. The Department Head and BSN Coordinator review the data and written comments prior to returning them to instructors. Follow-up meetings are conducted to make suggestions for improvement when needed.

Each faculty member receives one peer evaluation and one administrative evaluation of classroom and/or clinical teaching performance every three years. Additional peer and/or administrative evaluations may be requested between the scheduled times. These evaluations are conducted in the classroom and/or clinical setting during regularly scheduled course activities with students. The peer/administrative evaluation form rates faculty on characteristics of communication, caring, critical thinking, professional values, and clinical competence. The self-evaluation component of the form directs faculty to report strengths, weaknesses, and opportunities for experiences for growth as an instructor, and to define teaching goals for the future. The peer or administrator reviews the completed form with the

faculty member, the original form is retained by the Department Head, and the faculty member receives a copy.

The faculty of the Department of Nursing has experience and advanced expertise that is relevant to their primary focus and mission – to prepare leaders in professional nursing who are responsive to the health needs of diverse cultures through caring, integration of critical thinking, research-based practice, and technological advancements. To these ends, the majority of faculty is active in seeking practice opportunities, and they also strive to develop or participate in continuing education programs that ensure clinical expertise in relation to the complexity of today's health care environment. Most nursing faculty engage in clinical practice during summers and holiday periods. Their clinical practice settings include local hospitals, home health or hospice practices, a community clinic for the uninsured and underinsured, and some serve as consultants within their specialty areas.

Involvement in professional societies is considered by faculty to be pivotal to their roles in teaching and service and many are actively involved locally, regionally, and nationally in their respective specialty organizations. The majority of faculty belong to professional organizations including Sigma Theta Tau International, National Association of School Nurses, Louisiana Association of Nurse Practitioners, Association of Women's Health, Obstetric, and Neonatal Nursing, Louisiana State Nurses Association District IV, and/or the Southern Nursing Research Society. Many faculty are also members of Phi Kappa Phi Honor Society.

The teaching expertise of the Department of Nursing faculty is well-recognized across the university campus. The College is very proud that four of its nursing faculty have been awarded the prestigious Distinguished Professor Award by the University and one former faculty received the University's Excellence in Teaching Award. Dr. Denise Linton has been awarded the Distinguished Faculty Award by the UL Lafayette Black Faculty and Student Caucus. Dr. Soledad Smith serves as a National League for Nursing Ambassador from the Department of Nursing and Robbie Stefanski was chosen to participate in the NLN Leadership Development Program for Simulation Educators. In June 2012, Robbie Stefanski and Dr. Lisa Broussard were awarded first place for their poster presentation titled "Conducting Root Cause Analysis with Undergraduate Students During Simulation" during the International Association for Clinical Simulation and Learning Conference. The excellence in faculty teaching and scholarship among faculty in general is further recognized by trended Student Evaluation of Instruction (SEI) data; the scores recorded by nursing students for nursing faculty are typically consistently higher than the university average. In addition to individual faculty accomplishments, in 2009 the Department was recognized by the Louisiana State Nurses Association as Nursing School of the Year in Louisiana.

Faculty also maintain expertise by volunteering in community service areas such as the Lafayette Community Health Care Clinic, Heart Walk, the Susan Komen Foundation, and as volunteers with the Acadiana chapter of the American Red Cross. By serving as active board members of health-related organizations like the Miles Perret Cancer Services and the American Heart Association, faculty remain on the cutting edge of advancements in these fields. When not pursuing their own advanced continuing education in their respective areas of specialization, many faculty are regular providers of continuing education programs locally, regionally, nationally, and even internationally. During summers and semester breaks, faculty utilize the simulation labs to provide continuing education programs including Neonatal Resuscitation Programs and critical care courses to practicing nurses in area hospitals. These programs provide an important service to our communities of interest as well as an opportunity for revenue generation for the Department. All faculty maintain at least the minimum continuing education credits required by the LSBN for re-licensure, and many attend regional, state and national nursing conferences.

As defined by the University and the Department of Nursing, faculty excel in productive scholarship. Collectively the faculty have published numerous scholarly articles, abstracts, reviews and monographs and three textbooks since 2008. Faculty have authored 15 chapters in textbooks and served as editors or reviewers in many more. Two senior faculty members collaborated with a clinical nursing student and published an article related to unintended consequences of simulation.

Incorporating new and innovative pedagogies is considered essential to the goals and mission of the Department of Nursing. Nursing faculty have been University leaders in embracing and implementing research on distance education and have utilized this new technology extensively by adding web-based components to almost all nursing courses. The Department of Nursing has established an internal benchmark for all faculty whose teaching responsibilities include online teaching to become certified as ULearn Online Teachers by Fall 2013. Nursing faculty members are currently actively enrolling in and have completed multiple online courses that will enhance online content delivery. Twenty-six faculty have successfully completed Quality Matters training to date, and faculty have also completed at total of twenty-seven courses offered by Sloan Consortium.

Exposure to faculty with diverse backgrounds, areas of expertise, and a variety of opinions and ideas broadens students' interests and facilitates their discovery of pathways for contributing to the nursing profession. By their example, faculty demonstrate individual and collective productivity in grant writing, research and scholarly activities, many of which are directly linked to discovery of new and innovative teaching methodologies and to the acquisition of the most modern technologies for student instruction. Since 2008, faculty have collectively generated over 40 funded grants, many of which have allowed for such educational innovations as writing-to-learn projects, development of distance learning



technologies, including web-based and web-enhanced courses, and implementation of simulation and virtual-reality technologies such as SimMan®, Cath Sim®, and Pelvic Sim®, and the development of a Critical Care Simulation Laboratory and Maternal Child Simulation Laboratory.

Aggregate data on faculty performance are used to foster ongoing improvement. In 2005, in response to the desire for more enhanced engagement by faculty in scholarly activities such as publications, Dr. Kathleen Heinrich was retained to serve as a consultant for faculty, individually and within groups, in creative thinking for research and publication. The focus of this three-year partnership was on teaching as scholarship. As a result of this collaboration with Dr. Heinrich, monthly peer editing sessions were initiated and continue to be conducted to help foster scholarship among faculty. Additionally, Greg Graham, a biostatistician from Frances Payne Bolton School of Nursing at Case Western Reserve University, is retained as a consultant for nursing faculty and graduate students working on research studies to assist with data analysis.

Aggregate faculty data indicated that newly hired faculty requested formal mentoring and opportunities for continued development in the faculty role. Orientation sessions for new faculty occur throughout the first semester that they are employed, covering topics such as simulation, clinical evaluation, tenure and promotion, and curriculum. Since Fall 2011, each newly hired faculty is assigned a mentor who teaches in the same course and is assigned to the same clinical agency. All new faculty enroll in Faculty Forward™ tutorials offered by ATI which cover a wide range of topics, including educator skill building, test construction, and preparing students for success on NCLEX-RN exam. Additionally, mentorship of newly hired faculty by seasoned faculty in the area of scholarship helps to foster opportunities for grant writing, research, and continuing professional development.

As the Department began to recognize for the need for integration of QSEN competencies into the BSN program, educational opportunities for faculty were investigated. In Fall 2010, the department subscribed to four NLN webinars which focused on aspects of implementation of the QSEN initiative which included an overview of these competencies as well as ideas for “leveling” of student expectations across the curriculum.

**IV-F. Information from formal complaints is used, as appropriate, to foster ongoing program improvement.**

A formal complaint is defined by the University as “a written statement of the essential facts constituting a violation of a university regulation or rule.” Existing policies and guidelines related to the process of complaint resolution are provided to students via the University Student Handbook. Students are referred to the university’s grievance policy and procedures. Statements of dissatisfaction and concern noted by students are readily addressed. All grievances should start with the immediate instructor and then move through the administrative chain of command first in the Department of Nursing and then to

the university level as necessary. There are also procedures for mediation of grievances or they can progress to formal hearings. There have been no formal complaints against the Department of Nursing since the last report. The Office of the Ombudsman is available to students as the need arises, and the Ombudsman can be contacted via telephone or email.

The Department of Nursing takes a proactive approach in monitoring for and confronting problems early to prevent escalation to formal complaints. Students have the freedom to express viewpoints, ask questions, and discuss concerns through informal as well as more formal channels. Informal expression of student viewpoints is facilitated by the “open door” policy of the Dean, Associate Dean, Department Head, and BSN Coordinator and two full time Student Service advisors. Individual faculty members and Semester Coordinators also welcome student input. A more formal channel for submitting complaints or requests is via the student focus groups. Held every Fall semester since 1996, these small group discussions are attended by student representatives from each level in the program. The discussions are guided by a set of standard questions, and reports of the sessions are provided directly to the Department Head and communicated to the appropriate Semester Coordinator for review. Another channel for student input is the monthly Dean’s/BSN Advisory Council, attended by a representative from each nursing course. Examples of student issues resolved by the Dean’s/BSN Advisory Council and/or the focus groups include student concerns related to commencement, access to printers for course assignments, and concerns related to progression policies.

**Table I-B  
Baccalaureate Program Graduate Outcomes and Competencies**

<i>Outcome</i>	<i>Competency</i>	<i>Measurement</i>
Professional Values and Attitudes	Incorporate professional attitudes (career marketability, professional identity, ethical standards, motivation for scholarship and continued learning), and values (altruism, autonomy, human dignity, integrity and social justice) into clinical decision-making. Also engage in self care activities, and assume responsibility for professional development.	EBI Survey Employer Survey 1 and 3 year follow-up of graduates Clinical Evaluation Tool HESI Exit Exam  <b>Measures Specific to RN to BSN:</b> Employer Survey 1 year follow-up of graduates Online Group Discussion Boards Structured Writing Assignments Individual Projects Video and Audio-Enhanced Online Chat Sessions Online Quizzes (Weekly) Guided Self-Reflection/Self-Assessment Activities HESI Exit Exam
Core Knowledge	Synthesizes core knowledge of basic sciences, general education, and nursing courses for safe effective care within a framework of the nursing process. Adopt a holistic approach to provision of care, including health promotion and disease prevention, as well as individual and population based care across the life span.	Performance on NCLEX-RN Performance on HESI exit exam Course performance on teacher constructed exams Clinical Reasoning Exam Clinical evaluation tool Employer survey 1 and 3 year followup of graduates EBI Survey HESI Exit Exam  <b>Measures Specific to RN to BSN:</b> Employer survey One year follow up of graduates Guided Self-Reflection/Self-Assessment Activities Online Quizzes (Weekly) Individual Projects Structured Writing Assignments Online Discussion Boards HESI Exit Exam
Patient Centered Care	Demonstrate critical thinking in the provision of compassionate, coordinated, effective care, recognizing the patient or designee as the source of control based on the	Performance on NCLEX-RN Performance on HESI exit exam Clinical Evaluation Tool Metivision Recordings- Sim Lab Course performance on teacher constructed

	patient's preferences, values, and needs in a variety of health care settings with diverse client populations.	<p>exams Clinical Reasoning Exam</p> <p><b>Measures Specific to RN to BSN:</b> Community-Needs Assessment Concept Mapping Brainstorming Activities Guided Self-Reflection/Self-Assessment Activities Online Quizzes (Weekly) Individual Projects HESI Exit Exam</p>
Teamwork and Collaboration	Function effectively within nursing and multidisciplinary teams, fostering open verbal and nonverbal communication, mutual respect, and shared decision-making to achieve quality patient care.	<p>CAC Projects- N318 EBP Poster Project-N403 EBP Project- N419 Clinical Evaluation Tool HESI Exit Exam</p> <p><b>Measures Specific to RN to BSN:</b> Online Group Discussion Boards Video and Audio-Enhanced Online Chat Sessions HESI Exit Exam</p>
Evidence-Based Practice	Integrate best practice guidelines with clinical expertise, considering patient/family preferences and values for delivery of safe, effective health care.	<p>EBP Poster Project-N403 EBP Project- N419 Clinical Evaluation Tool Course performance on teacher constructed exams Performance on NCLEX-RN Performance on HESI exit exam</p> <p><b>Measures Specific to RN to BSN:</b> Quizzes (Weekly) Structured Writing Assignments Data Management Activities using Decision-Support Tools HESI Exit Exam</p>
Quality Improvement	Evaluate data related to outcomes of care processes and recognize health systems designed to continuously improve the quality and safety of care.	<p>Clinical Evaluation Tool Course performance on teacher constructed exams HESI Exit Exam</p> <p><b>Measures Specific to RN to BSN:</b> Online Quizzes (Weekly) Individual Quality Improvement Project Design and Implementation Online Group Discussion Boards</p>

		<p>Quizzes (Weekly)          Guided Self-Reflection/Self-Assessment Activities          Structured Writing Assignments          HESI Exit Exam</p>
Safety	<p>Identify environmental factors and health systems which minimize risk of harm to patients and providers and accept responsibility for providing safe effective care.</p>	<p>Performance on Dosage Calculation Exam          Metivision Recordings- Sim Lab          Clinical Evaluation Tool          Skills Validation          HESI Exit Exam</p> <p><b>Measures Specific to RN to BSN:</b>          Structured Writing Assignments          Online Group Discussion Boards          HESI Exit Exam</p>
Informatics	<p>Utilize health related technology to communicate, manage current knowledge, prevent and identify errors and support decision-making and critical thinking. Address complex clinical issues and use of informatics to support critical thinking.</p>	<p>Use of Elsevier Simulation Package          Participation in Online Courses via MOODLE LMS          Satisfactory use of computerized documentation systems in clinical setting          HESI Exit Exam</p> <p><b>Measures Specific to RN to BSN:</b>          Data Management Activities using Decision-Support Tools          Guided Self-Reflection/Self-Assessment Activities          Web-Based Activities          HESI Exit Exam</p>
Leadership & Management	<p>Demonstrate ability to analyze and synthesize health care policies and issues related to environments of care. Collaborate with stakeholders of various communities of interest. Demonstrate accountability for delegated care, and translate health care regulations into practice.</p>	<p>N419- Team Project          N403- EBP Poster Project          N419 Unit Exams          CON Administrative Meeting with Administrators of Area Health Care Institutions          Clinical Orientations with Agencies          HESI Exit Exam</p> <p><b>Measures Specific to RN to BSN:</b>          Policy Development          Online Quizzes (Weekly)          Online Group Discussion Boards          Structured Writing Assignments          Web-Based Activities          HESI Exit Exam</p>

**Table I-C  
Faculty Participation on University Committees**

<b>University Committee</b>	<b>Name of Faculty</b>	<b>Term</b>
Academic Affairs and Standards	Dr. Gail Poirrier (ex-officio) Dr. Jerry White Dr. Anne Broussard Dr. Donna Gauthier (ex-officio) Sheryl Gonsoulin	2002-2012 2008-2009 2009-2010 2010-2012 2011-2012
Alumni	Marilyn Buford	2004-2012
Commencement	Dr. Gwen Leigh	2008-2009
Concerts	Dr. Ina Koerner Dr. Helen Hurst	2006-2009 2011-2012
Curriculum	Dr. Soledad Smith Dr. Paula Broussard	2008—2010 2011-2012
Distance Learning Leadership Council	Dr. Paula Broussard Dr. Lisa Broussard	2010-2011 2011- present
Faculty Welfare	Dr. Donna Gauthier Brenda Broussard	2008-2011 2011-2012
Faculty Grievance	Dr. Sudha Patel	2006-20012
General Education	Dr. Melinda Oberleitner	2008-2012
Institutional Review Board	Dr. Evelyn Wills (Chair) Dr. Donna Gauthier Dr. Helen Hurst	2002-2008 2008-2012 2011-2012
Library	Dr. Ardith Sudduth(Chair)	2005-2011
Parking Appeals	Dr. Ina Koerner Dr. Ardith Sudduth	2009-2010 2011-2012
President's Committee on Campus Sustainability	Dr. Lisa Broussard	2011-2012
Student Evaluation of Instruction	Dr. Paula Broussard	2008-2010
Student Health	Sheryl Gonsoulin Theresa Price Sheryl Gonsoulin Dr. Sudha Patel	2003-2010 2003-2007; 2010-2011 2009-2010 2010-2012
University Assessment Council	Dr. Lisa Broussard	2011-2012
University Athletics	Marilyn Buford	2008-2012
University Grade Appeals	Sheryl Gonsoulin (Chair)	2003-2012
University Insurance	Marilyn Buford	2008-2012

University Organizations	Laura Martien	2008-2012
University Research Council	Dr. Helen Hurst	2011-2012
University Faculty Senate	Dr. Paula Broussard Dr. Anne Broussard Dr. Mary Neiheisel Dr. Melinda Oberleitner Dr. Evelyn Wills Dr. Sudha Patel Dr. Donna Gauthier (secretary) Dr. Ardith Sudduth Dr. Gwen Leigh Rachel Myers Debbie Savoie Dr. Denise Linton Faye Blankenship Dr. June Borazjani Pat Miller	2002-2004, 2005-2011 2003-2011 2003-2012 2003-2012 2003-2010 2006-2009 2007-2010 2007-2012 2008-2010 2008-2010 2008-2010 2010-2012 2010-2012 2010-2012 2010-2012 2010-2012
<b>(Committee assignments within the Faculty Senate)</b>		
<b>Committee on Committees</b> Nursing	Dr. Melinda Oberleitner, Chair	2003-2012
<b>Academic Planning and Development Committee</b> Nursing	Dr. Evelyn Wills	2002-2010
<b>Governmental Concerns Committee</b> Nursing	Dr. Sudha Patel Faye Blankenship	2006-2009 2011-2012
<b>Ways and Means Committee</b> Nursing	Dr. Anne Broussard Dr. Denise Linton, Chair	2004-2009 2011-2012
<b>University Council Committee (Liason Committee)</b> Nursing	Dr. Ardith Sudduth	2010-2011
<b>Faculty Welfare</b> Nursing	Dr. Ardith Sudduth	2010-2011

**Table I-D  
Faculty Participation on Committees of the Department of Nursing  
and College of Nursing and Allied Health Professions**

<b>A. College of Nursing and Allied Health Professions Standing Committees</b>	<b>Name of Faculty</b>	<b>Term</b>
<b>Commencement</b>	Gwen Leigh (chair) Marilyn Buford Kelly Saltzman Jan Armistead-Baudin Kim Jakopac Michelle Weaver Cindy Morgan Helen Hurst Danielle Perkins Beth Harris Cheryl Mack Ina Koerner Rachel Fournet Laura Martien Kevin Besse Margaret Watson Jason Guilbeau Laura Martien (chair) Cheryl Domengeaux Patricia Walker Laura Stelly Lisa Delhomme Meta Stoven Sheila Haynes Cynthia Carlton	2007-2011 2007-2012 2007-2011 2007-2009 2007-2011 2007-2012 2007-2009 2007-2008 2007-2011 2007-2010 2007-2012 2007-2008 2007-2011 2007-2012 2008-2011 2009-2011 2010 only 2010-2012 2010-2011 2010-2011 2011-2012 2011-2012 2011-2012 2011-2012 2011-2012
<b>Continuing Education (CE) and Faculty Development</b>	Jill Laroussini Faye Blankenship Patricia Miller (chair) Nancy Ortego Robbie Stefanski Brenda Broussard Rachel Fournet Kim Betances Jennifer Lemoine L. Hatten Kathy Ardoin D. Gagnard Marcie Canulette Cynthia Carlton Denise Stagg Theresa Frederick Ashley Roberts Patricia Walker Denise Linton Carol Venable Toni Cade	2007-2011 2007-2012 2007-2012 2007-2009 2007-2008 2007-2012 2007-2012 2007-2010 2007-2009 2008 only 2008-2012 2008-2009 2009-2010 2009-2010 2009-2012 2010-2011 2010-2011 2010-2011 2011-2012 2011-2012 2011-2012



<b>Faculty/Student Activities</b>	Susan Reynolds (chair) Theresa Price-Frederick Gwen Leigh Michelle Weaver (staff) Sheryl Gonsoulin Cindy Morgan (staff) Deedra Harrington Kevin Besse Cheryl Mack June Borazjani Ashley Hebert-Roberts Kim Betances Patricia Walker Nancy Ortego Laura Stelly Frances Stueben Brenda Broussard (chair) Jason Guilbeau Cheryl Domengeaux Tanya Kastner Michelle Broussard Debbie White Anita Hazelwood Debbie Garner	2007-2011 2007-2010 2007-2009 2007-2012 2007-2011 2007-2009 2007-2011 2007-2011 2007-2012 2007-2009 2007-2010 2008-2010 2008-2010 2009-2010 2009-2012 2009-2012 2009-2012 2010 only 2010-2012 2010-2012 2010-2012 2011-2012 2011-2012 2011-2012
<b>Library/Bylaws</b>	Dr. Ardith Sudduth Marcie Canulette Kim Jakopac Rachel Myers (chair) Patricia Walker Jeanine Thomas Ashley Hebert-Roberts June Borazjani Jennifer Lemoine Debbie Savoie Lorraine Kizziar Frances Stueben Anita Hazelwood Tanya Kastner Joseann DeWitt Lisa Delhomme	2007-2008 2007-2010 2007-2011 2007-2011 2007-2010 2007-2011 2007-2011 2008-2011 2008-2010 2009-2010 2009-2011 2010-2011 2011-2012 2011-2012 2011-2012 2011-2012
<b>Research and Scholarship</b>	Dr. Evelyn Wills (chair) Dr. Ardith Sudduth Dr. Donna Gauthier (chair) Dr. Sudha Patel Dr. Ina Koerner Dr. Soledad Smith Judith Bell Helen Hurst (chair) Jeanine Thomas Denise Linton Sudha Patel Lisa Broussard Soledad Smith Frances Stueben	2007-2010 2007-2009 2007-2009 2007-2008 2007-2009 2007-2009 2007-2008 2008-2012 2008-2011 2009-2012 2009-2012 2009-2011 2010-2012 2011-2012
<b>Tenure and Promotion</b>	Dr. Jerry White Dr. Paula Broussard (chair)	2007-2008 2007-2009

	Evelyn Wills Sudha Patel Dr Donna Gauthier (chair) Ardith Sudduth	2007-2009 2008-2012 2009-2012 2009-2012
<b>Distance Learning Committee</b>	Lemoine, Dr. Jennifer (chair) Dean, Christy Carlton, Cindy Linton, Dr. Denise Sudduth, Dr. Ardie Wilson, Kathleen Hazelwood, Anita Fournet, Dr. Rachel Guilbeau, Dr. Janis	2012 2012 2012 2012 2012 2012 2012 2012 2012
<b>B. Department of Nursing Standing Committees</b>	<b>Name of Faculty</b>	<b>Term</b>
<b>Alumni</b>	Dr. Mary Neiheisel Jill Laroussini Faye Blankenship (chair) Elizabeth Simon Beth Harris Brenda Broussard Janis Guilbeau Deedra Harrington Theresa Price-Frederick Kathleen Wilson (chair) Debbie Savoie Laura Martien Phoebe Henderson Christy Dean Cynthia Landry	2007-2012 2007-2011 2007-2012 2007-2010 2007-2010 2007-2011 2007-2012 2007-2011 2007-2011 2007-2012 2007-2012 2008-2012 2010-2012 2011-2012 2011-2012
<b>Curriculum</b>	Susan Randol Dr. Anne Broussard (chair) Dr. Jerry White Dr. Evelyn Wills Janis Guilbeau Lisa Broussard Soledad Smith Department of Nursingna Gauthier Sheryl Gonsoulin Ina Koerner Debbie Savoie Helen Hurst Robbie Stefanski Ardith Sudduth Kathleen Wilson June Borazjani Pamela Hebert Nancy Ortego Cynthia Carlton Gwen Leigh Jennifer Lemoine Debbie Garner Deedra Harrington Patricia Miller	2007-2012 2007-2011 2007-2008 2007-2009 2007-2010 2007-2012 2007-2012 2007-2008 2007-2012 2007-2008 2007-2008 2008-2012 2008-2012 2008-2010 2008-2012 2009-2012 2009-2011 2010 only 2010-2012 2010-2011 2010-2012 2011-2012 2011-2012 2011-2012 2011-2012

	Rachel Myers Kevin Besse	2011-2012 2011-2012
<b>Program Evaluation</b>	Dr. Evelyn Wills Susan Randol Susan Reynolds Patricia Miller Dr. Donna Gauthier Elizabeth Simon Dr. Lisa Broussard (chair) Helen Hurst Sudha Patel Kathy Ardoin Gwen Leigh Pamela Hebert Department of Nursingna Gauthier Nancy Ortego Deedra Harrington (chair) June Borazjani Phoebe Henderson Cynthia Carlton	2007-2010 2007-2012 2007-2010 2007-2009 2007-2008 2007-2010 2007-2011 2007-2008 2007-2010 2008-2012 2008-2011 2009-2011 2010-2010 2010-2012 2011-2012 2011-2012 2011-2012 2011-2012 2011-2012
<b>Qualification, Screening, and Nomination</b>	Dr. Lisa Broussard Marilyn Buford Dr. Ardith Sudduth (chair) Kelly Rossler Robbie Stefanski (chair) Rachel Myers Danielle Perkins Michelle Broussard Jennifer Lemoine Debbie Savoie Cynthia Carlton Nancy Ortego Sudha Patel Joseann DeWitt Kathy Ardoin	2007-2010 2007-2012 2007-2009 2007-2009 2008-2012 2008-2011 2008-2011 2009-2012 2009-2010 2009-2012 2010-2011 2010-2012 2010-2012 2011-2012 2011-2012
<b>Committee on Simulation</b>	Robbie Stefanski (co-chair) Jennifer Lemoine (co-chair) Lisa Broussard Paula Broussard Sheryl Gonsoulin Beth Harris Helen Hurst Gwen Leigh Cheryl Mack Laura Stelly Patty Walker Kevin Besse Martha Canulette Lorraine Kizziar Mary Neiheisel Sudha Patel Angellia Crosier	2009-2012 2009-2012 2009-2012 2009-2012 2009-2012 2009-2010 2009-2012 2009-2011 2009-2012 2009-2012 2009-2011 2010-2012 2010-2011 2010-2012 2010-2012 2011-2012 2011-2012

<b>Clinical Forms Ad Hoc (Sub-Committee)</b>	Sheryl Gonsoulin (chair)	2009-2012
	Brenda Broussard	2009-2010
	June Borazjani	2009 only
	Theresa Price-Frederick	2009-2010
	Susan Randol	2009-2012
	Kathleen Wilson	2009-2012
	Faye Blankenship	2010-2012
	Debbie Savoie	2010-2012
	Frances Stueben	2011-2012

**Table I-E  
Department of Nursing Faculty Committees  
Student Members**

<b>Committee</b>	<b>Student</b>	<b>Term</b>
<b>Alumni</b>	Renee Judice Shelly Tauzin Meaghan Millner	2008-2009 2009-2010 2010-2012
<b>Faculty/Student activities</b>	Patrick Babin Johnathan Manning Katherine Comeaux Jonathon Bourque Alex Wemberley Kasara Connerly Brittany Bujard Chris Guillory Blair Broussard Juliette Falcon Stephanie Falk	2007-2008 2007-2008 2008-2009 2008-2009 2008-2009 2009-2010 2009-2010 2009-2010 2009-2010 2011-2012 2011-2012
<b>Curriculum</b>	Mary Kimble Clelie Hebert Jonathon Bourque Anna Bernard Monique Martin Scarlett McCain	2008-2009 2008-2009 2009-2010 2009-2010 2010-2011 2011-2012
<b>Library/By-Laws</b>	Byron Fuselier Christi Carmouche Bilkis Gobir Thannhtruc Ngo Jasmine Smith Kayla Mahoney	2008-2009 2009-2010 2010-2011 2010-2011 2011-2012 2011-2012
<b>Qualification, Screening, and Nominating</b>	Jaime Granger Lindsay Thibeaux Richard Flemming Nicole Sonnier Oliver Batiste Sara Boulet Mary Miller	2008-2009 2008-2009 2009-2010 2009-2010 2010-2011 2010-2012 2011-2012
<b>Committee on Simulation</b>	Shawntel Smith Candice Richard	2008-2010 2010-2012

<b>Student Government Association Senators and Presidents</b>	Shawntel Smith (President)	2008-2009
	Kaye Choate	2008-2009
	Ashley Holliday	2008-2009
	Amber Rourk	2008-2009
	Stephanie Ulmer	2008-2009
	Amber Rourk (President)	2009-2010
	Ashley Halliday	2009-2010
	Kourtney Pitre	2009-2010
	Stephanie Ulmer	2009-2010
	Stephanie Ulmer (President)	2010-2011
	Oliver Batiste	2010-2011
	Hunter Duffy	2010-2011
	Leah Trahan	2010-2011
	Bryson Mestayer (President)	2011-2012
	Garrett Darbonne	2011-2012
	Kristen Gilbert	2011-2012
Kimberly Newville	2011-2012	

<b>Table I-F</b>	
<b>Department of Nursing Policies which Differ from University Policies</b>	
<b>Policies which Differ from University Policies on Admission and Progression/Retention</b>	<b>Justification for Policies</b>
Minimum 2.8 grade average (GPA) for progression into sophomore and junior nursing courses.	As future professionals accountable for providing safe and competent nursing care, it is logical to require a high standard of learning for general education courses. This logic also applies to nursing courses in which students gain the knowledge and learn the skills which impact directly on future nursing practice.
Minimum grade of "C" in any course required in the curriculum.	
A student will be permitted to repeat only one required nursing course. A student who fails or withdraws (receives a grade of "W", "D", "F", or "NR") from a second required nursing course will no longer be permitted to major in nursing at the University of Louisiana at Lafayette College of Nursing and Allied Health Professions. The first nursing elective is counted as a required nursing course, but any additional nursing electives are not included in these rules.	
A student will be permitted to repeat only one required non-nursing course. A student who fails or withdraws (receives a grade of "W", "D" or "F") again in that course or from a second required Course will no longer be permitted to major in nursing in the UL Lafayette College of Nursing and Allied Health Professions.	
The Department of Nursing does file repeats and does honor past repeats except for 200 level and above nursing courses. However, in the event of enrollment limitation, filing of repeats will not be honored. Only the cumulative GPA, not the adjusted GPA, will be considered.	
An English ACT score equal to or greater than 18 and a MATH ACT equal to or greater than 21 (or completion of developmental course work if ACT scores are less than this) is required for entry into NURS 100.	
RN to BSN student admission policies are the same as generic, but must have an ADN from an accredited program and an unencumbered state license.	
Students who transfer to the University of Louisiana at Lafayette College of Nursing and Allied Health Professions from another regionally accredited institution of higher education are also subject to these rules. Failure in nursing courses taken at another regionally accredited institution will be treated in the same way as failures in required nursing courses at the University of Louisiana at Lafayette College of Nursing and Allied Health Professions. <u>All</u> transfer/change of major/re-entry students must be enrolled at UL Lafayette during the semester of application for consideration of inclusion in the Nursing 208/209/210 applicant pool (effective Summer 1996). If enrollment in nursing courses is interrupted for a period of three years, the student must repeat <u>all</u> required courses entitled nursing.	Due to the dynamic nature of the discipline of nursing and the scientific research supporting nursing practice, students need to be exposed to the most current knowledge base prior to commencing practice. Maintenance of program integrity and quality control of graduates necessitates this requirement.
Students enrolled for six years prior to their anticipated graduation will follow the degree program followed by the normally progressing students enrolled in the same nursing courses.	
Students entering the first clinical course (and then yearly thereafter) are required to submit evidence of specific health requirements.	
	Some health problems can interfere with the student's ability to meet course objectives and/or could jeopardize the safety and/or health of patients.

<p>Criminal background checks mandated by the Louisiana State Board of Nursing are performed at the student's expense as a condition for entry into the first clinical course and prior to graduation. In addition, certain clinical agencies require background checks which include entities not covered by these criminal background checks; these checks are performed at the student's expense as a condition for entry into N208, N240, or N250.</p>	<p>Background investigation checks are mandates that must be met in order for students to be admitted to certain nursing courses and to be granted permission to engage in clinical nursing learning experience at assigned healthcare agencies throughout the program of studies.</p>
<p>All above policies are the same for the RN to BSN program.</p>	



**Table II-B**

**Faculty Profile: Full- and Part-Time – Spring 2012**

Faculty Name	Ft/Pt	Date of Initial Appointment	Rank	BA/BS Degree	Institution Granting Degree	Grad Degrees	Granting Institution	Area of Clinical Expertise	Academic Teaching	Other Areas of Responsibility
Ardoin, Kathy	FT	2009	Instr	BSN 1989	USL	MSN 2008	UL Lafayette	Adult/ Med-Surg	Clinical Instr., Adult Med-Surg, N308; Lecturer N200	
Batiste, Anna	PT	2012	Lab Asst	BSN 2005	UL Lafayette			Adult / Med-Surg	Lab Assistant, N308	Graduate Student MSN
Besse, Kevin	FT	2006	Instr	BSN 1997	Loyola Univ. NO	MSN 2006	UL Lafayette	Adult/ Med-Surg	Clinical Instr., Adult Med-Surg N308; Lecturer N104	Coordinator – Freshman Nursing Courses
Blankenship, Faye	FT	2001	Instr	BSN 1970	USL	MSN 1973	Univ. of Ala	Pediatrics	Clinical Instr, Pediatrics, N403; Lecturer, N-104	
Borazjani, June	FT	2005	Instr	BSN 1978	USL	MSN 2005 DNP 2011	UL Lafayette Duquesne U.	Psych/Mental Health Nsg.	RN to BSN Program	Coordinator, RN to BSN Program
Broussard, Brenda	FT	2004	Instr	BSN 1984	Univ. of Western Ontario, CAN	MSN 1994 Nurse Midwife 1998	USL Frontier School, KY	Maternal-Newborn CNM WHNP	Clinical Instr, Maternal Infant, N403; Lecturer, N310	
Broussard, Lisa	FT	1992	Asst. Professor	BSN 1985	USL	MN 1991 DNS 2006	LSUMC LSUHSC	Parent-Child Health Nsg.	RN to BSN, N403	Department Head and Associate to the Dean

**Table II-B**

**Faculty Profile: Full- and Part-Time – Spring 2012**

<b>Faculty Name</b>	<b>Ft/Pt</b>	<b>Date of Initial Appointment</b>	<b>Rank</b>	<b>BA/BS Degree</b>	<b>Institution Granting Degree</b>	<b>Grad Degrees</b>	<b>Granting Institution</b>	<b>Area of Clinical Expertise</b>	<b>Academic Teaching</b>	<b>Other Areas of Responsibility</b>
Broussard, Paula	FT	1983	Assoc. Professor	BSN 1978	USL	MN 1983 DNS 2001	LSUMC LSUHSC	Critical Care, Adult/ Med-Surg	RN to BSN	
Buford, Marilyn	FT	2002	Instr	BSN 1983	USL	MSN 1998	USL	HRHH/ Education	Clinical Instr, Community, N318; NCLEX-RN Review Coord., N419	
Cannon, Alisha	PT	2012	Lab Asst	BSN 2004	William Carey College	MHS 2011	University of Phoenix	Adult/ Med-Surg	Lab Assistant, N418	
Crosier, Angellia	FT	2011	Instr	BSN 2001	Howard University	MSN 2008	University of Phoenix	Adult / Med-Surg	Clinical Instr, Fundamentals, N208 and N209; Lecturer, N104	
DeWitt, Joseann	FT	2011	Instr	BSN 1996	Northwestern State University	MSN 1998	University of Mississippi	Pediatrics	Clinical Instr, Pediatrics, N403; Lecturer, N419	
Garner, Debra	FT	2011	Asst. Professor	BSN 1994	Northwestern State University	MSN 1999 DNP 2009	NSU Univ. of Tennessee Health Sciences	Community/ Mental Health Psychiatric NP	Master Teacher, Community Health N318	Coordinator, 2 <sup>nd</sup> Semester Junior year
Gauthier, Donna	FT	2002	Assoc. Professor	BSN 1976	USL	MSN 1980 Ph.D 2001	TWU UTMB	Adult / Med-Surg .		Coordinator, MSN Program

**Table II-B**

**Faculty Profile: Full- and Part-Time – Spring 2012**

<b>Faculty Name</b>	<b>Ft/ Pt</b>	<b>Date of Initial Appointment</b>	<b>Rank</b>	<b>BA/BS Degree</b>	<b>Institution Granting Degree</b>	<b>Grad Degrees</b>	<b>Granting Institution</b>	<b>Area of Clinical Expertise</b>	<b>Academic Teaching</b>	<b>Other Areas of Responsibility</b>
Gonsoulin, Sheryl	FT	1985	Asst. Professor	BSN 1971	NSU 1971	MN 1975	LSUMC	Adult / Med-Surg, Adult Health and Illness	RN to BSN, N320	Coordinator, BSN Program
Guidry, Carole	PT	2012	Lab Asst	BSN 1983	UL Lafayette			Adult/ Med-Surg	Lab Assistant, N418	
Guilbeau, Janis	FT	2004	Instr	BSN 1985	USL	MSN 1988 APRN 1998 DNP 2009	NSU Northwestern S. U. Univ of Alabama, Birmingham	Critical Care, Adult/Med Surg	Graduate Program: NP Track	Coordinator, Graduate Program, NP tract
Harrington, Deedra	FT	2005	Instr	BSN 1996	USL	MSN 2005	UL Lafayette	Cardiovascular Nsg., ACNP	Master Teacher, Adult Health and Illness II, N418; lecturer N312	Coordinator, 2 <sup>nd</sup> Semester Senior year Doctoral Candidate
Haynes, Sheila	FT	2011	Asst. Professor	BSN 1973	UL Lafayette	MSN 1988 PhD 2010	LSU Medical Center Southern University	Psych/Mental Health	Clinical Instr, Mental Health, N318.	
Henderson, Phoebe	FT	2010	Instr.	BSN 1976	USL	MSN 2010	UL Lafayette	Psych/Mental Health	Clinical Instr, Mental Health, N318; Lecturer, N100	

**Table II-B**

**Faculty Profile: Full- and Part-Time – Spring 2012**

<b>Faculty Name</b>	<b>Ft/ Pt</b>	<b>Date of Initial Appointment</b>	<b>Rank</b>	<b>BA/BS Degree</b>	<b>Institution Granting Degree</b>	<b>Grad Degrees</b>	<b>Granting Institution</b>	<b>Area of Clinical Expertise</b>	<b>Academic Teaching</b>	<b>Other Areas of Responsibility</b>
Holmes, Tanya	FT	2010	Instr.	BSN 2006	UL Lafayette	MSN 2010	UL Lafayette	Adult/ Med-Surg	Clinical Instr, Fundamentals, N208 and N209; Lecturer, N200	
Hurst, Helen	FT	2002	Instr	BS 1989 BSN 1992	USL USL	MSN 1999  Nurse Midwife Certificate  DNP 2008	Case Univ. Cleveland  Frehier School of Midwifery  Case Western	Obstetrics Women's Health	Master Teacher, Obstetrical Nsg, N403.	Coordinator. 1 <sup>st</sup> Semester Sr. Level
Jakopac, Kim	FT	2002	Instr	BSN 1993  ASN 1990	Clarion Univ. of PA  Clarion Univ. of PA	MSN 1999	Univ. of Pittsburgh	Psych/Mental Health	Master Teacher and Clinical Instr, Psc/Mental Health, N318	
Lenahan, Christy	FT	2011	Instr	BSN 2001	UL Lafayette	MSN 2007	University of Southern Alabama	Adult/ Med-Surg FNP	Clinical Instr., Adult Med-Surg, N308; Lecturer, N309	
Landry, Cindy	FT	2011	Instr	BSN 2008	UL Lafayette	MSN 2011	UL Lafayette	Adult/ Med-Surg	Clinical Instr., Adult Med-Surg, N208 and N308	

**Table II-B**

**Faculty Profile: Full- and Part-Time – Spring 2012**

<b>Faculty Name</b>	<b>Ft/ Pt</b>	<b>Date of Initial Appointment</b>	<b>Rank</b>	<b>BA/BS Degree</b>	<b>Institution Granting Degree</b>	<b>Grad Degrees</b>	<b>Granting Institution</b>	<b>Area of Clinical Expertise</b>	<b>Academic Teaching</b>	<b>Other Areas of Responsibility</b>
Landry, Jessica	FT	2012	Instr	BSN 2001	UL Lafayette	MSN 2004	UL Lafayette	Adult / Med-Surg FNP	Clinical Instr., Adult Med-Surg, N208 and N209	
Lemoine, Jennifer	FT	2007	Instr	BNS 2001 ASN 1997	Loyola Univ. NO LSUHSC	MSN 2004 DNP 2011	LSUHSC Univ. of Alabama, Birmingham	Parent-Child Nursing, Neonatal Nurse Practitioner	Clinical Instr, Maternal/ Child N403	
Lipstate, Linda	PT	2007	Assoc. Professor	BS 1977	LSU	MD 1981	LSUHSC	Endocrinologist	Graduate Program: Advanced Pharm	
Martien, Laura	FT	2006	Instr	BA 1991 BSN 2000	Mercer Univ. UL Lafayette.	MSN 2005	UL Lafayette	Maternal-Child Health	Clinical Instr, Maternal/child, N403 Lecturer, N404	
Miller, Patricia	FT	1998	Instr	BSN 1971	Northwestern S.U.	MN 1987	LSUMC	Adult/ Med-Surg	Lecturer, N250	Director, Continuing Education Program
Myers, Rachel	FT	2006	Instr	BSN 1988	LSUHSC	MSN 2006	UL Lafayette	Pediatrics	Master Teacher and clinical instr. Pediatrics, N403	

**Table II-B**

**Faculty Profile: Full- and Part-Time – Spring 2012**

<b>Faculty Name</b>	<b>Ft/Pt</b>	<b>Date of Initial Appointment</b>	<b>Rank</b>	<b>BA/BS Degree</b>	<b>Institution Granting Degree</b>	<b>Grad Degrees</b>	<b>Granting Institution</b>	<b>Area of Clinical Expertise</b>	<b>Academic Teaching</b>	<b>Other Areas of Responsibility</b>
Neiheisel, Mary	FT	1966	Professor	BSN 1962	Univ. of the Incarnate Word, San Antonio, TX	MSN 1965 Ed.D 1981 NP 1996	Univ. of Colorado LSU MSU/TX	Adult/ Med-Surg, Family N.P.	Clinical Instr, Fundamentals, N208 and N209	
Oberleitner, Melinda	FT	1989	Professor	BSN 1977	USL	MSN 1981 DNS 1996	TWU LSUMC	Oncology		Associate Dean
Ortego, Nancy	FT	2004	Instr	BSN 1975	Boston College	MSN 1992	Northwestern State Univ.	Child & Adult Psych Nsg.	Clinical Instr, Psych/ Mental Health, N318; Lecturer, N200; lecturer, N314.	
Patel, Sudha	FT	1999	Asst. Professor	BSN 1971	Gujarat Univ.	MN 1973 MA 1980 DNS 1993	Delhi Univ. Columbia Univ. LSUMC	Psych/Mental Health Nsg., Community Health Nsg.	Clinical Instr, Psych/ Mental Health, N318;	
Poirrier, Gail	FT	1985	Professor	BSN 1968	USL	MN 1981 DNS 1994	LSUMC LSUMC	Adult / Med-Surg		Dean
Randol, Susan	FT	1994	Instr	BSN 1977	USL	MSN 1993	USL	HRHH	Master Teacher, Fundamentals, N208and N209	Coordinator, Freshman / Soph. Level

**Table II-B**

**Faculty Profile: Full- and Part-Time – Spring 2012**

<b>Faculty Name</b>	<b>Ft/Pt</b>	<b>Date of Initial Appointment</b>	<b>Rank</b>	<b>BA/BS Degree</b>	<b>Institution Granting Degree</b>	<b>Grad Degrees</b>	<b>Granting Institution</b>	<b>Area of Clinical Expertise</b>	<b>Academic Teaching</b>	<b>Other Areas of Responsibility</b>
Savoie, Deborah	FT	2005	Instr	BSN 1976	USL	MSN 2004	UL Lafayette	Adult / Med-Surg	Clinical Instr, Adult Med-Surg, N418; Lecturer, N319	
Shelton, Susan	PT	2012	Instr	BSN 1997	Georgia Baptist College	MSN 2000	Emory University	Maternal/Child	Clinical Instr. Maternal/child, N318	Doctoral Student
Smith, Soledad	FT	2004	Asst. Professor	BSN 1973	Catholic Univ. of Chile	MSN 1982 Ph.D 2002	Catholic Univ. of Amer. LSU	Adult / Med-Surg	Master Teacher, Adult Med-Surg Nsg. N308; lecturer, N333	Coordinator, 1 <sup>st</sup> semester Junior Year
Stagg, Denise	FT	2009	Instr	AD 2001 BSN 2007	Excelsier College Univ. of Phoenix	MSN 2009	UL Lafayette		Clinical Instr, Community, N318; Lecturer, N310	Doctoral Student
Stefanski, Robbie	FT	2005	Instr	BSN 1997	Auburn Univ.	MSN 2005	UL Lafayette	Acute Care, ICU Med-Surg Nsg.	Clinical Instr, Adult Med-Surg, N418	Simulation Coordinator N418
Stueben, Frances	PT	2008	Instr.	BSN 1987	USL.	MSN	UL Lafayette	Acute Care ICU/Cardiac	Clinical Instr, Adult Med-Surg, N418; Lecturer, N100	Coordinator, N100

**Table II-B**

**Faculty Profile: Full- and Part-Time – Spring 2012**

<b>Faculty Name</b>	<b>Ft/Pt</b>	<b>Date of Initial Appointment</b>	<b>Rank</b>	<b>BA/BS Degree</b>	<b>Institution Granting Degree</b>	<b>Grad Degrees</b>	<b>Granting Institution</b>	<b>Area of Clinical Expertise</b>	<b>Academic Teaching</b>	<b>Other Areas of Responsibility</b>
Sudduth, Ardith	FT	1999	Asst. Professor	BS 1964	Nebraska Wesleyan Univ.	MS 1968 MA 1987 Ph.D 1992	Univ. of Michigan Univ. of Nebraska Univ. of Nebraska	Gerontology, Adult/ Med-Surg, FNP.	Lecturer, N320	
Vidrine, Mary	PT	8/2011	Lab Asst	BSN 1984	USL			Adult / Med-Surg	Lab assistant, N318	
White, Debra	FT	8/2012	Instr	BSN 2002	University of Phoenix	MSN 2006	University of Southern Alabama	Maternal /Child	Clinical Instr, Maternal/child N403 Lecturer, N104	Doctoral Student
Wilson, Kathleen	FT	2007	Instr	BSN 1995	USL	MSN 2006	UL Lafayette	Adult / Med-Surg	Clinical Instr, Adult Med-Surg, N308; Lecturer, N343	







**Table II-D**

University of Louisiana at Lafayette  
 College of Nursing and Allied Health Professions  
 Department of Nursing

Evaluation of Preceptor by Student

Preceptor: \_\_\_\_\_ Please circle descriptor that most applies:

Student: \_\_\_\_\_

Agency & Dept. \_\_\_\_\_

Date \_\_\_\_\_

**SA** = Strongly Agree  
**A** = Agree  
**D** = Disagree  
**SD** = Strongly Disagree

1. The preceptor showed enthusiasm for his/her work.	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
2. The preceptor was knowledgeable about the area of practice.	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
3. The preceptor was aware of his/her own limitations.	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
4. The preceptor sometimes interfered inappropriately when I was caring for a client.	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
5. The preceptor gave me too much responsibility	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
6. The preceptor was willing to allow me to assume his/her responsibilities when I was able	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
7. The preceptor demonstrated skills and techniques well.	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
8. The preceptor encouraged me to make my own decisions.	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
9. The preceptor gave me constructive feedback.	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
10. The feedback was provided at appropriate times.	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
11. I needed more positive feedback about my performance.	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>

Comments:

**Table II-E**

**University of Louisiana at Lafayette  
College of Nursing and Allied Health Professions  
Department of Nursing**

**Daily Clinical Evaluation Tool by Preceptor**

**Student Name** \_\_\_\_\_ **Date** \_\_\_\_\_

<b>I. Professional</b>	<b>Comments</b>
Comes prepared for this experience	Yes ___ No ___
Seeks guidance from preceptor as appropriate	Yes ___ No ___
Assumes responsibility for own actions	Yes ___ No ___
Communicates clearly and effectively with staff, clients & families	Yes ___ No ___
<b>II. Nursing Process</b>	
Performs focused physical assessment	Yes ___ No ___
Recognize significant diagnostic data	Yes ___ No ___
Recognize changes in health status	Yes ___ No ___
<b>III. Analysis:</b>	
Analyzes assessment data	Yes ___ No ___
States Clinical Nursing Problems	Yes ___ No ___
<b>IV. Planning:</b>	
Prioritizes & plans nursing interventions	Yes ___ No ___
Identifies outcome criteria	Yes ___ No ___
<b>V. Implementation:</b>	
Maintains a safe environment	Yes ___ No ___
Initiates nursing actions in response to clinical nursing problems	Yes ___ No ___
Performs within the scope of professional nursing practice	Yes ___ No ___
<b>VI. Evaluation:</b>	
Overall the student's performance was	_____

**Preceptor Signature:**

**For Clinical Instructor Use:** Grade \_\_\_\_\_

Comments:

Clinical Instructor Signature: \_\_\_\_\_

<b>Table III-A</b>							
<b>Bachelor of Science Degree in Nursing Program of Studies – Current Curriculum</b>							
<b>LOWER DIVISION - Freshman Year</b>							
<b>First Semester</b>				<b>Second Semester</b>			
			<b>Credit</b>				<b>Credit</b>
CHEM	123	SurvGenOrgBioChem	3	SOCI	241	Social Problems	3
ENGL	101	Intro to Academic Writing	3	BIOL	220	Surv of Hum A & P Lecture	3
MATH	105	College Algebra	3	BIOL	221	Surv of Hum A & P Lab	1
BIOL	110	Fundamentals of BIOL I	3	ENGL	102	Writing & Research About Culture	3
NURS	100	Nurs & Hlth Care Concepts	1	PSYC	110	General Psychology	3
UNIV	100	Cajun Connections	2	NURS	104	Foundation for Professional Pract.	3
			15				15
<b>Sophomore Year</b>							
<b>First Semester</b>				<b>Second Semester</b>			
			<b>Credit</b>				<b>Credit</b>
CMCN	200	Fund Effect Speaking	3	STAT	214	Elem Statistics	3
BIOL	318	Advanced Human A & P	4	ELEC		Arts*	3
BIOL	261	General Microbiology	3	ELEC		Literature*	3
UNIV	200	Information Literacy	2	NURS	208	Fundamentals of Caregiving	4
NURS	204	Teamwork, Collaboration & Patient-Centered Care	3	NURS	209	Health Assessment Skills	3
			15				16
<b>UPPER DIVISION - Junior Year</b>							
<b>First Semester</b>				<b>Second Semester</b>			
			<b>Credit</b>				<b>Credit</b>
NURS	308	Adult Health & Illness I	9	NURS	340	Community & Psychiatric/Mental Health Nursing	8
NURS	309	Clinical Pharmacology	4	NURS	341	Health Care & Diverse Populations	2
NURS	310	Professional Values, Ethical & Legal Tenets of Care	2	NURS	342	Clinical Leadership	3
				ELEC		History	3
			15				16
<b>Senior Year</b>							
<b>First Semester</b>				<b>Second Semester</b>			
			<b>Credit</b>				<b>Credit</b>
NURS	403	Childbearing Family, Child & Adolescent Health Care	9	NURS	418	Adult Health & Illness II	9
NURS	405	Evidence for Best Practice	3	NURS	419	Contemporary Approaches to Nursing Leadership & Mgmt.	3
NURS		Elective	2	NURS	420	Bridge to Professional Practice	1
			14				13

*\*To be selected in consultation with academic advisor Effective August, 2011*

**Table III-B  
Bachelor of Science Degree in Nursing Program of Studies – RN to BSN Program**

The corequisite courses listed below must be completed prior to graduation from the University. Not all general courses can be completed in an accelerated format through UL Lafayette at this time. You may transfer equivalent credit in for these courses or take them online through UL Lafayette.

	Credits		Credits
English Literature	3	College Algebra	3
Statistics	3	Anatomy & Physiology	8
Chemistry	3	Microbiology	3
General Biology	3	ELEC History	3
Communications	3	200/300 Level Humanities	3
Computer Literacy	2		
Art	3		
History	3		
English Composition	6	<b>TOTAL</b>	<b>49</b>
General/Introduction to Psychology	3		

There is no time limitation applicable to transfer credits in to the Online RN to BSN program  
All RN to BSN courses (nursing and non-nursing) must be completed before a student is allowed to enroll in NURS 499

NURS	353	Orientation for RN to BSN	1	NURS	344	Nursing in a Disaster for RN to BSN	2
				NURS	499	Capstone Project	5
NURS	354	Transition to Professional Nursing for RN to BSN	5				
NURS	355	Health and Physical Assessment	2				
NURS	327	Community Health Nursing with Diverse Populations	4				
NURS	406	Evidence Based Practice for RN to BSN	4				
NURS	421	Nursing Leadership and Management for RN to BSN	4				
NURS	396	Professional Role Integration	3				



**Table III-D****Bachelor of Science Degree in Nursing Program of Studies - MINE-LPN Track****Note: Last Class Entering NURS250, Fall 2012**

Required Prerequisite and Support Courses to  
NURS 350: University credit may be granted  
through approved transfer of equivalent courses.

	Credits		Credits
CHEM 125	4	BIOL 261	3
ENGL 101	3	BIOL 220	3
ENGL 102	3	BIOL 221	1
MATH 105	3	ELEC Free	2
* PSYC 110	3	ELEC Art	3
BIOL 102	3	ELEC Literature	3
CMCN 200	3	ELEC History	3
* PSYC 313	3	SOCI 241 or ANTH 201	3
* HUMR 214	3		
		TOTAL	49

\* Credit-by-examination option

**NURSING ADVANCED PLACEMENT**

\* Successful completion of Care of the Child and the Childbearing Client profile examination = 8 credit hours granted for NURS 403.

First Semester				Credit	Second Semester				Credit
NURS	350	Transition to Professional Nursing (* Credit granted for NURS 101, 102, 103, 200, 208, 209, 210, 310 upon successful completion.)		5	NURS	308	Adult Health & Illness I		8
					NURS	309	Clinical Pharmacology		4
BIOL	318	Advanced Human A & P		4					
STAT	314	Elem Statistics		3					
				12					12
Third Semester				Credit	Fourth Semester				Credit
NURS	318	Community & Psychiatric/Mental Health Nursing		8	NURS	418	Adult Health & Illness II		9
NURS	319	Process IV: Global Health Care		2	NURS	419	Process VI: Nursing Leadership & Management		7
NURS	320	Health Care Perspectives of Aging		3					
NURS	404	Process V: Scientific Inquiry - The Research Process		3					
				16					16



**Table III-E  
Graduate Outcomes and Competencies Encompassing the Professional Nursing Role**

**“Baccalaureate Generalist Nurses are providers of direct and indirect care” (AACN Essentials, pp. 8-9).**

<b>Mission</b>	<b>Goals</b>	<b>Outcome</b>	<b>Competency</b>	<b>Measurement</b>
“The mission of the Department of Nursing is to <b>prepare leaders in professional nursing who are responsive to the health needs of diverse cultures ...</b> ”	1. “Provide a quality program of study leading to a Bachelor of Science in Nursing to a diverse group of students.”	Core Knowledge	Synthesizes core knowledge of basic sciences, general education, and nursing courses for safe effective care within a framework of the nursing process. Adopt a holistic approach to provision of care, including health promotion and disease prevention, as well as individual and population based care across the life span.	Performance on NCLEX-RN Performance on HESI exit exam Course performance on teacher constructed exams Clinical Reasoning Exam Clinical evaluation tool Employer survey 1 and 3 year follow-up of graduates EBI Survey HESI Exit Exam  <b>Measures Specific to RN to BSN:</b> Employer survey One year follow up of graduates Guided Self-Reflection/Self-Assessment Activities Online Quizzes (Weekly) Individual Projects Structured Writing Assignments Online Discussion Boards HESI Exit Exam

**Table III-E  
Graduate Outcomes and Competencies Encompassing the Professional Nursing Role**

<p><b>“The mission of the Department of Nursing is to prepare leaders in professional nursing who are responsive to the health needs of diverse cultures through... meaningful use of informatics and patient care technology...”</b></p>	<p>“5. Balance the integration of emerging technologies, evidence-based practice, and caring within the framework of professional nursing practice.”</p>	<p>Patient Centered Care</p>	<p>Demonstrate critical thinking in the provision of compassionate, coordinated, effective care, recognizing the patient or designee as the source of control based on the patient’s preferences, values, and needs in a variety of health care settings with diverse client populations.</p>	<p>Performance on NCLEX-RN Performance on HESI exit exam Clinical Evaluation Tool Metivision Recordings- Sim Lab Course performance on teacher constructed exams Clinical Reasoning Exam</p> <p><b>Measures Specific to RN to BSN:</b> Community-Needs Assessment Concept Mapping Brainstorming Activities Guided Self-Reflection/Self-Assessment Activities Online Quizzes (Weekly) Individual Projects HESI Exit Exam</p>
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**Table III-E  
Graduate Outcomes and Competencies Encompassing the Professional Nursing Role**

<p>“The mission of the Department of Nursing is to prepare leaders in professional nursing who are responsive to the health needs of diverse cultures through ... <b>integration of critical thinking...</b>”</p>	<p>“2. Foster the development of sound clinical decision making skills relevant to practice.”</p>	<p>Core Knowledge</p>	<p>Synthesizes core knowledge of basic sciences, general education, and nursing courses for safe effective care within a framework of the nursing process. Adopt a holistic approach to provision of care, including health promotion and disease prevention, as well as individual and population based care across the life span.</p>	<p>Performance on NCLEX-RN Performance on HESI exit exam Course performance on teacher constructed exams Clinical Reasoning Exam Clinical evaluation tool Employer survey 1 and 3 year follow-up of graduates EBI Survey HESI Exit Exam</p> <p><b>Measures Specific to RN to BSN:</b> Employer survey One year follow up of graduates Guided Self-Reflection/Self-Assessment Activities Online Quizzes (Weekly) Individual Projects Structured Writing Assignments Online Discussion Boards HESI Exit Exam</p>	
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**Table III-E  
Graduate Outcomes and Competencies Encompassing the Professional Nursing Role**

“Baccalaureate Generalist Nurses are designers, managers, and coordinators of care “(AACN Essentials, p.9).

Mission	Goals	Outcome	Competency	Measurement
<p>“The mission of the Department of Nursing is to prepare leaders in professional nursing who are responsive to the health needs of diverse cultures <b>through the delivery of evidence-based practice, safe and high quality care...</b>”</p>	<p>“3. Prepare nurses who can assume leadership roles in the provision of safe, high quality, cost-effective health care to diverse populations.”</p>	<p>Leadership &amp; Management</p>	<p>Demonstrate ability to analyze and synthesize health care policies and issues related to environments of care. Collaborate with stakeholders of various communities of interest. Demonstrate accountability for delegated care, and translate health care regulations into practice.</p>	<p>N419- Team Project N403- EBP Poster Project N419 Unit Exams CON Administrative Meeting with Administrators of Area Health Care Institutions Clinical Orientations with Agencies HESI Exit Exam</p> <p><b>Measures Specific to RN to BSN:</b> Policy Development Online Quizzes (Weekly) Online Group Discussion Boards Structured Writing Assignments Web-Based Activities HESI Exit Exam</p>
<p>“The mission of the Department of Nursing is to prepare leaders in professional nursing who are responsive to the health needs of diverse cultures <b>through...safe and high quality care...</b>”</p>	<p>“3. Prepare nurses who can assume leadership roles in the provision of safe, high quality, cost-effective health care to diverse populations.”</p>	<p>Safety</p>	<p>Identify environmental factors and health systems which minimize risk of harm to patients and providers and accept responsibility for providing safe effective care.</p>	<p>Performance on Dosage Calculation Exam Metivision Recordings- Sim Lab Clinical Evaluation Tool Skills Validation HESI Exit Exam</p> <p><b>Measures Specific to RN to BSN:</b> Structured Writing Assignments Online Group Discussion Boards HESI Exit Exam</p>

**Table III-E  
Graduate Outcomes and Competencies Encompassing the Professional Nursing Role**

<p>“The mission of the Department of Nursing is to prepare leaders in professional nursing who are responsive to the health needs of diverse cultures <b>through...safe and high quality care...</b>”</p>	<p>“3. Prepare nurses who can assume leadership roles in the provision of safe, high quality, cost-effective health care to diverse populations.”</p>	<p>Quality Improvement</p>	<p>Evaluate data related to outcomes of care processes and recognize health systems designed to continuously improve the quality and safety of care.</p>	<p>Clinical Evaluation Tool Course performance on teacher constructed exams HESI Exit Exam</p> <p><b>Measures Specific to RN to BSN:</b> Online Quizzes (Weekly) Individual Quality Improvement Project Design and Implementation Online Group Discussion Boards Quizzes (Weekly) Guided Self-Reflection/Self-Assessment Activities Structured Writing Assignments HESI Exit Exam</p>
<p>“The mission of the Department of Nursing is to prepare leaders in professional nursing who are responsive to the health needs of diverse cultures <b>through...safe and high quality care...</b>”</p>	<p>“3. Prepare nurses who can assume leadership roles in the provision of safe, high quality, cost-effective health care to diverse populations.”</p>	<p>Teamwork and Collaboration</p>	<p>Function effectively within nursing and multidisciplinary teams, fostering open verbal and nonverbal communication, mutual respect, and shared decision-making to achieve quality patient care.</p>	<p>CAC Projects- N318 EBP Poster Project-N403 EBP Project- N419 Clinical Evaluation Tool HESI Exit Exam</p> <p><b>Measures Specific to RN to BSN:</b> Online Group Discussion Boards Video and Audio-Enhanced Online Chat Sessions HESI Exit Exam</p>

**Table III-E  
Graduate Outcomes and Competencies Encompassing the Professional Nursing Role**

<p>“The mission of the Department of Nursing is to prepare leaders in professional nursing who are responsive to the health needs of diverse cultures through ... evidence-based practice ...”</p>	<p>“4. Create an environment conducive to the advancement of nursing education, research, scholarship, and practice.”</p>	<p>Evidence-Based Practice</p>	<p>Integrate best practice guidelines with clinical expertise, considering patient/family preferences and values for delivery of safe, effective health care.</p>	<p>EBP Poster Project-N403 EBP Project- N419 Clinical Evaluation Tool Course performance on teacher constructed exams Performance on NCLEX-RN Performance on HESI exit exam</p> <p><b>Measures Specific to RN to BSN:</b> Quizzes (Weekly) Structured Writing Assignments Data Management Activities using Decision-Support Tools HESI Exit Exam</p>
<p>“The mission of the Department of Nursing is to prepare leaders in professional nursing who are responsive to the health needs of diverse cultures through delivery of evidence-based practice, safe and high quality care, and meaningful use of informatics and patient care technology. This mission is actualized through faculty commitment to quality education, research, scholarship, and service</p>	<p>“5. Balance the integration of emerging technologies, evidence-based practice, and caring within the framework of professional nursing practice.”</p>	<p>Informatics</p>	<p>Utilize health related technology to communicate, manage current knowledge, prevent and identify errors and support decision-making and critical thinking. Address complex clinical issues and use of informatics to support critical thinking</p>	<p>Use of Elsevier Simulation Package Participation in Online Courses via MOODLE LMS Satisfactory use of computerized documentation systems in clinical setting HESI Exit Exam</p> <p><b>Measures Specific to RN to BSN:</b> Data Management Activities using Decision-Support Tools Guided Self-Reflection/Self-Assessment Activities Web-Based Activities HESI Exit Exam</p>

**Table III-E  
Graduate Outcomes and Competencies Encompassing the Professional Nursing Role**

<p><b>“The mission of the Department of Nursing is to prepare leaders in professional nursing who are responsive to the health needs of diverse cultures . . . . In support of this mission, the faculty is dedicated to fostering the values of altruism, autonomy, human dignity, integrity, and social justice (AACN, 2008).”</b></p>	<p>6. “Promote an organizational culture that embodies the values of trust, respect, innovation and lifelong learning.”</p>	<p>Professional Values and Attitudes</p>	<p>Incorporate professional attitudes (career marketability, professional identity, ethical standards, motivation for scholarship and continued learning), and values (altruism, autonomy, human dignity, integrity and social justice) into clinical decision-making. Also engage in self care activities, and assume responsibility for professional development.</p>	<p>EBI Survey Employer Survey 1 and 3 year follow-up of graduates Clinical Evaluation Tool HESI Exit Exam</p> <p><b>Measures Specific to RN to BSN:</b> Employer Survey 1 year follow-up of graduates Online Group Discussion Boards Structured Writing Assignments Individual Projects Video and Audio-Enhanced Online Chat Sessions Online Quizzes (Weekly) Guided Self-Reflection/Self-Assessment Activities HESI Exit Exam</p>
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**Table III-E  
Graduate Outcomes and Competencies Encompassing the Professional Nursing Role**

**“Baccalaureate Generalist Nurses are members of the profession and in this role are advocates for the patient and the profession”  
(AACN Essentials, p. 9).**

<b>Mission</b>	<b>Goals</b>	<b>Outcome</b>	<b>Competency</b>	<b>Measurement</b>
<p>“The mission of the Department of Nursing is to prepare leaders in professional nursing ...”</p>	<p>“3. Prepare nurses who can assume leadership roles in the provision of safe, high quality, cost-effective health care to diverse populations.”</p>	<p>Professional Values and Attitudes</p>	<p>Incorporate professional attitudes (career marketability, professional identity, ethical standards, motivation for scholarship and continued learning), and values (altruism, autonomy, human dignity, integrity and social justice) into clinical decision-making. Also engage in self-care activities, and assume responsibility for professional development.</p>	<p>EBI Survey Employer Survey 1 and 3 year follow-up of graduates Clinical Evaluation Tool HESI Exit Exam</p> <p><b>Measures Specific to RN to BSN:</b> Employer Survey 1 year follow-up of graduates Online Group Discussion Boards Structured Writing Assignments Individual Projects Video and Audio-Enhanced Online Chat Sessions Online Quizzes (Weekly) Guided Self-Reflection/Self-Assessment Activities HESI Exit Exam</p>
<p>“The mission of the Department of Nursing is to prepare leaders in professional nursing who are responsive to the health needs of diverse cultures...In support of this mission; the faculty is dedicated to fostering the values of altruism, autonomy, human dignity, integrity, and social justice.”</p>	<p>“6. Promote an organizational culture that embodies the values of trust, respect, innovation, and lifelong learning.”</p>	<p>Professional Values and Attitudes</p>	<p>Incorporate professional attitudes (career marketability, professional identity, ethical standards, motivation for scholarship and continued learning), and values (altruism, autonomy, human dignity, integrity and social justice) into clinical decision-making. Also engage in self-care activities, and assume responsibility for professional development.</p>	<p>EBI Survey Employer Survey 1 and 3 year follow-up of graduates Clinical Evaluation Tool HESI Exit Exam</p> <p><b>Measures Specific to RN to BSN:</b> Employer Survey 1 year follow-up of graduates Online Group Discussion Boards Structured Writing Assignments Individual Projects Video and Audio-Enhanced Online Chat Sessions Online Quizzes (Weekly) Guided Self-Reflection/Self-Assessment Activities HESI Exit Exam</p>



**Table III-F  
Examples of “Standards of Nursing Practice” Implementation in the Baccalaureate Curriculum**

<b>Standards of Practice</b>	<b>Nursing Course</b>	<b>Course Objective</b>	<b>Learning Experiences</b>
<b>Standard 1. Assessment</b> The registered nurse collects comprehensive data pertinent to the patient’s health or situation.	<u>Nursing 204:</u> Teamwork, Collaboration & Patient-Centered Care	Explain the nursing process and its impact on patient care delivery.  Illustrate the use of the nursing process in patient centered care.	Lecture multiple dimensions of patient-centered care.  Students use a diagnosis mapping worksheet, and develop a comprehensive care plan for a client with selected health problems..
	<u>Nursing 208:</u> Fundamentals of Caregiving	Use information resources and information-handling tools to support personal scholarly and practice activities.  Use information resources and information handling tools to support personal, scholarly and practice activities.  Perform selected psychomotor skills according to College of Nursing standards in clinical practice.	Students use the Nursing Assessment Tool to obtain detailed health history and assessment data. Nursing rounds and multidisciplinary (interdisciplinary) rounds are integrated into the clinical experience. Audiovisual materials, simulation, ATI  Skills demonstration.
	<u>Nursing 209:</u> Health Assessment Skills	Conduct a systematic and accurate physical assessment of an individual’s health status using the nursing process, accountability, and communication consistent with the role of professional nurse. Elicit and record health history and perform physical assessment	Lecture/discussion, AV materials, written report of health hx, written examinations, practicum examination, independent study, library resources.
	<u>Nursing 309:</u> Clinical Pharmacology	Explain the role of the nurse related to pharmacotherapeutics in patient care and patient education.	Outcome criteria and goals of care are delineated in lectures and textbook readings for each group of medications covered.

**Table III-F**  
**Examples of “Standards of Nursing Practice” Implementation in the Baccalaureate Curriculum**

Standards of Practice	Nursing Course	Course Objective	Learning Experiences
	<u>Nursing 318:</u> Community and Psychiatric/Mental-Health Nursing	Integrate public health theory with nursing theory in identifying the environmental stressors which affect the health needs of individuals, families, and aggregates.  Demonstrate acceptance of personal responsibility and accountability for legal and ethical client care and outcomes based upon accepted professional standards as criteria.	Comprehensive community and psychosocial nursing assessments.  Clinical reasoning written examination.  Weekly self-evaluations, sign facility HIPPA agreement, mid-point and final clinical evaluations.
<b>Standard 2. Diagnosis</b>  The registered nurse analyzes the assessment data to determine the diagnoses or issues.	<u>Nursing 318:</u> Community and Psychiatric/Mental-Health Nursing	Relate health promotion and disease prevention for individuals, families, and aggregates to their stage of development and continuing health care needs.	Students complete health teaching plans, presentations, and projects in both community and psychiatric areas. Care maps and plans are formulated specific to individual client needs. Psychosocial paper, care maps and plans.
<b>Standard 3. Outcomes Identification</b>  The registered nurse identifies expected outcomes for a plan individualized to the patient or the situation.	<u>Nursing 308:</u> Adult Health and Illness I	Demonstrate the nurse’s role as care giver, client advocate, and health teacher for chronically ill adults and their families in the areas of health promotion, health maintenance, and restoration of health, illness and disease management. Analyze and interpret the various roles implemented by nurses relating to the care of the chronically ill adults and their families.	Weekly clinical time with chronically ill adults in acute care hospital setting or home health setting. Weekly written care planning for chronically ill adults includes interventions for health teaching, health maintenance and restoration of health. Specific readings include topics of process of adaptation in the context of chronic illness, modification of health risks (health promotion within the context of chronic illness), current national guidelines for management of chronic illness, primary and secondary prevention strategies, physiologic and psychological factors that influence health maintenance and restoration of health. Students are expected to engage in patient advocacy, including voicing controversial views, on a weekly basis in the clinical area. This is reflected in the weekly clinical evaluations.

**Table III-F  
Examples of “Standards of Nursing Practice” Implementation in the Baccalaureate Curriculum**

Standards of Practice	Nursing Course	Course Objective	Learning Experiences
	<u>Nursing 309:</u> Clinical Pharmacology	Relate nursing roles to legal and ethical accountability in administering drug therapy.	Outcome criteria and goals of care are delineated in lectures and textbook readings for each group of medications covered.
	<u>Nursing 318:</u> Community and Psychiatric Mental-Health Nursing	Assume various nursing roles to accomplish the adaptation of clients, families and groups within the changing health care system.	Weekly clinical inpatient psychiatric/mental health assignments, community, and home health assignments.
<b>Standard 4. Planning</b> The registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.	<u>Nursing 204:</u> Teamwork and Collaboration	Identify the steps of the nursing process and utilize them at a beginning level.	Students are required to list relevant interventions to meet nursing goals and attain patient outcomes and give rationale for these interventions (care map/plan, nursing orders).  Also lecture/discussion includes initial and ongoing <b>planning of care, interventions and nursing orders.</b>
	<u>Nursing 208:</u> Fundamentals of Caregiving	Demonstrate ability to follow the steps of the nursing process at a beginning level.	Students are required to list relevant interventions to meet nursing goals and attain patient outcomes and give rationale for these interventions.
	<u>Nursing 308:</u> Adult Health and Illness I	Incorporate theories and concepts from the sciences and humanities into a developing framework for professional nursing practice with chronically ill adults and their families.	Specific reading assignments and classroom discussion on Social Cognitive Theory, Health Belief Model and Transtheoretical Model of Change. Specific classroom discussion focuses on the incorporation of these theories and models within care for chronically ill adults. Weekly clinical evaluation required students to incorporate knowledge and contributions from the sciences, humanities, technology, and nursing into nursing interventions.
	<u>Nursing 308:</u> Adult Health and Illness I (cont'd)	Implement specific aspects of the nursing process in accordance with D. E. Orem’s Self-care Deficit Theory.	Students are introduced to the concepts of Orem’s self-care deficit theory and encouraged to incorporate the theory into their care-planning. Classroom discussion includes the interrelatedness of self-efficacy with self-care deficit theory.

**Table III-F  
Examples of “Standards of Nursing Practice” Implementation in the Baccalaureate Curriculum**

Standards of Practice	Nursing Course	Course Objective	Learning Experiences
	<u>Nursing 320:</u> Health Care Perspective of Aging	Plan strategies to promote/maintain optional function in older adults.	Assigned readings both in required textbook and computer. Group projects include identification of a problem and appropriate solutions. Student presentations both in class and on MOODLE related to the group projects. Examinations include the material presented.
	<u>Nursing 418:</u> Adult Health and Illness II	Plan interventions for health promotion, health maintenance, and rehabilitation of acutely/critically ill adults and their families in collaboration with members of the multi-disciplinary health care team.  Evaluate research literature as a foundation for evidence-based professional nursing practice for acutely/critically ill adults.	Multidisciplinary clinical post- conferences including bariatric pre and post procedure care, sleep disorders, hyperbaric; physical, speech, occupational and recreational rehabilitation therapies, respiratory therapy, radiology and laboratory services including the blood bank. Students also work with pharmacy, social services, respiratory therapy, nutritionists, and physical therapy when planning and coordinating patient care. Individualized care maps and plans for each assigned client in the acute care/telemetry area.  Students are required to evaluate research literature as the foundation for formulating care maps, care plans and interventions.  Students apply research findings in preparing for their clinical assignments and discuss pertinent research findings related to patient care in post-conference.
<b>Standard 5. Implementation</b> The registered nurse implements the identified plan.	<u>Nursing 308:</u> Adult Health and Illness I	Incorporate theories and concepts from the sciences and humanities into a developing framework for professional nursing practice with chronically ill adults and their families.	Specific reading assignments and classroom discussion on Social Cognitive theory, Health Belief Model and Transtheoretical Model of change. Specific classroom discussion focuses on the incorporation of these theories and models within care for chronically ill adults. Weekly clinical evaluation required students to incorporate knowledge and contributions from the sciences, humanities, technology, and nursing into nursing interventions.



**Table III-F  
Examples of “Standards of Nursing Practice” Implementation in the Baccalaureate Curriculum**

<b>Standards of Practice</b>	<b>Nursing Course</b>	<b>Course Objective</b>	<b>Learning Experiences</b>
<b>Standard 5A. Coordination of Care (cont'd)</b>	<u>Nursing 418:</u> Adult Health and Illness II	Assess nursing roles related to care giver, client advocate, health teacher, leader, and researcher in caring for acutely/critically ill adults and their families.  Formulate discharge plans to promote continuity of care and coordinate client and family needs with available resources.  Engage in high-fidelity simulation through adequate preparation, active participation and debriefing sessions.	Students are assigned the role of charge nurse that introduces them to the complexity of supervising professional and ancillary staff and presents challenges including priority setting and problem solving related the care of patients and their families. Students are also required to submit a written paper related to their experience.  Participate in discharge planning on unit and include discharge planning when formulating care maps and plans. Students are responsible for completing discharge forms, making follow-up appointments, and providing discharge instructions to their patients.  Weekly high-fidelity simulation activities, coordinating the care of patients with various disease processes.
	<u>Nursing 309:</u> Clinical Pharmacology	Understand the principles of drug actions as they relate to the effects of drugs on and within patients.  Understand how the effects of drugs are different in various special patient populations.	Written examinations.  Outcome criteria and goals of care are delineated in lectures and textbook readings for each group of medications covered. (see above)
<b>Standard 5B. Health Teaching and Health Promotion</b>  The registered nurse employs strategies to promote health and a safe environment.	<u>Nursing 318:</u> Community and Psychiatric/Mental-Health Nursing	Relate health promotion and disease prevention for individuals, families, and aggregates to their stage of development and continuing health care needs.	Written examinations.  Student teaching presentations in both the community and psychiatric/mental-health clinical settings focus on groups as well as individuals and family members when present.
	NA	NA	NA
<b>Standard 5C. Consultation</b>  The advance practice registered nurse and the nurse role specialist provide consultation to influence the identified plan, enhance the abilities of others, and effect change.	NA	NA	NA

**Table III-F  
Examples of “Standards of Nursing Practice” Implementation in the Baccalaureate Curriculum**

Standards of Practice	Nursing Course	Course Objective	Learning Experiences
<b>Standard 5D. Prescriptive Authority and Treatment.</b> The advanced practice nurse uses prescriptive authority, procedures, referrals, treatments, and therapies in accordance with the state and federal laws and regulations.	NA	NA	NA
<b>Standard 6. Evaluation</b> The registered nurse evaluates progress toward attainment of outcomes.	Nursing 320: Health Care Perspective of Aging	Describe the interdisciplinary approach to geriatric care.	Assigned reading and lecture present roles of multiple healthcare providers and members of the community. Students interview members of other disciplines as part of group projects and present in class using PowerPoint, and compile a list of resource persons and agencies to assist geriatric clients to attain maximum health.
	Nursing 403: Childbearing Family, Child and Adolescent Health Care	Apply the nursing process in the care of the childbearing family and child in selected situations along the health continuum.  Apply leadership skills in the management of one’s own nursing practice.	Lecture, classroom discussion, assessment tools, concept maps, institutional documentation. Weekly, mid-point and final clinical evaluations, written examinations and clinical reasoning examination.  Required to demonstrate appropriate utilization of time, resources, and delegation in application of nursing care principles.

**Table III-G**  
**Examples of “Standards of Professional Performance” in the Baccalaureate Curriculum**

<b>Standards of Professional Performance</b>	<b>Nursing Course</b>	<b>Course Objective</b>	<b>Learning Experiences</b>
<b>Standard 7. Ethics</b>  The registered nurse practices ethically.	<u>Nursing 204:</u> Teamwork, Collaboration and Patient-Centered Care	Illustrate use of the nursing process in patient-centered care.  Explain the nursing process and it’s impact on patient care delivery.	Classroom presentation and discussion, assigned readings, audiovisuals, group activities, MOODLE, online quizzes and internet based activities.
	<u>Nursing 208:</u> Fundamentals of Caregiving	Maintain integrity and security of data files.	Lecture/discussion, demonstration/return demonstration, independent study, independent practice, clinical practice, clinical conferences, written health assessments and nursing care plans, AV materials and computer software, in class writing activities, assigned readings, and library resources.
	<u>Nursing 308:</u> Adult Health and Illness I	Demonstrate that nursing practice is based on legal, ethical, moral, and professional standards which guide the nursing care of chronically ill adults and their families.	Lectures, discussions, assigned reading, AV aids, interactive learning techniques writing exercises in reflective thinking, oral presentations, problem-based learning methods.
	<u>Nursing 309:</u> Clinical Pharmacology	Relate nursing roles to legal and ethical accountability in administering drug therapy.	Lectures, discussions, AV aids, case studies, independent study, a suggested reading list, written examinations, and CAI programs in the LRC.
	<u>Nursing 310:</u> Ethical/Legal Values	Identify ethical and legal issues related to nursing practice.  Discuss how ethical and legal issues impact decision-making in nursing.	Quizzes/ Exams, professional paper, case study analyses. Analyze and evaluate the ethical and legal considerations of selected case studies.  Quizzes/ Exams, professional paper, case study analyses. Readings/Discussion/Visual Aids/Handouts.



**Table III-G**  
**Examples of “Standards of Professional Performance” in the Baccalaureate Curriculum**

Standards of Professional Performance	Nursing Course	Course Objective	Learning Experiences
	<u>Nursing 318:</u> Community and Psychiatric/Mental Health Nursing	Demonstrate acceptance of personal responsibility and accountability for legal and ethical client care and outcomes based upon accepted professional standards as criteria.	Lecture/discussion, projects, papers, presentations (individual and group), field experiences, experiential learning, clinical observations and experiences, role playing, AV aids, (CAIs) clinical assignments, library resources, research assignments, and post conferences.
<b>Standard 8. Education</b>  The registered nurse attains knowledge and competence that reflects current nursing practice.	<u>Nursing 100:</u> Nursing and Health Care Concepts	Describe the role of the professional nursing student as it relates to the philosophy of the UL Lafayette CONAHP.	Lecture, discussion, readings, AV, MOODLE LMS online quizzes and surveys. Writing and internet based activities.
	<u>Nursing 104:</u> Foundation for Professional Practice	Discuss systems theory and perspectives theory in relation to healthcare.	Classroom presentations and discussions, assigned readings, AV, group activities, MOODLE LMS quizzes, writing activities, internet based activities.
	<u>Nursing 208:</u> Fundamentals of Caregiving	Apply selected theories and concepts of homeostasis, health/illness, human development, human needs, stress adaptation, and nursing process.	Lecture/discussion, demonstration/return demonstration, independent study, independent practice, clinical practice, clinical conferences, written health assessments and nursing care plans, AV materials and computer software, in class writing activities, assigned readings, and library resources.
	<u>Nursing 308:</u> Adult Health and Illness I	Incorporate theories and concepts from the sciences and humanities into a developing framework for professional nursing practice with chronically ill adults and their families.	Lectures, discussions, assigned reading, AV aids, interactive learning techniques writing exercises in reflective thinking, oral presentations, problem-based learning methods. Ongoing evaluation of concept mapping as part of clinical requirements. Administration of unit exams for evaluation of mastery of didactic course component.

**Table III-G**  
**Examples of “Standards of Professional Performance” in the Baccalaureate Curriculum**

Standards of Professional Performance	Nursing Course	Course Objective	Learning Experiences
	Nursing 309: Clinical Pharmacology	Examine research and recent developments in nursing, health care, and pharmacology in relation to drug therapy.	Lectures, discussions, AV aids, case studies, independent study, a suggested reading list, written examinations, and CAI programs in the LRC. Individualized sessions with students to reinforce content areas not fully understood.
	Nursing 318: Community and Psychiatric/Mental Health	Integrate public health theory with nursing theory in identifying the environmental stressors which affect the health needs of individuals, families, and aggregates.  Relate health promotion and disease prevention for individuals, families, and aggregates to their stage of development and continuing health care needs.	Lecture/discussion, projects, papers, presentations (individual and group), field experiences, experiential learning, clinical observations and experiences, role playing, AV aids, (CAIs) clinical assignments, library resources and research assignments, and post conferences. Large community based health assessment project done by groups of students, with professional presentation included.
	Nursing 403: Childbearing Family, Adolescent, and Child Care	Incorporate core components of professional nursing education in maternal child nursing practice, including liberal education, professional values, core competencies and role development	Lectures and clinical experiences. Faculty and students incorporated developmental principles into patient care and development of formal and informal teaching plans for women and children. Clinical teaching, lecture and post conference include evidence based practice. Clinical evaluation tool includes criteria for incorporation of evidence based practice. Evidence based practice poster project. High fidelity simulation.

**Table III-G**  
**Examples of “Standards of Professional Performance” in the Baccalaureate Curriculum**

<b>Standards of Professional Performance</b>	<b>Nursing Course</b>	<b>Course Objective</b>	<b>Learning Experiences</b>
<b>Standard 9. Evidence-Based Practice and Research</b>  The registered nurse integrates evidence and research findings into practice.	<u>Nursing 318:</u> Community and Psychiatric/Mental Health Nursing	Apply evidence- based research findings in planning for health promotion, restoration, and client rehabilitation.	Integration of research studies into journals and application of findings to the care of case management clients. Use of research journals as resources for written psychosocial paper.
	<u>Nursing 309:</u> Clinical Pharmacology	Examine research and recent developments in nursing, health care, and pharmacology in relation to drug therapy.	Lectures, discussions, AV aids, case studies, independent study, a suggested reading list, written examinations, and CAI programs in the LRC.
	<u>Nursing 404:</u> Process V: Research	Describe the logical progression of steps in the research process and the interrelationships of these steps.  Value research as a tool to expand and refine nursing knowledge.  Describe methods for communicating the results of research.	Lectures, seminars, discussions, audio-visual materials, computer assisted instruction, handouts, utilization exercises and use of MOODLE online course management system.  Lectures, seminars, discussions, audio-visual materials, computer assisted instruction, handouts, utilization exercises and use of MOODLE online course management system.  Lectures, seminars, discussions, audio-visual materials, computer assisted instruction, handouts, utilization exercises and use of MOODLE online course management system.
	<u>Nursing 403:</u> Childbearing Family, Child and Adolescent Health Care	Apply core knowledge to care of the pregnant and postpartum woman and child; including health promotion, risk reduction, disease prevention, illness and disease management, information and healthcare technologies, ethics, human diversity, global healthcare and healthcare systems and policy.	Weekly care maps, unit exams, class discussion, post conferences. Evidence based practice poster project.
	<u>Nursing 418:</u> Adult Health & Illness II	Evaluate research literature as a foundation for evidence-based professional nursing practice for acutely/critically ill adults.	Assessment tools/care maps, clinical post conferences, demonstration of skills, computer assisted instruction, patient simulator scenarios.

**Table III-G**  
**Examples of “Standards of Professional Performance” in the Baccalaureate Curriculum**

Standards of Professional Performance	Nursing Course	Course Objective	Learning Experiences
<b>Standard 10. Quality of Practice</b>  The registered nurse contributes to quality nursing practice	<u>Nursing 100:</u> Nursing and HealthCare Concepts	Examine global, national and local issues and trends related to health care and the nursing profession	Lecture, discussion, assigned readings, AV, group activities, MOODLE LMS quizzes, writing activities, internet based activities.
	<u>Nursing 104:</u> Foundation for Professional Practice	Explore issues in healthcare delivery that will influence nursing practice. Explain evidence based practice and its significance to nursing and health care	Classroom presentations and discussions, assigned readings, AV, group activities, MOODLE LMS quizzes, writing activities, internet based activities.
	<u>Nursing 204:</u> Teamwork, Collaboration & Patient Centered Care	Explore the concept of collaboration with and among teams.  Discuss characteristics of highly functioning teams.	Classroom presentations and discussion, assigned readings, audiovisuals, group activities, MOODLE/Computer-Based Learning [online quizzes] and internet based activities
	<u>Nursing 208:</u> Fundamentals of Caring	Relates concepts of nursing process, role, accountability, and communication to professional nursing.  Apply selected theories and concepts of homeostasis, health/illness, human development, human needs, stress adaptation, and nursing process.	Lecture, discussions, demonstrations, return demonstration of various aspects of nursing practice.  Instruction and evaluation of concept maps developed from patient situations which relate nursing theory to practice and are placed into the context of the nursing process.
		<u>Nursing 308:</u> Adult Health and Illness I	Analyze how interdisciplinary nursing practice impacts clients with chronic health problems in a variety of settings.  Demonstrate that nursing practice is based on legal, ethical, moral, and professional standards which guide the nursing care of chronically ill adults and their families.

**Table III-G**  
**Examples of “Standards of Professional Performance” in the Baccalaureate Curriculum**

Standards of Professional Performance	Nursing Course	Course Objective	Learning Experiences
	<u>Nursing 318:</u> Community and Psychiatric/Mental Health Nursing	Evaluate the effectiveness of own nursing practice utilizing professional standards as criteria.  Demonstrate acceptance of personal responsibility and accountability for legal and ethical client care and outcomes based upon accepted professional standards as criteria.	Ongoing evaluation and documentation of effectiveness of nursing actions is recorded in weekly clinical journals, care maps/plans, and clinical self-evaluations on which they evaluate the nursing care they have provided.
	<u>Nursing 403:</u> Nursing Care of the Childbearing Family	Analyze the nurses’ role of provider of care, designer, manager and coordinator of care, and member of a profession in relation to the promotion of health of the childbearing family and child.  Apply core knowledge to care of the pregnant and postpartum woman and child; including health promotion, risk reduction, disease prevention, illness and disease management, information and healthcare technologies, ethics, human diversity, global healthcare and healthcare systems and policy.	Clinical experiences within the context of pediatric and maternity settings, with development of concept maps and other written assignments. Ongoing evaluation of application of the nursing process in relation to the care of children and pregnant women. High fidelity simulation exercises.
	<u>Nursing 419:</u> Process IV: Nursing Leadership and Management	Explain the professional nurses’ foundation of managerial skills including influence, decision-making and motivational abilities. Integrate communication, team building and delegation as essential skills for the nurse leader.	Lecture/discussion, On-line presentations and discussion, Assigned readings, Case studies, Small group discussion/Problem solving, Scholarly projects, Clinical practice.

**Table III-G**  
**Examples of “Standards of Professional Performance” in the Baccalaureate Curriculum**

Standards of Professional Performance	Nursing Course	Course Objective	Learning Experiences
<p><b>Standard 11. Communication</b></p> <p>The registered nurse communicates effectively in a variety of formats in all area of practice..</p>	<p><u>Nursing 204:</u> Teamwork, Collaboration and Patient Centered Care</p> <p><u>Nursing 309:</u> <u>Clinical Pharmacology</u></p> <p><u>Nursing 308:</u> Adult Health and Illness I</p>	<p>Demonstrate understanding of channels of communication and chain of command.</p> <p>Describe and apply knowledge of communication theory in patient-centered care.</p> <p>Understand the interdisciplinary collaborations between the nurse and other health disciplines related to pharmacotherapeutics process</p> <p>Collaborate with members of the health care team and allied disciplines in planning and implementing health promotion, maintenance, and restoration activities for chronically ill adults and their families.</p> <p>Analyze how interdisciplinary nursing practice impacts clients with chronic health problems in a variety of settings.</p>	<p>Assigned readings, classroom discussion, group activities, audiovisuals, internet based activities.</p> <p>Lectures, discussions, AV aids, case studies, independent study, reading list, written examinations and CAI programs in the LRC.</p> <p>Lectures, discussions, assigned reading, AV aids, interactive learning techniques writing exercises in reflective thinking, oral presentations, problem-based learning methods.</p> <p>Interdisciplinary post-conferences in the clinical setting.</p>
<p><b>Standard 12. Leadership</b></p> <p>The registered nurse demonstrates leadership in the professional practice setting and the profession.</p>	<p><u>Nursing 210:</u> Communication</p>	<p>Demonstrate awareness of group process and leadership development.</p>	<p>Lecture, group discussion, online activities, exams.</p>

**Table III-G**  
**Examples of “Standards of Professional Performance” in the Baccalaureate Curriculum**

Standards of Professional Performance	Nursing Course	Course Objective	Learning Experiences
	<u>Nursing 318:</u> Community and Psychiatric/Mental Health Nursing	Demonstrate leadership skills and knowledge of political systems in interpersonal and working relationships with clients, families, and groups which enhance and facilitate the delivery of quality health care.	Lecture/discussion, projects, papers, presentations (individual and group), field experiences, experiential learning, clinical observations and experiences, role playing, AV aids, (CAIs) clinical assignments, library resources and research assignments, and post conferences.
	<u>Nursing 403</u> Childbearing Family, Adolescent, and Child Care	Incorporate core components of professional nursing education in maternal child nursing practice, including liberal education, professional values, core competencies and role development	Lecture, group discussion, online activities, exams. High fidelity simulation.
	<u>Nursing 419:</u> Process IV: Nursing Leadership and Management	Incorporate leadership and management roles and theories in nursing.  Evaluate business principles and skills important to the nurse leader-manager including finance, informatics, quality improvement and strategic planning.	Lecture/discussion, On-line presentations and discussion, Assigned readings, Case studies, Small group discussion/ Problem solving, Scholarly projects, Clinical practice.  Lecture/discussion, On-line presentations and discussion, Assigned readings, Case studies, Small group discussion/Problem solving, Scholarly projects, Clinical practice.
<b>Standard 13. Collaboration</b>  The registered nurse collaborates with the healthcare consumer, family and others in the conduct of nursing practice.	<u>Nursing 308:</u> Adult Health and Illness I	Demonstrate accountability for safe and effective implementation of the nursing process in the care of chronically ill adults and their families.	Lectures, discussions, assigned reading, AV aids, interactive learning techniques writing exercises in reflective thinking, oral presentations, problem-based learning methods.
	<u>Nursing 309:</u> Clinical Pharmacology	Discuss general principles of drug action, side effects, untoward effects, and precautionary measures necessary for safe drug administration.	Classroom lecture, discussion, and case presentations on client safety issues related to drug administration.

**Table III-G**  
**Examples of “Standards of Professional Performance” in the Baccalaureate Curriculum**

Standards of Professional Performance	Nursing Course	Course Objective	Learning Experiences
	<u>Nursing 318:</u> Community and Psychiatric/Mental Health Nursing	Assume various roles to accomplish the adaptation of clients, families, and groups within the changing health care system.	Students consider cost of care and appropriateness of care when working in health promotion clinics and when making referrals in discharge planning (including inpatient psych) and case management.
	<u>Nursing 403:</u> Childbearing Family, Adolescent and Child Care	Analyze the nurses’ role of provider of care, designer, manager and coordinator of care and member of a profession in relation to the promotion of health of the childbearing family and child.	Participate in multidisciplinary rounds in patient settings, ongoing evaluation of evidence of provides of multidisciplinary care. Use of weekly clinical self-evaluation tool and clinical journaling. High fidelity simulation.
<p><b>Standard 14. Professional Practice Evaluation</b></p> <p>The registered nurse evaluates her or his own practice in relation to professional practice standards and guidelines, relevant statues, rules and regulations.</p>	<u>Nursing 208:</u> Fundamentals of Caregiving	Demonstrate ability to follow the steps of the nursing process at a beginning level. Perform selected psychomotor skills according to the College of Nursing standards clinical practice.	Students complete a self-evaluation tool at the end of the clinical practice experience, with one criterion which specifically evaluates various aspects of the caregiving role of the professional nurse.
	<u>Nursing 308:</u> Adult Health and Illness I	Analyze and interpret various roles implemented by nurses and other health care providers relating to the care of chronically ill adults and their families. Demonstrate accountability for safe and effective implementation of nursing process in the care of chronically ill adults and their families.	Students complete a weekly self-evaluation tool and also midpoint and final evaluations (also complete weekly clinical journals).



**Table III-G**  
**Examples of “Standards of Professional Performance” in the Baccalaureate Curriculum**

Standards of Professional Performance	Nursing Course	Course Objective	Learning Experiences
	<u>Nursing 318:</u> Community and Psychiatric/Mental Health Nursing	Evaluate the effectiveness of own nursing practice utilizing professional standards as criteria.	The weekly evaluation tool, also midpoint and final evaluations, used in Instructor/Student evaluations provides guidelines for evaluating care using professional standards.
	<u>Nursing 403:</u> Childbearing Family, Adolescent, and Child Care	Analyze the nurses’ role of provider of care, designer, manager and coordinator of care, and member of a profession in relation to the promotion of health of the childbearing family and child.	The weekly evaluation tool, also midpoint and final evaluations, used in Instructor/Student evaluations provides guidelines for evaluating care using professional standards.
	<u>Nursing 418:</u> Adult Health and Illness II	Demonstrate accountability for the effectiveness of one’s own nursing practice with acutely/critically ill adults and their families.	The weekly evaluation tool, also midpoint and final evaluations, used in Instructor/ Student evaluations provides guidelines for evaluating care using professional standards.

**Table III-G**  
**Examples of “Standards of Professional Performance” in the Baccalaureate Curriculum**

Standards of Professional Performance	Nursing Course	Course Objective	Learning Experiences
<p><b>Standard 15. Resource Utilization</b></p> <p>The registered nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective and financially responsible.</p>	<p><u>Nursing 104:Foundation for Professional Practice.</u></p> <p><u>Nursing 419:</u>            Process VI: Nursing Leadership and Management</p>	<p>Outline the effects of health policy, regulation, and financing on healthcare.</p> <p>Discuss attributes of the staff management plan: forecasting workload, staffing patterns that meet patient care needs, position control, scheduling, demand management, staffing allocation and caregiver assignment.</p> <p>Critically analyze factors that contribute to a nursing shortage and discuss possible strategies to address the nursing shortage.</p>	<p>Classroom presentations and discussion, assigned readings, group activities. Online quizzes and surveys. Internet based activities.</p> <p>Lecture/discussion, On-line presentations and discussion, Assigned readings, Case studies, Small group discussion/ Problem solving, Scholarly projects, Clinical practice.</p> <p>Lecture/discussion, On-line presentations and discussion, Assigned readings, Case studies, Small group discussion/ Problem solving, Scholarly projects, Clinical practice.</p>
<p><b>Standard 16. Environmental Health</b></p> <p>The registered nurse practices in an environmentally safe and healthy manner.</p>	<p><u>Nursing 318:</u>            Community and Psychiatric/Mental Health Nursing</p>	<p>Integrate public health theory with nursing theory in identifying the environmental stressors which affect the health needs of individuals, families and aggregates.</p>	<p>Lecture/discussion, Community-As-A- Client Group Project, Home visit clinical experiences</p>

**Table III-H  
Learning the Professional Nursing Role through Course Outcome Objectives**

Professional Role	List of role knowledge and skills from AACN <i>Essentials</i> , pp. 8-9	Selected Course Objectives Leading to Development of Role Competencies
<b>1. “Baccalaureate generalist nurses are providers of direct and indirect care.”</b>	Provides evidence-based care in a changing environment; uses research findings and other evidence in designing and implementing care that is multi-dimensional, high quality and cost effective	<ul style="list-style-type: none"> <li>- Explore issues in healthcare delivery that influence nursing practice (N104)</li> <li>-Describe quality as it relates to health care, ways of measuring quality in health care, and quality improvement strategies (104)</li> <li>-Explain evidence based practice and its significance to nursing and health care (N104) - Describe methods for communicating the results of research (N404).</li> <li>- Apply theories and concepts from science and humanities to the professional nursing care of selected individuals (N208).</li> <li>- Recognize observable behaviors that are valid indications of the client's state of health utilizing theories and concepts of health/illness, human development, human needs, stress/adaptation and nursing process (N209).</li> <li>- Describe and apply knowledge of communication theory in the therapeutic relationship (N204).</li> <li>- Incorporate theories and concepts from the sciences and humanities into a developing framework for professional nursing practice with chronically ill adults and their families (N308).</li> <li>- Relate knowledge gained from the basic sciences to mechanisms of the Pharmacotherapeutic process (N309).</li> <li>- Apply theories and concepts from the basic sciences, humanities and nursing to professional nursing practice for the childbearing family and the child (N403).</li> <li>- Incorporate theories and concepts from the sciences, humanities, and nursing into a framework for professional nursing practice with acutely/critically ill adults and their families (N418).</li> </ul>
	Prepared for ethical dilemmas that arise in practice and will be able to make and assist others in making decisions within a professional ethical framework	<ul style="list-style-type: none"> <li>- Recognize cultural and religious beliefs, practices and life experiences of ethnic groups and the influences of these on attitudes toward aging (N320).</li> </ul>

**Table III-H  
Learning the Professional Nursing Role through Course Outcome Objectives**

	Understanding of advances in science and technology and influence these advances have on health care and individual well-being	<ul style="list-style-type: none"> <li>- Apply selected theories and concepts of homeostasis, health/illness, human development, human needs, stress adaptation, and nursing process (N208).</li> <li>- Respect the values and beliefs of clients from various social, ethnic, and cultural backgrounds while providing quality nursing care (N318).</li> </ul>
	Uses holistic, caring framework that is comprehensive and focuses on mind, body, and spirit and emotions.	<ul style="list-style-type: none"> <li>- Use information resources and information-handling tools to support personal, scholarly, and practice activities (N208 and N403).</li> <li>- Explain physiological and pathophysiological processes involved in the rationale for drug therapy (N309) .</li> <li>- Use a variety of computer hardware and software for instructional, research, and practice purposes (N403).</li> <li>- Demonstrate an understanding of how information technology is used in a health care (N419).</li> </ul>
<b>1. “Nurses are providers of care.”</b> (cont’d)	Understands distinction between disease and individual’s illness experience and assists the patient to understand this distinction	<ul style="list-style-type: none"> <li>- Apply evidence-based research findings in planning for health promotion, restoration, and client rehabilitation (N318).</li> <li>- Discuss global nursing research issues, agendas, and trends (N319).</li> <li>- Demonstrate an appreciation of the role of nursing research in the care of the childbearing family and child (N403).</li> <li>- Describe the logical progression of steps in the research process and the interrelationships of these steps (N404).</li> <li>- Describe characteristics of commonly used types of research designs, sampling procedures, and data collection methods (N404).</li> <li>- Value research as a tool to expand and refine nursing knowledge (N404).</li> <li>- Evaluate research literature as a foundation for evidence-based professional nursing practice for acutely/critically ill adults (N418).</li> </ul>
	Recognizes determining health status of patient within the context of the patient’s values is essential in providing a framework for planning, implementing, and evaluating outcomes of care	<ul style="list-style-type: none"> <li>- Understand the responsibilities of the nurse and other allied health disciplines related to pharmacotherapeutic process in providing care and education to patients (N309).</li> </ul>

**Table III-H  
Learning the Professional Nursing Role through Course Outcome Objectives**

	Provides care in and across all environments	- Describe issues related to quality management and risk management (N419).
	Nurses focus on individual, family, community, and population health care as they monitor and manage aspects of the environment to foster health	<ul style="list-style-type: none"> <li>- Explore issues in healthcare delivery that influence nursing practice (N104)</li> <li>- Perform selected psychomotor skills according to Department standards in clinical practice (N208).</li> <li>- Explain the role of the nurse related to pharmaco-therapeutics in patient care and in patient education (N309).</li> </ul>
		<ul style="list-style-type: none"> <li>- Explain the nursing process and its impact of patient care delivery (N204).</li> <li>- Demonstrate ability to follow the steps of the nursing process at a beginning level (N208).</li> <li>- Demonstrate knowledge of the effective techniques and components of the health history (N209).</li> <li>- Conduct a systematic and accurate physical assessment of an individual's health status utilizing the concepts of nursing process, accountability and communication consistent with the role of the professional nursing (N209).</li> <li>- Implement specific nursing management in the care of patients receiving selected drugs (N309).</li> <li>- Implement general patient teaching of medication use and specific details of selected drugs and drug groups (N309).</li> <li>- Apply the nursing process in the care of the childbearing family and child in selected situations along the health continuum (N403).</li> </ul>

**Table III-H  
Learning the Professional Nursing Role through Course Outcome Objectives**

- Demonstrate the nurse's role as care giver, client advocate, and health teacher for chronically ill adults and their families in the areas of health promotion, health maintenance, and restoration of health (N308).
  - Analyze and interpret the various roles (e.g., care giver, client advocate, health teacher) implemented by nurses and other health care providers relating to the care of chronically ill adults and their families (N308).
  - Analyze and evaluate the ethical and legal considerations of selected case studies (N310).
  - Analyze the nurse's roles of care giver, advocate, and health teacher in the promotion and maintenance of health and the rehabilitation of the childbearing family and the child (N403).
  - Assess nursing roles related to care giver, client advocate, health teacher, leader, and researcher in caring for acutely/critically ill adults and their families (N418).
  - Demonstrate the nurse's role as care giver, client advocate, and health teacher in health promotion, health maintenance, and rehabilitation of acutely/critically ill adults and their families (N418).
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- Collaborate with members of the health care team and allied disciplines in planning and implementing health promotion and health maintenance and restoration activities for chronically ill adults and their families (N308).
  - Analyze how interdisciplinary nursing practice impacts clients with chronic health problems in a variety of settings (N308).
  - Implement the nursing process, using a multidisciplinary approach, to facilitate the adaptation of clients, families, groups, and communities displaying health care needs (N318).
  - Integrate public health theory with nursing theory in identifying the environmental stressors which affect the health needs of individuals, families and aggregates. (N318)
  - Describe the interdisciplinary approach to geriatric care (N320).
  - Appreciate the role of the nurse as collaborator in health promotion and health maintenance of the childbearing family and the child (N403).
  - Plan interventions for health promotion, health maintenance, and rehabilitation of acutely/critically ill adults and their families in collaboration with members of the multi-disciplinary health care team (N418).

**Table III-H  
Learning the Professional Nursing Role through Course Outcome Objectives**

		<ul style="list-style-type: none"> <li>- Respect the values and beliefs of clients from various social, ethnic, and cultural backgrounds while providing quality nursing care (N318).</li> <li>- All objectives from Electives N333 (Cultural Aspects of Health Care) and N314 (Complementary and Integrative Modalities in Nursing).</li> </ul>
<b>2. “Baccalaureate generalist nurses are designers, coordinators and managers of care.”</b>	Have knowledge and authority to delegate task to other health care personnel and supervise and evaluate these personnel	<ul style="list-style-type: none"> <li>- Explore the concept of collaboration within and among teams (N204).</li> <li>- Demonstrate leadership skills and knowledge of political systems in interpersonal and working relationships with clients, families, and groups which enhance and facilitate the delivery of quality health care (N318).</li> <li>- Apply leadership skills in the management of one's own nursing practice with the childbearing family and the child along the health continuum (N403).</li> <li>- Apply leadership skills in the management of one's own nursing practice (N418).</li> <li>- Compare and contrast leadership and management roles and theories in nursing (N419).</li> </ul>
	Function autonomously and interdependently within the health care team	<ul style="list-style-type: none"> <li>- Describe demographic and societal trends related to aging (N320).</li> <li>- Discuss the concept of successful aging (N320).</li> <li>- Describe characteristics of functional decline in older persons (N320).</li> <li>- Plan strategies to promote/maintain optional function in older adults (N320).</li> </ul>
	Accountable for professional practice and image as well as outcomes of their own delegated nursing care	<ul style="list-style-type: none"> <li>- Demonstrate the ability to apply the concepts of discharge planning for chronically ill adults and their families (N308).</li> </ul>
	Members of healthcare teams composed of professionals and other personnel that deliver treatment and services in complex, evolving health care systems	<ul style="list-style-type: none"> <li>- Understand the responsibilities of the nurse and other allied health disciplines related to pharmacotherapeutic process in providing care and education to patients (N309).</li> <li>- Assume various nursing roles to accomplish the adaptation of clients, families and groups within the changing health care system (N318).</li> </ul>

**Table III-H  
Learning the Professional Nursing Role through Course Outcome Objectives**

	<p>Bring a unique blend of knowledge, judgment, skills and caring to the health care team.</p>	<ul style="list-style-type: none"> <li>- Integrate public health theory with nursing theory in identifying the environmental stressors which affect the health needs of individuals, families, and aggregates (N318).</li> <li>- Discuss factors that influence the changing health needs of selected populations (N319).</li> <li>- Examine the methods of health promotion in enhancing the health of populations (N319).</li> <li>- Apply the concepts of strategic planning, goal setting, and marketing to improve the operation of a health care organization (N419).</li> <li>- Explain the importance of teamwork in an organization (N419).</li> <li>- Explain processes utilized in making changes in an organization (N419).</li> <li>- Discuss problem solving methods typically used in managing an organization (N419).</li> <li>- Compare and contrast leadership and management roles and theories in nursing (N419).</li> <li>- Discuss hiring, termination, and evaluation procedures in health care organizations (N419).</li> <li>- Discuss financing for primary care (N320).</li> <li>- Discuss how financial issues impact patient care in a health care organization (N419).</li> </ul>
<p><b>3. “Baccalaureate generalist nurses</b></p>	<p>Develops professional identity and accountability for one’s professional image.</p>	<p>-Describe the role of the professional nursing student as it relates to the philosophy of the UL Lafayette College of Nursing and Allied Health Professions (N100)</p>



**Table III-H  
Learning the Professional Nursing Role through Course Outcome Objectives**

<b>are members of the profession and in this role are advocates for the patient and the profession”</b>	Use a well-delineated and broad knowledge for practice	<ul style="list-style-type: none"> <li>- Discuss systems theory and perspectives theory in relation to health care (N104)</li> <li>Integrate the department philosophy of nursing with theory in identifying the health needs of individuals, families and communities (N103).</li> <li>- Relate the concepts of nursing process, role, accountability and communication to professional nursing (N208). Demonstrate understanding of channels of communication and chain of command (N204).</li> <li>- Demonstrate that nursing practice is based on legal, ethical, moral, and professional standards which guide the nursing care of chronically ill adults and their families (N308).</li> <li>- Evaluate the effectiveness of own nursing practice utilizing professional standards as criteria (N318).</li> <li>- Demonstrate acceptance of personal responsibility and accountability for legal and ethical client care and outcomes based upon accepted professional standards as criteria (N318).</li> <li>- Practice accountability for one's own nursing practice in selected nursing roles (caregiver, collaborator, client advocate, and teacher) with the childbearing family and the child (N403).</li> <li>- Demonstrate the use of legal, moral, ethical and professional standards which influence the nursing care of the childbearing family and the child (N403).</li> <li>- Demonstrate that nursing practice is based on legal, ethical, moral, and professional standards which influence nursing and health care of acutely/critically ill adults and their families (N418).</li> </ul>
	Strong critical reasoning, clinical judgment, communication, and assessment skills.	-- Define professionalism in nursing (N310).
	Development and demonstration of an appropriate set of values and ethical framework for practice	<ul style="list-style-type: none"> <li>- Maintain integrity and security of data files (N208).</li> <li>- Relate nursing roles to legal and ethical accountability in administering drug therapy (N309).</li> <li>- Identify ethical and legal issues related to nursing practice (N310).</li> <li>- Evaluate the impact of regulatory and accreditation agencies on nursing care deliver (N310).</li> <li>- Recognize the legal and ethical implications of nursing research (N404).</li> <li>- Evaluate the impact of ethical standards and legal guidelines on nursing practice (N419).</li> </ul>
	Knowledgeable and practice in the policy processes defining healthcare delivery and systems of care	<ul style="list-style-type: none"> <li>- Outline the effects of health policy, regulation, and financing on health care (N104)</li> <li>- Integrate elements of service learning into clinical experience (N418).</li> </ul>

**Table III-H  
Learning the Professional Nursing Role through Course Outcome Objectives**

	<p>Committed to lifelong learning, including career planning, which increasingly includes graduate level study</p>	<ul style="list-style-type: none"> <li>- Describe the roles power and politics play in an organization (N419)</li> <li>- Identify conflict resolution strategies used in health care settings (N419).</li> <li>- Explore self-management strategies and identify strategies for career management (N419).</li> <li>- Demonstrate an awareness of health delivery systems that promote optimal health and wellness (N103).</li> <li>- Describe issues related to quality management and risk management (N419).</li> <li>- Describe and explain procedures for ensuring adequate staffing in a health care setting (N419).</li> </ul>
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<b>Table III-I Paired Clinical/Core Courses</b>	
<b>Clinical Course</b>	<b>Paired Core Course</b>
Nursing 208 – <b>Fundamentals of Caregiving</b>	Nursing 209 – <b>Health Assessment Skills</b>
Nursing 308 – <b>Adult Health and Illness I</b>	Nursing 309 – <b>Clinical Pharmacology</b> Nursing 310 – <b>Process III: Professional Values, Ethical &amp; Legal Tenants of Health Care</b>
Nursing 318 <b>Community and Psychiatric/Mental Health Nursing</b>	Nursing 319 – <b>Health Care and Diverse Populations</b> Nursing 320 – <b>Clinical Leadership</b>
Nursing 403 – <b>Childbearing Family, Child &amp; Adolescent Health Care</b>	Nursing 404– <b>Evidence for Best Practice</b>
Nursing 418 – <b>Adult Health &amp; Illness II</b>	Nursing 419 – <b>Contemporary Approaches to Leadership and Management</b>

**Table III-J  
Developing Graduate Competencies through Non-Nursing Support Courses**

Competency	Non-Nursing Support Courses
1. Teamwork and Collaboration	English 101 English 102 Communication 200 UNIV 100 <b>Introduction to Academic Writing</b> <b>Writing and Research About Culture</b> <b>Fundamentals of Effective Speaking</b> <b>Cajun Connections</b>
2. Professional Values and Attitudes	Sociology 241 Psychology 110 ELEC ELEC ELEC <b>Social Problems</b> <b>General Psychology</b> <b>History</b> <b>Literature</b> <b>Arts</b>
3. Evidence-Based Practice	Biology 220/221 Biology 318 <b>Survey of Human A&amp;P</b> lecture and lab <b>Advanced Human A&amp;P</b>
5. Core Knowledge	Chemistry 123 Biology 110 Biology 261 ELEC <b>Survey of Gen/Org/Bio Chemistry</b> <b>Fundamentals of Biology I</b> <b>General Microbiology</b> <b>Nursing</b>
6. Informatics	UNIV 200 <b>Information Literacy</b>
7. Quality Improvement	Math 105 Statistics 214 <b>College Algebra</b> <b>Elementary Statistics</b>

**Table III-K  
Building of Technology Competence Across the Curriculum**

<b>Nursing Courses in the Baccalaureate Curriculum</b>	<b>Course-appropriate Technology</b>
Nursing 100 <b>Nursing and Healthcare Concepts</b>	Students activate university E-mail accounts, learn to access and navigate course websites, submit assignments by digital dropbox, take on-line quizzes, and develop PowerPoint presentations.
Nursing 104 <b>Foundation for Professional Practice</b>	Students complete on-line quizzes and participate in internet based activities.
Nursing 204 <b>Teamwork, Collaboration and Patient-Centered Care</b>	Students develop PowerPoint presentations, complete on-line tutorial assignments, and take on-line quizzes.
Nursing 208 <b>Fundamentals of Caregiving</b>	Students view ATI Skills Module Series and are required to demonstrate competence through return demonstrations in the LRC.
Nursing 209 <b>Health Assessment Skills</b>	Students use the following skills-related technology in the learning resource center: oral, ear and forehead temperature scanners, pulse oximeters, dopplers, blood glucose monitors.
Nursing 308 <b>Adult Health &amp; Illness I</b>	Students view audio-visuals covering theory and clinical topics in the LRC audio-visual laboratory. They also use the IV cath simulators to learn IV insertion skills. Students use the following skills-related technology in the learning resource center in addition to what was used in previous courses: IV pumps, PCA pumps, O <sub>2</sub> delivery systems, NG suction equipment.
Nursing 309 <b>Clinical Pharmacology</b>	Students access the course MOODLE site for required reading, assignments, and information.
Nursing 310 <b>Process III: Prof. Values, Ethical &amp; Legal Tenets of Health Care</b>	Students access the course MOODLE site for required reading, assignments, and information. Students take on-line quizzes and submit assignments using the digital dropbox.

**Table III-K  
Building of Technology Competence Across the Curriculum**

Nursing Courses in the Baccalaureate Curriculum	Course-appropriate Technology
Nursing 318 <b>Community &amp; Psychiatric/Mental Health Nursing</b>	Students view audio-visuals covering theory and clinical topics in the LRC audio-visual laboratory. LRC clinical skill technology includes equipment for body fat determination, cholesterol and CBG screening, hearing and vision screening, and peripheral vascular disease screening. Students do web searches and use reliable on-line information for patient teaching and referral.
Nursing 319 <b>Process IV: Global Health</b>	Students participate in on-line nursing student bulletin boards, on-line discussion groups, complete unit web assignments, and develop individual web-quests on selected global health topics.
Nursing 320 <b>Health Care Perspectives of Aging</b>	Students access the course MOODLE site for required reading, assignments, and information. Students take on-line quizzes, submit assignments using digital dropbox, and use online discussion boards. Student groups develop PowerPoint presentations.
Nursing 403 <b>Childbearing Family, Child &amp; Adolescent Health Care</b>	Students view ATI Skills Module Series and other films and are required to demonstrate competence through return demonstrations in the LRC.. LRC clinical skill technology includes equipment for electronic fetal monitoring, infant monitoring (SimBaby), delivery simulation models, infant resuscitation simulators, infant temperature regulation.
Nursing 404 <b>Process V: Scientific Inquiry – The Research Process</b>	Students access the course MOODLE site for required reading, assignments, and information. Students take on-line quizzes, submit assignments using digital dropbox, and use online discussion boards and chat rooms.
Nursing 418 <b>Adult Health &amp; Illness II</b>	Students view audio-visuals covering theory and clinical topics in the LRC audio-visual laboratory. LRC clinical skill technology includes a fully equipped simulated critical care unit with 6 SimMan models for assessment, resuscitation, and care of the critically ill adult.
Nursing 419 <b>Process VI: Nursing Leadership &amp; Management</b>	Students access the course website for required reading, assignments, and information. Students complete on-line practice NCLEX-RN exam modules.

**Table III-L  
Instructional Methods for Developing Core Competencies**

Core Competency	Instructional Methods
1. Teamwork and collaboration	Class presentations and class group work, role-playing, selected written clinical assignments, in-class writing activities, simulation
2. Professional Values and Attitudes	Self-evaluation with clinical journal, writing exercises in reflective thinking
3. Evidence-Based Practice	Clinical practicum in selected clinical areas, Evidence Based Practice Projects in N403, Discharge Planning Form, library research assignments
4. Core Knowledge	Assigned readings, audio-visual, CAI materials, lecture, medication studies, independent study, simulation, Skills Module Series
5. Patient-centered care	Demonstration/return demonstration of selected LRC skills, clinical practicum in selected clinical areas, patient simulator scenarios
6. Leadership and Management	Class discussion, Class discussion, pre and post clinical conference, case presentations, assessment tools/care maps, patient simulator scenarios, problem-based learning methods
7. Safety	Class discussions and clinical postconferences. Case presentations, assessment tools/care maps. High fidelity simulation with debriefing. Evidence based practice projects and presentations.
8. Informatics	High fidelity simulation, use of the MOODLE learning management system. Clinical experiences in varying practice settings.
9. Quality Improvement	Assigned readings and class discussions. Debriefing following high fidelity simulation. Clinical postconferences. Evidence based practice projects.

**Table III-M  
Major Clinical Facilities - Clinical Experiences By Course**

<b>Course</b>	<b>Agency</b>	<b>Type of Care</b>	<b>Size of Population Served</b>	<b>Number of Students</b>	<b>Accrediting Agency</b>
Nursing 208	Our Lady of Lourdes Regional Medical Center	Medical/Surgical	360	60/week	TJC
	Dauterive Hospital	Medical/Surgical	103	20/week	TJC
	Regional Medical Center of Acadiana	Medical/Surgical	131	20/week	TJC
	LTAC of Acadiana	Medical/Surgical	240	10/week	**TJC The Joint Commission
Nursing 308	University Medical Center	Medical/Surgical	187	10/week	TJC
	Lafayette General Medical Center (LGMC)	Medical/Surgical	367	30/week	TJC
	Our Lady of Lourdes Regional Medical Center	Medical/Surgical	286	20/week	TJC
	Our Lady of Lourdes Regional Medical Center	Operating Room	20	60/semester	TJC
	Acadian Home Health Care	Home Health	120	22/semester	State
	Acadia-St. Landry Home Health	Home Health	120	20/semester	State
	Opelousas General Health System	Medical/Surgical	245	10/week	TJC
	Iberia Medical Center	Medical/Surgical	101	10/week	TJC
	LGMC	OR/Holding/PACU	367	30/semester	TJC
Nursing 318	Acadia Vermilion Hospital for Psychiatric Addictive Medicine	Inpatient and Outpatient Psychiatric	20	20/semester	TJC



**Table III-M  
Major Clinical Facilities - Clinical Experiences By Course**

<b>Course</b>	<b>Agency</b>	<b>Type of Care</b>	<b>Size of Population Served</b>	<b>Number of Students</b>	<b>Accrediting Agency</b>
Nursing 318	Village Du Lac	Health Promotion Clinic	100	20	NA
	Beau Se Jour Apartments	Health Promotion Clinic	100	20	NA
	UL Lafayette Wellness Wednesdays Case management and health promotion	Health Promotion Clinic	University	70/semester	NA
	Catholic Service Centers (St. Joseph's Shelter. St. Bernadette's Clinic, St. Joseph Diner)	Home visits	Varies	70/semester	NA
	St Landry Parish Health Unit	Health Promotion/Education	300	70/semester	State
	Oceans Behavioral Hospital	Clinic	100	70/semester	State
	Optima Behavioral Hospital	Inpatient/Outpatient Psychiatric	20	20/semester	State
	Compass Behavioral Health Center	Inpatient/Outpatient Psychiatric	16	20/semester	State
	MMO Behavioral Health Services	Inpatient/Outpatient Psychiatric	30	20/semester	State
	LAARC	Outpatient Psychiatric	40	20/semester	State
		Outpatient Psychiatric	50	35/semester	NA
Nursing 403	Lafayette General Medical Center	Labor & Delivery, Postpartum, Newborn Nursery, Pediatrics	367	30/semester	TJC
Nursing 403	Fisher's Learning Centers	Day Care Center	120	30/semester	State

**Table III-M  
Major Clinical Facilities - Clinical Experiences By Course**

<b>Course</b>	<b>Agency</b>	<b>Type of Care</b>	<b>Size of Population Served</b>	<b>Number of Students</b>	<b>Accrediting Agency</b>
Nursing 403 (cont'd)	Lafayette Public Health Unit	Immunization Clinic	Parish	70/semester	State
	HCA Women's and Children's Hospital	Labor & Delivery, Postpartum, Newborn Nursery, Pediatric Inpatient	120	30/semester	TJC
	UL Lafayette SGA Day Care	Day Care Center	70	20/semester	State
	St Landry Parish Health Unit	Family Planning	Parish	70/semester	State
	St. Martin Parish School Based Health Centers Genesis Program	Health Promotion/Education Maternal/Child Health Education	500-800 15	70/semester 70/semester	State State
Nursing 418	University Medical Center	Medical/Surgical/ICU/ER	187	10/week	TJC
	Lafayette General Medical Center	Medical/Surgical/ICU/ER	362	10/week	TJC
	Our Lady of Lourdes Regional Medical Center	Medical/Surgical/ ICU/ER	286	10/week	TJC
	Iberia Medical Center	Medical/Surgical	101	10/week	TJC
	Regional Medical Center	Medical/Surgical/ICU/ER	131	10/week	TJC
	Opelousas General Health System	Medical/Surgical/ICU/ER	245	10/week	TJC
	Heart Hospital of Lafayette	PCU/ER	32	10/week	TJC

<b>Table III-N</b> <b>Community of Interest Needs and Expectations: Students</b>		
<b>Student Needs</b>	<b>Student Expectations</b>	<b>Methods for Input and Evaluation</b>
<ul style="list-style-type: none"> <li>- administrative support</li> <li>- faculty support</li> <li>- resource support</li> <li>- frequent feedback on progress</li> <li>- fair treatment</li> <li>- open communication with faculty and administration</li> </ul>	<ul style="list-style-type: none"> <li>- adequate preparation for professional practice</li> <li>- adequate preparation for graduate study</li> <li>- quality curriculum and instruction</li> <li>- quality learning environments</li> <li>- sufficient preparation to pass NCLEX-RN</li> </ul>	<ul style="list-style-type: none"> <li>- AACN/EBI Undergraduate Education Exit Assessment (semester)</li> <li>- Student Evaluation of Instructor–SEI (semester)</li> <li>- Student Focus Groups (annual)</li> <li>- Student Evaluation of Learning Resource Center (annual)</li> <li>- NCLEX-RN data (semester and annual)</li> <li>-HESI data</li> <li>-ATI proctored assessments</li> </ul>

<b>Table III-O</b> <b>Community of Interest Needs and Expectations: Community Employers</b>		
<b>Employer Needs</b>	<b>Employer Expectations</b>	<b>Methods of Input and Evaluation</b>
<ul style="list-style-type: none"> <li>- competent workforce</li> <li>- open communication with faculty and administration</li> </ul>	<ul style="list-style-type: none"> <li>- realistic preparation for professional practice</li> <li>- quality curriculum and instruction</li> <li>- sufficient preparation to pass NCLEX-RN</li> </ul>	<ul style="list-style-type: none"> <li>- Agency Evaluation of Clinical Component (annual)</li> <li>- One Year and Three Year Employer Follow-up of Graduates (annual)</li> <li>- NCLEX-RN data (semester and annual)</li> </ul>

<b>Table III-P</b> <b>Community of Interest Needs and Expectations: Alumni</b>		
<b>Alumni Needs</b>	<b>Alumni Expectations</b>	<b>Methods of Input and Evaluation</b>
<ul style="list-style-type: none"> <li>- open communication with faculty and administration</li> <li>- access to continuing education and/or graduate education</li> <li>- connection to current students and graduates</li> </ul>	<ul style="list-style-type: none"> <li>- maintain quality curriculum and instruction in undergraduate and graduate programs</li> <li>- provide quality continuing education offerings</li> <li>- provide activities to maintain connections with the program and its graduates</li> </ul>	<ul style="list-style-type: none"> <li>- One Year Follow-up of Graduates (annual)</li> <li>- Three Year Follow-up of Graduates (annual)</li> <li>- Alumni membership on committees</li> <li>- Enrollment of alumni in ICMSN program</li> </ul>
<b>Table III-Q</b> <b>Community of Interest Needs and Expectations: Faculty</b>		
<b>Faculty Needs</b>	<b>Faculty Expectations</b>	<b>Methods of Input and Evaluation</b>
<ul style="list-style-type: none"> <li>- open communication with faculty colleagues</li> <li>- open communication with College and University administration</li> <li>- continuing education and/or graduate education to fulfill faculty role</li> <li>- physical resources and services to support the faculty teaching and scholarship roles</li> </ul>	<ul style="list-style-type: none"> <li>- maintain quality curriculum and instruction</li> <li>- provide resources needed for quality classroom and clinical teaching</li> <li>- access to training in new skills required for successful teaching</li> <li>- teaching assignments in areas of expertise</li> <li>- fair administrative support and performance evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- participation on Faculty Organization committees, including the Curriculum Committee, the Program Evaluation Committee, and the Learning Resources Center (LRC) Committee</li> <li>- participation in Semester coordinator group and course level faculty groups</li> <li>- faculty Survey of LRC (annual)</li> <li>- Faculty Evaluation of Clinical Area (annual)</li> <li>- college Faculty Leadership Evaluation survey (annual)</li> <li>- university Evaluation of college and program administrators (annual)</li> </ul>

<b>Table III-R Community of Interest Needs and Expectations: University Community</b>		
<b>University Needs</b>	<b>University Expectations</b>	<b>Methods of Input and Evaluation</b>
<ul style="list-style-type: none"> <li>- competent, qualified faculty</li> <li>- open communication with program faculty and administration</li> <li>- workforce-ready graduates</li> <li>- positive, productive relationships with the Acadiana community</li> </ul>	<ul style="list-style-type: none"> <li>- quality curriculum and instruction</li> <li>- preparation of graduates for workforce</li> <li>- realistic graduation rate</li> <li>- administrative and faculty participation on university committees</li> </ul>	<ul style="list-style-type: none"> <li>- UL Lafayette Faculty Handbook</li> <li>- administrative and faculty participation on University Committees and Faculty Senate</li> <li>- Scheduled university/college administrative meetings</li> <li>- Student Evaluation of Instructor questionnaires (each semester)</li> <li>- Faculty Evaluations (annual)</li> <li>- Statistics tracked by the Office of Institutional Research, including graduation rates</li> <li>- University administrator participation in community organizations and on community boards</li> </ul>

<b>Table III-S Community of Interest Needs and Expectations: Regulatory/ Accrediting Agencies and Organizations</b>		
<b>Regulatory/Accrediting Agency or Organization Needs</b>	<b>Regulatory/Accrediting Agency or Organization Expectations</b>	<b>Methods of Input and Evaluation</b>
<ul style="list-style-type: none"> <li>- safe, competent, workforce-ready graduates</li> <li>- graduates who possess professional values and attitudes</li> <li>- open communication with administration and faculty</li> </ul>	<ul style="list-style-type: none"> <li>- competent, qualified faculty and administration</li> <li>- quality curriculum and instruction</li> <li>- sufficient preparation for graduates to pass the NCLEX-RN</li> <li>- resources required for quality classroom and clinical teaching</li> <li>- institutional support to meet the teaching/learning goals and outcomes of the program</li> <li>- honesty and integrity in reporting program outcomes</li> </ul>	<ul style="list-style-type: none"> <li>- LSBN annual reports, interim reports, and site visits</li> <li>- CCNE accreditation process</li> </ul>

**Table IV-A**

The University of Louisiana at Lafayette  
 College of Nursing and Allied Health Professions- Department of Nursing  
 Program Evaluation Committee  
**PROGRAM EVALUATION PLAN AND TIMETABLE**  
**2011-2012**

<b><i>EVALUATION TOOL</i></b>	<b><i>FREQUENCY OF DATA COLLECTION &amp; DATE</i></b>	<b><i>RETURN DATE</i></b>	<b><i>Report Date</i></b>	<b><i>RECIPIENT OF REPORT</i></b>	<b><i>COMMITTEE MEMBER RESPONSIBLE</i></b>
EBI RN to BSN Evaluation	Each Semester- November, April	November, April	September	Dean, Department Head, BSN Coordinator	Deedra Harrington Dr. June Borazjani
Employer Questionnaire	Yearly-March	May	November	Dean, Dept Head, Curriculum Committee	Phoebe Henderson
One-Year Follow-Up of Graduates	Yearly- March	May	November	Dean, Dept Head, Curriculum Committee	Susan Randol
Three-Year Follow-Up of Graduates	Yearly-March	May	November	Dean, Dept Head, Curriculum Committee	Susan Randol
Survey of LRC (Students and Faculty)	Annually-November	November	March	Dept Head, LRC Coordinator, Curriculum	Kathy Ardoin
Faculty Evaluation of Clinical Area	Annually- March	April-May	November	Dept Head, Sem Coordinators, Curriculum Committee	Cindy Carlton Nancy Ortego
Agency Evaluation of Clinical Component	Annually- March	April-May	November	Dept Head, Sem Coordinators, Curriculum Committee	Cindy Carlton Nancy Ortego
NCLEX-RN Results Summary	Each Semester	October, March	October, March	Dean, Dept Head, Curriculum Committee	Deedra Harrington
Review of Leadership Effectiveness	Each Spring April	May	November	Dean, Dept Head	Deedra Harrington

Revised 2/8/12 dh

**Table IV-B**  
**University of Louisiana at Lafayette**  
**College on Nursing and Allied Health Professions**  
**Department of Nursing**  
**ONE YEAR FOLLOW-UP OF GRADUATE TOOL**

Please answer the following survey questions as they relate to your present or most recent position. Thank you for your expediency in returning the survey.

**Directions:** Choose the response which best describes your current employment situation. Please mark your responses to questions 1-8 on the answer sheet provided. In addition, please feel free to write comments relevant to each area, to justify or explain your answer on the questionnaire. Return the questionnaire and answer sheet in the enclosed envelope.

1. **What is your current employment status?**

A. Part-time in nursing	C. Unemployed
B. Full-time in nursing	D. Employed in field other than nursing
  
2. **What is the location of your employment?**

A. In Lafayette	C. In Louisiana, outside Acadiana area
B. In Acadiana area	D. Outside Louisiana
  
3. **State the number of nursing positions you have held since graduation.**

A. None	B. One	C. Two	D. Three	E. More than three
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4. **In what area of nursing are you currently employed?**

A. Medical/Surgical	D. Home/Community Health
B. Maternal/Child/Pediatric	E. Case Manager
C. Psych/Mental Health	

Other (specify) \_\_\_\_\_
  
5. **What was the time interval between graduation and employment in nursing?**

A. Less than one month	C. 7-12 months
B. 1-6 months	D. Greater than 12 months
  
6. **My undergraduate nursing education has prepared me for my career in nursing.**

A. Strongly agree	C. Agree
B. Disagree	D. Strongly disagree
  
7. **How inclined are you to recommend this program to a close friend or family member interested in a career in nursing?**

A. Strongly inclined	C. Somewhat inclined
B. Moderately inclined	D. Not at all inclined
  
8. **In what type of setting are you currently working?**

A. Acute Care	C. Ambulatory Care
B. Home Health	D. Community Health

Other (specify) \_\_\_\_\_
  
9. **What is the title of your current position?**

\_\_\_\_\_

**Table IV-C**  
**University of Louisiana at Lafayette**  
**College on Nursing and Allied Health Professions**  
**Department of Nursing**

**THREE YEAR FOLLOW-UP OF GRADUATE TOOL**

Please answer the following survey questions as they relate to your present or most recent position. Thank you for your expediency in returning the survey.

**Directions:** Choose the response which best describes your current employment situation. Please mark your responses to questions 1-8 on the answer sheet provided. In addition, please feel free to write comments relevant to each area, to justify or explain your answer on the questionnaire. Return the questionnaire and answer sheet in the enclosed envelope.

1. **What is your current employment status?**  
 A. Part-time in nursing                      C. Unemployed  
 B. Full-time in nursing                        D. Employed in field other than nursing
  
2. **What is the location of your employment?**  
 A. In Lafayette                                    C. In Louisiana, outside Acadiana area  
 B. In Acadiana area                            D. Outside Louisiana
  
3. **State the number of nursing positions you have held since graduation.**  
 A. None            B. One            C. Two            D. Three            E. More than three
  
4. **In what area of nursing are you currently employed?**  
 A. Medical/Surgical                            D. Home/Community Health  
 B. Maternal/Child/Pediatric                E. Case Manager  
 C. Psych/Mental Health  
 Other (specify) \_\_\_\_\_
  
5. **What was the time interval between graduation and employment in nursing?**  
 A. Less than one month                      C. 7-12 months  
 B. 1-6 months                                    D. Greater than 12 months
  
6. **My undergraduate nursing education has prepared me for my career in nursing.**  
 A. Strongly agree                                C. Agree  
 B. Disagree                                        D. Strongly disagree
  
7. **How inclined are you to recommend this program to a close friend or family member interested in a career in nursing?**  
 A. Strongly inclined                            C. Somewhat inclined  
 B. Moderately inclined                        D. Not at all inclined
  
8. **In what type of setting are you currently working?**  
 A. Acute Care                                      C. Ambulatory Care  
 B. Home Health                                    D. Community Health  
 Other (specify) \_\_\_\_\_
  
9. **What is the title of your current position?**  
 \_\_\_\_\_



**Table IV-D**  
 University of Louisiana at Lafayette  
 College of Nursing and Allied Health Professions  
 Department of Nursing  
 Program Evaluation Committee  
**Employer Questionnaire**

This questionnaire is designed to measure how well our graduates are doing in relation to stated curriculum outcomes and competencies. Please answer this questionnaire using the following scale. Circle the number that best corresponds with your evaluation of the University of Louisiana at Lafayette Nursing Graduate  
**1= Strongly Agree; 2 = Agree; 3 = Disagree; 4 = Strongly Disagree; NA = Not Observed or Not Applicable**

<u>Area of Evaluation</u>	<u>Evaluation Scale</u>
<b>Professional Values and Attitudes</b>	
1. Practices within ethical and legal parameters of professional nursing.	1...2...3...4...NA
2. Acts as patient advocate in communicating needs to others educating patient and family members and making referrals.	1...2...3...4...NA
3. Acts with sensitivity and strives to understand perspective of people of diverse cultures.	1...2...3...4...NA
4. Maintains confidentiality.	1...2...3...4...NA
<b>Core Knowledge</b>	
5. Utilizes a comprehensive biopsychosocial knowledge base in the delivery of safe, effective care.	1...2...3...4...NA
<b>Patient Centered Care</b>	
6. Demonstrates compassion and concern in the provision of care.	1...2...3...4...NA
<b>Team Work &amp; Collaboration</b>	
7. Functions appropriately within the organization, participates on committees and health-related organizations.	1...2...3...4...NA
8. Effectively communicates with patients, families, and co-workers verbally, non-verbally, and through written and electronic means.	1...2...3...4...NA
9. Selects and uses appropriate technology for assessment, intervention, and documentation of nursing care.	1...2...3...4...NA
<b>Evidence-Based Practice</b>	
10. Pursues information to reduce uncertainty and find ways to provide evidence-based practice.	1...2...3...4...NA
11. Utilizes sound judgment, adapting plan and interventions based on evidence and individual patient outcomes.	1...2...3...4...NA
<b>Quality Improvement</b>	
12. Demonstrates critical thinking in making clinical decisions.	1...2...3...4...NA
13. Able to support/defend decisions based on sound rationale and evidence.	1...2...3...4...NA
<b>Safety</b>	
14. Demonstrates technical competence in the delivery of safe, effective care.	1...2...3...4...NA
15. Manages care for the usual number ( ____ please specify) of patients.	1...2...3...4...NA

**Informatics**

16. Selects and uses appropriate technology for assessment, intervention, and documentation of nursing care.

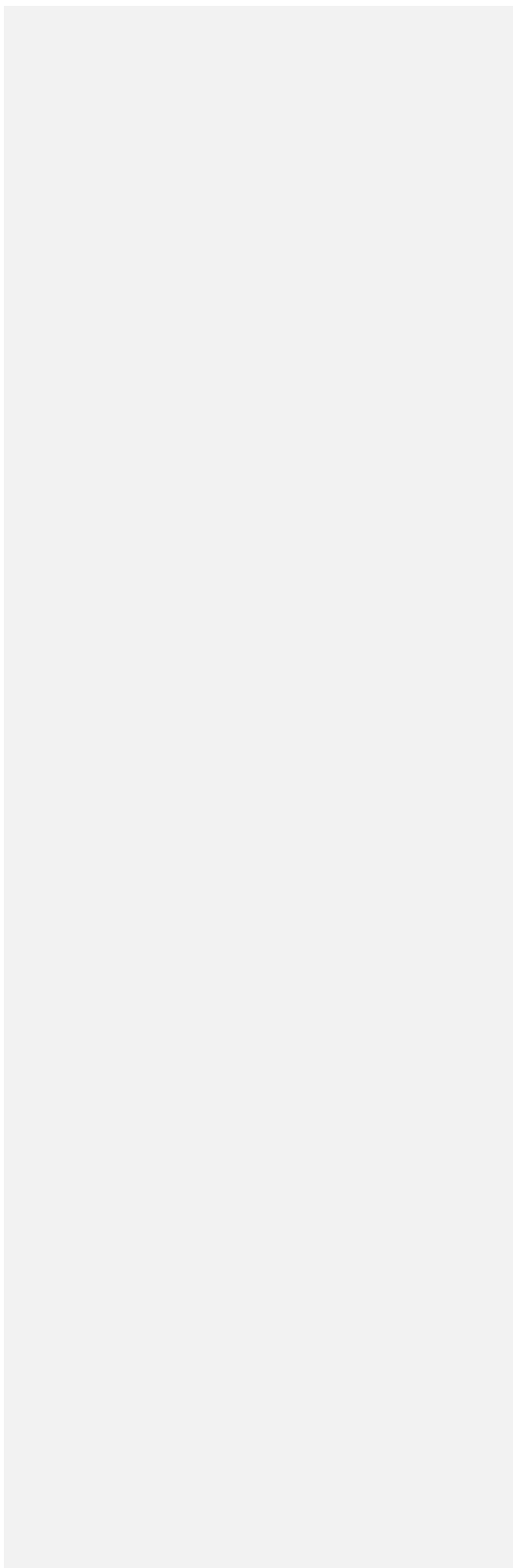
1...2...3...4...NA

**Leadership & Management**

17. Accepts responsibility for own actions and addresses unethical behavior, biases, and intolerance in others.

1...2...3...4...NA

REV PECommittee PB 9-13-04; 11-11-04;Third revision 2-20-05 (emw)  
REV PECommittee DH 11/29/11



**Table IV-E**  
 University of Louisiana at Lafayette  
 College of Nursing and Allied Health Professions  
 Department of Nursing  
 RN to BSN Students  
**GRADUATE SURVEY**

Please answer the following survey questions as they relate to your present or most recent position. Thank you for returning this survey as soon as possible.

**Directions:** Choose the response which best describes your current employment situation. Please mark your responses to questions 1-20 on the questionnaire provided. In addition, please feel free to write comments relevant to each area, to justify or explain your answer on the questionnaire. Return the questionnaire in the enclosed envelope.

1. **What is your current employment status?**

A. Part-time in nursing	C. Unemployed
B. Full-time in nursing	D. Employed in field other than nursing
  
2. **What is the location of your employment?**

A. In Lafayette	C. In Louisiana, outside Acadiana area
B. In Acadiana area	D. Outside Louisiana
  
3. **State the number of nursing positions you have held since completion of the program.**

A. None	B. One	C. Two	D. Three	E. More than three
---------	--------	--------	----------	--------------------
  
4. **In what area of nursing are you currently employed?**

A. Medical/Surgical	D. Home/Community Health
B. Maternal/Child/Pediatric	E. Case Manager
C. Psych/Mental Health	

Other (specify)
  
5. **How inclined are you to recommend this program to a colleague interested in pursuing a BSN?**

A. Strongly inclined	C. Somewhat inclined
B. Moderately inclined	D. Not at all inclined
  
6. **In what type of setting are you currently working?**

A. Acute Care	C. Ambulatory Care
B. Home Health	D. Community Health

Other (specify)
  
7. **What is the title of your current position?**
  
8. **Do you belong to any professional nursing organizations?**

A. Yes	B. No
--------	-------
  
9. **What are your plans in relation to pursuing a Master's Degree in Nursing?**

A. Immediately	C. Within the next 5 yrs.
B. Within the next 1-2 yrs.	D. Never

10. **If you plan to pursue a Master's degree in Nursing, which best describes your area of interest?**
- |                       |                                |
|-----------------------|--------------------------------|
| A. Nurse practitioner | C. Certified nurse anesthetist |
| B. Nurse educator     | D. Other                       |
11. **Obtaining a BSN has increased my career opportunities as a registered nurse.**
- |                   |                      |
|-------------------|----------------------|
| A. Strongly agree | C. Disagree          |
| B. Agree          | D. Strongly disagree |
12. **The courses that I took in this program changed my impression of the professional role of the registered nurse.**
- |                   |                      |
|-------------------|----------------------|
| A. Strongly agree | C. Disagree          |
| B. Agree          | D. Strongly disagree |
13. **My vision of the nurse leader and management functions of the BSN-prepared nurse changed upon completion of this program.**
- |                   |                      |
|-------------------|----------------------|
| A. Strongly agree | C. Disagree          |
| B. Agree          | D. Strongly disagree |
14. **My view of the impact of globalization of health care was influenced by course work in this program.**
- |                   |                      |
|-------------------|----------------------|
| A. Strongly agree | C. Disagree          |
| B. Agree          | D. Strongly disagree |
15. **I feel more knowledgeable about the implications of evidence-based practice and its effect on provision of safe effective care than I did before enrolling in this program.**
- |                   |                      |
|-------------------|----------------------|
| A. Strongly agree | C. Disagree          |
| B. Agree          | D. Strongly disagree |
16. **My knowledge of the elderly has been positively impacted by this program.**
- |                   |                      |
|-------------------|----------------------|
| A. Strongly agree | C. Disagree          |
| B. Agree          | D. Strongly disagree |
17. **I would recommend online degree completion to others.**
- |                   |                      |
|-------------------|----------------------|
| A. Strongly agree | C. Disagree          |
| B. Agree          | D. Strongly disagree |
18. **I was adequately prepared at the beginning of this program to handle the requirements of online learning.**
- |                   |                      |
|-------------------|----------------------|
| A. Strongly agree | C. Disagree          |
| B. Agree          | D. Strongly disagree |
19. **The instructional/technical support that I received was adequate during my enrollment in this online program.**
- |                   |                      |
|-------------------|----------------------|
| A. Strongly agree | C. Disagree          |
| B. Agree          | D. Strongly disagree |
20. **Please provide additional comments/suggestions related to the RN to BSN Program, including advice that you would give to others regarding this program (*please reply on reverse side*)**

<b>Table IV-F Program Satisfaction Data</b>					
<b>Program Satisfaction Indicator</b>	<b>Tool</b>	<b>2008 Question # N Responses, % Positive*</b>	<b>2009 Question #, N Responses, % Positive*</b>	<b>2010 Question #, N Responses, % Positive*</b>	<b>2011 Question #, N Responses, % Positive*</b>
Satisfaction of Graduating Seniors	AACN/EBI Undergraduate Nursing Education Exit Assessment	Q 80 N = 122 92% Q 81 N = 122 95% Q 82 N = 123 85%	Q 80 N = 101 87% Q 81 N = 101 85% Q 82 N = 101 85%	Q 85 N = 135 77% Q 86 N = 136 81% Q 87 N = 135 74%	Q 87 N = 135 83% Q 88 N = 136 88% Q 89 N = 136 85%
<b>Program Satisfaction Indicator</b>	<b>Tool</b>	<b>Results Obtained 2008</b>	<b>Results Obtained 2009</b>	<b>Results Obtained 2010</b>	<b>Results Obtained 2011</b>
Satisfaction of Alumni	One Year Follow-Up of Graduates	Q 6 N = 35 94 % Q 7 N = 35 94 %	Q 6 N = 25 100 % Q 7 N = 25 92 %	Q 6 N = 24 100 % Q 7 N = 24 96 %	Q 6 N = 23 96 % Q 7 N = 23 100 %
	Three Year Follow-Up of Graduates	Q 6 N = 23 96 % Q 7 N = 24 96 %	Q 6 N = 33 97 % Q 7 N = 34 100 %	Q 6 N = 36 100 % Q 7 N = 36 100 %	Q 6 N = 39 100 % Q 7 N = 39 100 %
Satisfaction of Employers	Employer Questionnaire	N = 18 % Pos. Replies Q1: 100% Q2: 95% Q3-5: 99% Q6-7: 100% Q8: 99% Q9-100% Q10:no% given Q11-13: 100% Q14: 94% Q15: 100% Q16: 94%	N = 17 % Pos. Replies Q1: 99% Q2: 93% Q3: 94% Q4-9: 100% Q10: no% given Q11: 100% Q12: 94% Q13-14: 100% Q15: 99% Q16: 100%	N = 15 % Pos. Replies Q1-9: 100% Q10: no% given Q11-16: 100%	N = 11 % Pos. Replies Q1: 100% Q2: 82% Q3-5: 100% Q6: 91% Q7: 100% Q8: 99% Q9: 100% Q10:no% given Q11:100% Q12: 91% Q13-16: 100%

**Table IV-G  
Baccalaureate Graduation Rates Among Students Entering Nursing 208/250/240  
for the First Time**

Academic Year of Entry	Number Entering Nursing 208 for the First Time (Generic)	Number & Percentage Who Dropped Out or Failed	Number Who Stopped Out	Number & Percentage Graduated From Original Number Entering N208	Number & Percentage Still Enrolled Out of Total Who Did Not Drop or Fail	Average Length
FA08	92	25 27.1%	1	49 53.2%	17 18.4%	2.5yrs
SP09	90	25 27.7%	0	65 72.2%	0	2.5yrs
FA09	93	26 27.9%	0	47 50.5%	20 21.5%	2.5yrs
SP10	86	23 26.7%	1	0	62 72.0%	2.5yrs
FA10	106	21 19.8%	0	0	85 80.1%	2.5yrs
SP11	91	24 26.3%	2	0	65 71.4%	2.5yrs
FA11	74	23 31.0%	0	0	51 68.9%	2.5yrs
Academic Year of Entry	Number Entering Nursing 250 for the First Time (MINE)	Number & Percentage Who Dropped Out or Failed	Number Who Stopped Out	Number & Percentage Who Graduated From Original Number Entering N250	Number & Percentage Still Enrolled Out of Total Who Did Not Drop or Fail	Average Length
FA08	1 LPN	0	0	1 100%	0	2yrs
SP09	3 LPN	2 66.6%	0	1 33.3%	0	2yrs
FA09	1 LPN	0	0	0	1 100%	2yrs
SP10	3 LPN	0	0	0	3 100%	2yrs
FA10	4 LPN	0	0	0	4 100%	2yrs
SP11	2 LPN	2 100%	0	0	0	2yrs
FA11	3 LPN	0	0	0	3 100%	2yrs
Academic Year of Entry	Number Entering Nursing 240 for the First Time (Accelerated)	Number & Percentage Who Dropped Out or Failed	Number Who Stopped Out	Number & Percentage Who Graduated From Original Number Entering N240	Number & Percentage Still Enrolled Out of Total Who Did Not Drop or Fail	Average Length
FA08	10	4 40%	0	6 60%	0	2yrs
SP09	10	5 50%	0	5 50%	0	2yrs
FA09	n/a	-	-	-	-	-
SP10	n/a	-	-	-	-	-
FA10	n/a	-	-	-	-	-
SP11	n/a	-	-	-	-	-
FA11	n/a	-	-	-	-	-

**Table IV-H  
Baccalaureate Graduation Rates Among Students Entering  
Upper Division Clinical Nursing Courses**

Academic Year of Entry	Number Entering Nursing 308 for the First Time	Number & Percentage Who Dropped Out or Failed	Number Who Stopped Out	Number & Percentage Graduated From Original Number Entering N308	Number & Percentage Still Enrolled Out of Total Who Did Not Drop or Fail	Average Length
FA08	64	2 3.0%	0	60 93.7%	2 3.0%	2yrs
SP09	75	8 10.6%	0	55 73.3%	12 16.0%	2yrs
FA09	63	4 6.3%	0	48 76.1%	7 11.1%	2yrs
SP10	63	1 1.5%	1	55 87.3%	6 9.5%	2yrs
FA10	76	8 10.5%	1	0	-	2yrs
SP11	82	8 9.8%	0	0	-	2yrs
FA11	69	5 7.2%	1	0	-	2yrs
Academic Year of Entry	Number Entering Nursing 318 for the First Time	Number & Percentage Who Dropped Out or Failed	Number Who Stopped Out	Number & Percentage Who Graduated From Original Number Entering N318	Number & Percentage Still Enrolled Out of Total Who Did Not Drop or Fail	Average Length
FA08	62	1 1.6%	0	59 95.1%	2 3.2%	1.5yrs
SP09	57	1 1.7%	0	54 94.7%	2 3.5%	1.5yrs
FA09	66	0	0	63 95.4%	3 4.5%	1.5yrs
SP10	65	3 4.6%	0	58 89.2%	4 6.1%	1.5yrs
FA10	66	3 4.5%	0	57 86.3%	6 9.0%	1.5yrs
SP11	67	3 4.4%	0	0	-	1.5yrs
FA11	77	2 2.5%	0	0	-	1.5yrs
Academic Year of Entry	Number Entering Nursing 403 for the First Time	Number & Percentage Who Dropped Out or Failed	Number Who Stopped Out	Number & Percentage Who Graduated From Original Number Entering N403	Number & Percentage Still Enrolled Out of Total Who Did Not Drop or Fail	Average Length
FA08	48	1 2.0%	0	47 97.9%	0	1yr
SP09	64	1 1.5%	0	62 96.8%	1 1.5%	1yr
FA09	56	0	0	55 98.2%	1 1.7%	1yr
SP10	68	1 1.4%	0	64 94.1%	3 4.4%	1yr
FA10	71	4 5.6%	0	63 88.7%	4 5.6%	1yr
SP11	64	2 3.1%	0	57 89.0%	5 7.8%	1yr
FA11	61	0	0	0	61 100%	1yr
Academic Year of Entry	Number Entering Nursing 418 for the First Time **excludes Accel Option and LPN's	Number & Percentage Who Dropped Out or Failed	Number Who Stopped Out	Number & Percentage Graduated From Original Number Entering N418	Number & Percentage Still Enrolled Out of Total Who Did Not Drop or Fail	Average Length
FA08	29	0	1 3.4%	28 96.5%	0	1 Sem.
SP09	52	0	0	52 100%	0	1 Sem.
FA09	61	0	0	61 100%	0	1 Sem.
SP10	56	0	0	56 100%	0	1 Sem.
FA10	65	0	0	64 98.4%	1 1.5%	1 Sem.
SP11	64	2 3.12%	0	62 96.8%	0	1 Sem.
FA11	62	0	0	61 98.4%	1 1.6%	1 Sem.

**Table IV-I**  
**UNIVERSITY OF LOUISIANA AT LAFAYETTE**  
**COLLEGE OF NURSING AND ALLIED HEALTH PROFESSIONS**  
**DEPARTMENT OF NURSING**

**Course Performance Improvement Report**

Course \_\_\_\_\_ Semester \_\_\_\_\_

ATI Exam \_\_\_\_\_

***Proficiency Levels***

<b>ATI Proficiency Level</b>	<b># at proficiency level</b>	<b>% at proficiency level</b>
Level 3		
Level 2		
Level 1		
Below Level 1		

1. How does this class compare to the national mean?
2. Assessment of group performance as compared to national means in major content areas:
3. Based on group performance, please identify topics that will require group review/remediation:
4. Based on analysis from this and previous semesters, please make suggestions for course revisions/change:

03/10/PAB



**APPENDIX**

**The University of Louisiana at Lafayette  
College of Nursing and Allied Health Professions  
Department of Nursing  
Systematic Plan for Evaluation**

**STANDARD I: PROGRAM QUALITY: MISSION AND GOVERNANCE**

The mission, goals, and expected aggregate student and faculty outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

Criteria/Evaluation Component	Expected Outcome Expected Level of Achievement Benchmark	Assessment Method	Assignment of Responsibility Responsible Party	Results (Data Collected, Analyzed, Aggregated, and Trended)
I-A. The mission, goals and expected student outcomes are congruent with those of the parent institution, and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	100% compliance	Review DON philosophy/mission and goals and Baccalaureate Program Outcomes and Competencies for congruency, clarity, appropriateness, and consistency in university bulletin, student services documents, websites (Department of Nursing and RN to BSN), student and faculty handbooks.  <b>Reliability/Validity:</b> 1	Dean Associate Dean Department Head BSN Coordinator Curriculum Committee Semester Coordinators  <b>Frequency of Evaluation:</b> 2 yrs.	100% compliance- Nursing program objectives/graduate competencies are clearly stated, publicly accessible, appropriate, and are congruent with the philosophy/mission  Measurement criteria for outcomes and competencies are appropriate for generic and RN to BSN Programs  <b>Location of Documentation:</b> Curriculum Committee minutes Semester Coordinator minutes General Faculty Meeting minutes

Criteria/Evaluation Component	Expected Outcome Expected Level of Achievement Benchmark	Assessment Method	Assignment of Responsibility Responsible Party	Results (Data Collected, Analyzed, Aggregated, and Trended)
I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect professional nursing standards and guidelines and the needs and expectations of the community of interest.	100% commitment	Review of documents: Department of nursing mission, faculty and student policies Discussion with students and community nursing leaders as well as Academic Partnership Managing Director  <b>Reliability/Validity:</b> 1	Dean Associate Dean Department Head Curriculum Committee Semester Coordinators  <b>Frequency of Evaluation:</b> 2 yrs.	100% commitment reflected  <b>Location of Documentation:</b> Academic Vice-President/Dean Curriculum Committee minutes Program Evaluation minutes
I-C. Expected faculty outcomes in teaching, scholarship, service and practice are congruent with the mission, goals, and expected student outcomes.	100% compliance	Review of faculty transcripts, vita, teaching assignments, CE records, performance appraisal  <b>Reliability/Validity:</b> 1	Dean Associate Dean Department Head BSN Coordinator  <b>Frequency of Evaluation:</b> Annually	100 % compliance=Majority of faculty have role and functional preparation in area of teaching assignment. 100% of faculty adhere to LSBN rules and regulations related to continuing education  All faculty teaching in the RN to BSN Program have been actively engaged in online faculty development opportunities offered by UL's Office of Distance Learning.  <b>Location of Documentation:</b> Faculty transcripts, CE records, teaching assignments, and performance appraisals on file in Dean's office

Criteria/Evaluation Component	Expected Outcome Expected Level of Achievement Benchmark	Assessment Method	Assignment of Responsibility Responsible Party	Results (Data Collected, Analyzed, Aggregated, and Trended)
I-D. Faculty and students participate in program governance.	100% compliance	Review of documents: University, college and departmental committee assignments Faculty Senate representation Dean's/Dean's/BSN Advisory Council Fall Focus Groups  <b>Reliability/Validity:</b> 1	Dean Associate Dean Department Head/BSN Coordinator Semester Coordinators Committee Chairs  <b>Frequency of Evaluation:</b> Annually	100% compliance- Faculty assigned to committee leadership positions. Faculty assigned to membership on University committees. Student representation is present on Dean's/Dean's/BSN Advisory Council, department committees, and Fall Focus Groups.  RN to BSN students invited to participate in Dean's/Dean's/BSN Advisory Council meetings via telephone conferencing or Skype.  <b>Location of Documentation:</b> University committee assignments College and Departmental committee assignments Meeting minutes
I-E. Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition and fees are accurate.	100% compliance	Review of documents: University Bulletin Student Handbook Web site content Faculty Guidebook  <b>Reliability/Validity:</b> 1	Dean Department Head/BSN Coordinator Semester Coordinators Student Services Director Department Web Liaison Registrar University Web Master/ AP Technology Support  <b>Frequency of Evaluation:</b> Annually	100% compliance- Bulletin and published information revised Policies updated and current  For the RN to BSN Program, Nursing faculty work closely with Academic Partnerships to ensure that all information disseminated via the website and during meetings with affinity hospitals is accurate and up to date.  <b>Location of Documentation:</b> University Bulletin Semester Coordinator minutes Departmental Website Student Services Office materials and resources for students.

Criteria/Evaluation Component	Expected Outcome Expected Level of Achievement Benchmark	Assessment Method	Assignment of Responsibility Responsible Party	Results (Data Collected, Analyzed, Aggregated, and Trended)
I-F. Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster program improvement. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression.	100% compliance	Review of documents: University Bulletin Student Code of Conduct Student Handbook Faculty Handbook Department Website Course Syllabi RN to BSN Student Policies (Located on website)  <b>Reliability/Validity:</b> 1	Academic Vice-President Dean Associate Dean Department Head Semester Coordinators Director of Student Services  <b>Frequency of Evaluation:</b> Annually	100% compliance; areas of discrepancy are identified and justified  <b>Location of Documentation:</b> Academic Vice-President/Dean correspondence Semester Coordinator meeting minutes Curriculum Committee meeting minutes Department meeting minutes Faculty Guidebook located in each office Student Handbook purchased by each student Course syllabi (policy updates) Department Web Site Materials in Student Services Office RN to BSN Program- Student Policies located on website: <a href="http://degree.louisiana.edu">http://degree.louisiana.edu</a>
I-G. There are established policies by which the nursing unit defines and reviews formal complaints.	100% compliance	Review of Documents: University Bulletin Student Handbook Faculty Handbook	Academic Vice-President Dean Associate Dean Department Head/BSN Coordinator Semester Coordinators Director of Student Services  <b>Frequency of Evaluation:</b> Yearly	100 % compliance  <b>Location of Documentation:</b> Office of Student Services University Ombudsman

**STANDARD II: PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES**

The parent institution demonstrates ongoing commitment and support for the nursing program. The institution makes available resources to enable the program to achieve its mission, goals, and expected aggregate student and faculty outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.

Criteria/Evaluation Component	Expected Outcome Expected Level of Achievement Benchmark	Assessment Method	Assignment of Responsibility Responsible Party	Results (Data Collected, Analyzed, Aggregated, and Trended)
<p>II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.</p>	<p>Resources adequate</p>	<p>Budget comparison with other units within university and other nursing programs in the state and region</p> <p><b>Reliability/Validity:</b> 1</p>	<p>Dean Associate Dean Department Head</p> <p><b>Frequency of Evaluation:</b> Annually</p>	<p>Adequate student resources as evidenced by classroom space, simulation labs, computer labs Adequate resources as evidenced by faculty development programs, faculty travel and CE expenditures Full complement of full time faculty</p> <p>For faculty teaching in RN to BSN Program, full complement of faculty development opportunities provided by Office of Distance Learning with ongoing support. Multiple opportunities to preview/pilot latest software related to distance education (i.e., Panopto, Proctor U, Blackboard Collaborate). New computers purchased in Fall 2012 for online teaching</p> <p><b>Location of Documentation:</b> Budget and expenditure data on file in Dean's office</p> <p><b>Location of Documentation:</b> Dean/Academic VP memos</p>

Criteria/Evaluation Component	Expected Outcome Expected Level of Achievement Benchmark	Assessment Method	Assignment of Responsibility Responsible Party	Results (Data Collected, Analyzed, Aggregated, and Trended)
	Facilities adequate  EBI data administrative and support services scale at or above comparison group	Administrative review of facilities  <b>Reliability/Validity:</b> 1 EBI Graduating Senior Survey Factor 4 (Facilities and Administration)  <b>Reliability/Validity:</b> 4, 6	Dean Associate Dean Department Head  <b>Frequency of Evaluation:</b> Annually  Program Evaluation committee  <b>Frequency of Evaluation:</b> Annually	Ongoing updating of Debriefing room for Simulation Labs , integration of SMART technology into classrooms  <b>Location of Documentation:</b> Program Evaluation reports Curriculum minutes
II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.	Services adequate	Budget comparison with other units within university and other nursing programs in the state and region EBI Graduating Senior Survey Factor 4 (Facilities and Administration) Advising Surveys  <b>Reliability/Validity:</b> 1	Dean Associate Dean Department Head/ BSN Coordinator Director of Student Services  <b>Frequency of Evaluation:</b> Annually	Adequate resources to meet student needs which include Student Services Office, state-of-the-art Computer Lab, Learning Resource Center which contains two high-fidelity simulation labs Two full time Academic Advisors 2011 EBI results show satisfaction with Advising higher compared to institutions in same Carnegie Class  RN to BSN Program students receive intense support from Academic Partnerships enrollment specialists as well as nursing course instructors  <b>Location of Documentation:</b> Budget and expenditure data on file in Dean's office

<p>II-C. The chief nurse administrator is a registered nurse (RN), holds a graduate degree in nursing, is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes, is vested with the administrative authority to accomplish the mission, goals, and expected student and faculty outcomes, and provides effective leadership to the nursing unit in achieving its mission, goals, and expected student and faculty outcomes.</p>	<p>100% compliance</p>	<p>Review of documents: Transcripts Vita Publications, presentations, service reviewed annually as part of evaluation of job performance appraisal Job Description, Performance evaluation criteria University and departmental organizational chart</p> <p><b>Reliability/Validity:</b> 1</p>	<p>University President Provost/Vice President for Academic Affairs</p> <p><b>Frequency of Evaluation:</b> Annually</p>	<p>100% compliance- Knowledge and experience are appropriate Authority and administrative responsibility clearly documented and delineated</p> <p><b>Location of Documents:</b> Transcripts, publications, and vita on file Job description and performance criteria on file</p>
<p>II-D. Faculty members are sufficient in number to accomplish the mission, goals, and expected student and faculty outcomes, academically prepared for the areas in which they teach, and experientially prepared for the areas in which they teach.</p>	<p>100% compliance</p>	<p>Review of faculty transcripts, vita, teaching assignment, CE records, workload documents</p> <p><b>Reliability/Validity:</b> 1</p>	<p>Dean Associate Dean Department Head</p> <p><b>Frequency of Evaluation:</b> Annually</p>	<p>10% compliance- 99% Full time faculty (47 of total of 48 faculty)</p> <p>Faculty/Student ratios in compliance with Guidelines set forth by Louisiana State Board of Nursing</p> <p>RN to BSN program has two full time faculty and one advisor initially assigned to the program. Plans in place for Teaching Assistants prepared at the master's level and additional faculty as enrollment increases.</p> <p><b>Location of documentation:</b> Faculty transcripts, CE records, teaching assignments, reports from Office of Distance Learning on faculty enrollment in online courses, and performance appraisals on file in Dean's office</p>

<p>II-E. When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.</p>	<p>100% compliance</p>	<p>Review of Documents:  Louisiana State Board of Nursing Preceptor Qualifications Form, Curriculum Vitae</p>	<p>Dean Associate Dean Department Head BSN Coordinator Semester Coordinators</p>	<p>100% compliance- Preceptors used in Medical Surgical Nursing Courses fully qualified according to LSBN guidelines</p> <p>It is anticipated that Teaching Assistants (TA) will be utilized in the RN to BSN Program as enrollment increases. All TAs will have a minimum of a master's degree in nursing with experience in online teaching.</p> <p><b>Location of documentation:</b> Filed in Department Head's office</p>
<p>II-F. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.</p>	<p>100% compliance</p>	<p>Review of documents: University Bulletin Department of Nursing Faculty Guidebook University Faculty Handbook</p> <p>Review for compliance: Faculty handbook Workload documents Faculty performance evaluations Promotion and tenure applications</p> <p><b>Reliability/Validity:</b> 1</p>	<p>Academic Vice President Dean Associate Dean Department Head Semester Coordinator</p> <p><b>Frequency of Evaluation:</b> Annually</p> <p>Dean Associate Dean Department Head Tenure and Promotion Committee</p> <p><b>Frequency of Evaluation:</b> Annual Performance Evaluations Administrative, Peer, and Self Evaluations every 3 years  SEIs every semester</p>	<p>100% compliance</p> <p><b>Location of Documentation:</b> Academic Vice President/Dean correspondence Semester Coordinator meeting minutes Department meeting minutes Department of Nursing Faculty guidebook located in each office Course syllabi (policy updates) University Faculty Handbook Job Description as outlined in Dept of Nursing Faculty Guidebook</p> <p>100% of faculty evaluated annually using policies and procedures defined by the university. All are evaluated on teaching, research/ professional service, university service, and community service. Faculty seeking tenure and promotion are evaluated according to Department and University guidelines.</p> <p><b>Location of Documentation:</b> All documentation is in faculty files in Dean's office.</p>





Criteria/Evaluation Component	Expected Outcome Expected Level of Achievement Benchmark	Assessment Method	Assignment of Responsibility Responsible Party	Results (Data Collected, Analyzed, Aggregated, and Trended)
III B. Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes and expected aggregate student outcomes.	100% congruency	Review of syllabi Curriculum Committee Minutes Review of Curriculum Plan Review of Master Skills List Results of EBI HESI Results ATI Proctored Assessments NCLEX-RN Reports Evaluation of Clinical Performance  RN to BSN Program: HESI Exit Exam Graduate Survey <b>Reliability/Validity: 1</b>	Dean Associate Dean Department Head BSN Coordinator Curriculum Committee Program Evaluation Committee  <b>Frequency of Evaluation:</b> Annually	Used in current course development: <i>AACN Essentials of Baccalaureate Education for Professional Nursing Practice</i> NLN Core Competencies ANA standards JCAHO standards ONS standards AACN standards AWHONN standards Best Practices Guidelines (AHA, ADA, USPHS) Quality Safety Education for Nurses TIGER Initiative
1. Baccalaureate program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008) .				<b>Location of Documentation:</b> Curriculum Committee minutes Semester Coordinator minutes Course syllabi Program Evaluation Committee Data
III-C. The curriculum is logically structured to achieve expected individual and aggregate student outcomes.  The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.	100% compliance	Review of curriculum plan, course descriptions, course objectives for generic and RN to BSN programs  <b>Reliability/Validity: 1</b>	Dean Associate Dean Department Head Curriculum Committee Semester Coordinators  <b>Frequency of Evaluation:</b> Annually and as warranted by student input	Courses provide adequate foundation for nursing curriculum  RN to BSN Program students are given general education and necessary transfer credit from their ADN program as appropriate and take other courses as co-requisites upon entry into program.  <b>Location of Documentation:</b> Department of Nursing Meeting minutes Curriculum Committee minutes Semester Coordinator minutes Course Meeting minutes

Criteria/Evaluation Component	Expected Outcome Expected Level of Achievement Benchmark	Assessment Method	Assignment of Responsibility Responsible Party	Results (Data Collected, Analyzed, Aggregated, and Trended)
<p>III-D. Teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes.</p>	<p>EBI Factors 1, 2, 3 at or above comparison groups/ majority of students rating these factors positively</p> <p>Student Evaluation of Instruction indicating a rating of at least 4 on a 5 point scale (very good or excellent) on at least 50% of items</p>	<p>EBI Surveys <b>Reliability/Validity:</b> 4,6</p> <p>SEIs <b>Reliability/Validity:</b> 3</p>	<p>Dean Associate Dean Department Head BSN Coordinator Director of Research and Evaluation Chair, Program Evaluation Committee</p> <p><b>Frequency of Evaluation:</b> Annually</p> <p>Dean Associate Dean Department Head BSN Coordinator Semester Coordinator Clinical Faculty</p> <p><b>Frequency of Evaluation:</b> Every Semester</p>	<p>2010-2011 EBI Reports below comparison groups/ however all means &gt;5, indicating a ranking of a minimum of “very good” for Factors 1, 2, and 3.</p> <p>For each reporting year, SEI Reports reviewed by faculty, Department Head, and BSN Coordinator and results indicated that majority of faculty received ratings of 4 or 5 for &gt;50% of items. Individual meetings with faculty conducted as indicated for low scores with plans for improvement</p>
	<p>90% agreement/satisfaction on employer and 1&amp;3 year alumni surveys</p> <p>Satisfactory clinical performance</p>	<p>Employer survey <b>Reliability/Validity:</b> 2,3,6</p> <p>1&amp;3 year Alumni Survey <b>Reliability/Validity:</b> 2,3</p> <p>RN to BSN Students: Graduate Survey <b>Reliability/Validity:</b> 2,3</p> <p>Clinical evaluation tool <b>Reliability/Validity:</b> 4,5</p>	<p>Program Evaluation Committee Curriculum Committee</p> <p><b>Frequency of Evaluation:</b> Annually</p> <p>Dean Associate Dean Department Head BSN Coordinator Semester Coordinator Clinical Faculty</p> <p><b>Frequency of Evaluation:</b> Every Semester</p>	<p>Outcome met- Majority of respondents reported positively to satisfaction surveys</p> <p>Satisfactory Clinical Evaluation Tools Interim Advisements for Students performing unsatisfactorily with remediation provided</p>

Criteria/Evaluation Component	Expected Outcome Expected Level of Achievement Benchmark	Assessment Method	Assignment of Responsibility Responsible Party	Results (Data Collected, Analyzed, Aggregated, and Trended)
	Overall satisfaction	Structured student focus groups <b>Reliability/Validity:</b> 2,3  EBI questions Factor 11 (Overall Program Effectiveness)  BSN Advisory group <b>Reliability/Validity:</b> 2, 3  1 year Graduate Follow-up Q 6, 7 3 year Graduate Follow-up Q 5, 6	Dean Associate Dean Department Head BSN Coordinator Semester Coordinator Clinical Faculty  <b>Frequency of Evaluation:</b> Focus Groups: Annually EBI every semester BSN Advisory Groups: Monthly Graduate Follow-ups: 1 and 3 year, compiled annually	Reports from BSN Advisory Groups, Focus Groups, EBI, and Graduate Follow-ups provided to general faculty Appropriate actions initiated based on trended data EBI results continue to improve for 2009-2010 (4.48), 2010-2011 (4.78), 2011-2012 (4.98)  <b>Location of Documents:</b> Program Evaluation committee Curriculum Committee Minutes General Faculty Meeting Minutes
III-E. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.	100% compliance	Annual Meetings with area institutions conducted by Dean, Associate Dean, and Department Head  RN to BSN Program- Academic Partnerships Field Organization works with affinity hospitals to determine needs and interest in program	Dean Associate Dean Department Head  <b>Frequency of Evaluation:</b> Annually	Reports from Annual Meeting presented to BSN Coordinator, Program Evaluation Chair and Semester Coordinator for dissemination to General Faculty  <b>Location of Documents:</b> Program Evaluation Committee Minutes and Reports

Criteria/Evaluation Component	Expected Outcome Expected Level of Achievement Benchmark	Assessment Method	Assignment of Responsibility Responsible Party	Results (Data Collected, Analyzed, Aggregated, and Trended)																								
<p>III-F. Individual student performance is evaluated by the faculty and reflects achievement of expected individual student learning outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.</p>	<p>Passing Score of <math>\geq 77\%</math> in each nursing course, score of minimum of 850 on HESI Program Exit Exam, minimum of "C" in each course (nursing and non nursing), and satisfactory clinical evaluations</p> <p>Achievement by 50% of each class of "Level 2" on ATI proctored assessments</p> <p>95% annual pass rate on NCLEX-RN</p> <p>RN to BSN Program: Grade of "Credit" or minimum of 77 in each nursing course Course Embedded Assessments</p>	<p>Instructor Grade Reports Exam Blueprints Clinical Evaluations Transcripts HESI Report</p> <p>NCLEX-RN Report</p>	<p>Dean Associate Dean Department Head BSN Coordinator Semester Coordinators</p>	<p>Minimum passing scores and clinical evaluations necessary for program progression</p> <p>ATI Proctored Assessment scores tracked for each group each semester and reviewed by Curriculum Committee</p> <p>NCLEX-RN pass rate at or above national and state pass rates for BSN programs</p> <table border="1" data-bbox="1220 641 1556 771"> <thead> <tr> <th></th> <th>UL</th> <th>LA</th> <th>US</th> </tr> </thead> <tbody> <tr> <td>2008-96.7%</td> <td>90.2%</td> <td>86.7%</td> <td></td> </tr> <tr> <td>2009-97.1%</td> <td>90.8%</td> <td>88.4%</td> <td></td> </tr> <tr> <td>2010-93.4%</td> <td>90.88%</td> <td>87.41%</td> <td></td> </tr> <tr> <td>2011-94.7%</td> <td>90.76%</td> <td>87.9%</td> <td></td> </tr> <tr> <td>2012-</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>RN to BSN Student progressed tracked for each cohort and reviewed by Curriculum Committee</p>		UL	LA	US	2008-96.7%	90.2%	86.7%		2009-97.1%	90.8%	88.4%		2010-93.4%	90.88%	87.41%		2011-94.7%	90.76%	87.9%		2012-			
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Criteria/Evaluation Component	Expected Outcome Expected Level of Achievement Benchmark	Assessment Method	Assignment of Responsibility Responsible Party	Results (Data Collected, Analyzed, Aggregated, and Trended)
<p>III-G. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.</p>	<p>100% compliance</p> <p>EBI at/above comparison groups</p>	<p>Document review: Department of Nursing Faculty Guidebook Course syllabi Exam item analysis Student policies Student Evaluation of Instruction Educational Benchmarking (EBI) Factors 1, 3, 6,7, 8, 9, 10, 11 RN to BSN Program Graduate Survey</p> <p>Administrative, Peer, and Self Evaluations of Teaching Effectiveness minimum of every 3 years and within 1 year for new faculty</p> <p>Online Courses- Administrative and Peer Evaluations specific to distance learning.</p> <p><b>Reliability/Validity:</b> 1</p>	<p>Dean Associate Dean Department Head BSN Coordinator Semester Coordinators Program Evaluation Committee Clinical Evaluation Ad Hoc Committee Curriculum Committee Minutes</p> <p><b>Frequency of Evaluation:</b> Annually and on-going</p>	<p>Evaluation tools are in course syllabi and on each course MOODLE site. SEI, EBI, NCLEX-RN Program Reports Curriculum decisions made based on trended program evaluation data</p> <p>Policies exist for provision of timely evaluation and feedback for both clinical and didactic students.</p> <p>EBI Reports below comparison groups/ but overall mean scores &gt; 4</p> <p><b>Location of Documentation:</b> Course syllabi Student handbook Program Evaluation Committee reports Curriculum Committee minutes</p>

**STANDARD IV: PROGRAM EFFECTIVENESS: STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS**

The program is effective in fulfilling its mission, goals, and expected aggregate student and faculty outcomes. Actual aggregate student outcomes are consistent with the mission, goals, and expected student outcomes. Actual alumni satisfaction data and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual aggregate faculty outcomes are consistent with the mission, goals, and expected faculty outcomes. Data on program effectiveness are used to foster ongoing program improvement.

Criteria/Evaluation Component	Expected Outcome Expected Level of Achievement Benchmark	Assessment Method	Assignment of Responsibility Responsible Party	Results (Data Collected, Analyzed, Aggregated, and Trended)																				
IV-A. Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certification examination pass rates, and employment rates, as appropriate.	<p><b>Graduation Rates:</b> 75% or more of students will complete program within 4-5 years.</p> <p>90% or more of students will complete program within 6 years.</p> <p>For RN to BSN program: 75% or more of students complete program within 3 years</p> <p><b>NCLEX-RN Pass Rates:</b> NCLEX-RN pass rate at or above national and state pass rates for BSN programs BSN program benchmark is a 95% first time pass rate for NCLEX-RN®</p>	<p>Review transcripts, Student Services data on progression and graduation</p> <p><b>Reliability/Validity:</b> 1</p>	<p>Dean Associate Dean Department Head BSN Coordinator Director of Student Services</p> <p><b>Frequency of Evaluation:</b> Annually</p>	<p>Outcome not fully achieved: 4-5 year completion rate:</p> <ul style="list-style-type: none"> <li>• 2008 cohort 54%</li> <li>• 2009 cohort 72%</li> <li>• 2010 cohort 71%</li> <li>• 2011 cohort 89%</li> </ul> <p>Outcome achieved: 6 year or less completion rate:</p> <ul style="list-style-type: none"> <li>• 2008 cohort 94%</li> <li>• 2009 cohort 94%</li> <li>• 2010 cohort 95%</li> <li>• 2011 cohort 95%</li> </ul> <p><b>Location of documents:</b> Program Evaluation minutes Curriculum Committee minutes Department meeting minutes Student Services Office</p>																				
IV-B. Aggregate student outcome data are analyzed and compared with expected student outcomes.	<p><b>Job Placement:</b> 95-100% job placement within 6 months</p>	<p>Review of NCLEX-RN report</p> <p><b>Reliability/Validity:</b> 1</p>	<p>Dean Associate Dean Dept Head BSN Coordinator Curriculum Committee</p> <p><b>Frequency of Evaluation:</b> Annually</p>	<p>NCLEX-RN pass rate at or above national and state pass rates for BSN programs</p> <table border="1"> <thead> <tr> <th></th> <th>UL</th> <th>LA</th> <th>US</th> </tr> </thead> <tbody> <tr> <td>2008-96.7%</td> <td>90.2%</td> <td>86.7%</td> <td></td> </tr> <tr> <td>2009-97.1%</td> <td>90.8%</td> <td>88.4%</td> <td></td> </tr> <tr> <td>2010-93.4%</td> <td>90.88</td> <td>87.41%</td> <td></td> </tr> <tr> <td>2011-94.7%</td> <td>90.76%</td> <td>87.9%</td> <td></td> </tr> </tbody> </table> <p><b>Location of Documents:</b> Program Evaluation Minutes Curriculum Committee Minutes Department Meeting Minutes</p>		UL	LA	US	2008-96.7%	90.2%	86.7%		2009-97.1%	90.8%	88.4%		2010-93.4%	90.88	87.41%		2011-94.7%	90.76%	87.9%	
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IV-C. Aggregate student outcome data provide evidence of the program's effectiveness in achieving its mission, goals, and expected outcomes.	<p><b>Student Satisfaction:</b> EBI Questions 22-33 at or above comparison groups/ majority of students rating factors positively</p>																							

Criteria/Evaluation Component	Expected Outcome Expected Level of Achievement Benchmark	Assessment Method	Assignment of Responsibility Responsible Party	Results (Data Collected, Analyzed, Aggregated, and Trended)
IV-D. Aggregate student outcome data are used, as appropriate, to foster ongoing program improvement.	RN to BSN Program Graduate Survey  <b>Employer/Alumni Satisfaction:</b> 1 and 3 year and employers 90% or greater agreement/satisfaction	1 and 3 year alumni survey <b>Reliability/Validity:</b> 2, 3, 6  EBI Surveys, Factors 22-33 <b>Reliability/Validity:</b> 4, 6  One and three Year Alumni Surveys Employer Surveys <b>Reliability/Validity:</b> 2, 3, 6	Program Evaluation Committee  <b>Frequency of Evaluation:</b> Annually  Dean Associate Dean Department Head BSN Coordinator Program Evaluation Committee Chair  <b>Frequency of Evaluation:</b> Annually  Program Evaluation Committee  <b>Frequency of Evaluation:</b> Annually	Outcome achieved- 100% Job Placement within 6 months  <b>Location of Documents:</b> Program Evaluation Minutes Curriculum Committee Minutes  EBI data below comparison groups, but mean scores > 4.  <b>Location of Documents:</b> Program Evaluation Minutes Curriculum Committee Minutes  90% or greater satisfaction demonstrated by employers and alumni  <b>Location of Documents:</b> Program Evaluation Minutes Curriculum Committee Minutes



Criteria/Evaluation Component	Expected Outcome Expected Level of Achievement Benchmark	Assessment Method	Assignment of Responsibility Responsible Party	Results (Data Collected, Analyzed, Aggregated, and Trended)
IV-E. Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes.	100% compliance	Review for compliance: Department of Nursing Faculty Guidebook Workload documents Faculty performance evaluations Promotion and tenure applications SEIs every semester Peer, Administrative, and Self Evaluations minimum of every 3 years and within first year for new faculty  Faculty Vita  <b>Reliability/Validity: 1</b>	Dean Associate Dean Department Head Tenure and Promotion Committee  <b>Frequency of Evaluation:</b> Annually	100% of faculty are evaluated annually using policies and procedures defined by the University. All are evaluated on teaching, research/ professional service, university service, and community service. Faculty seeking tenure and promotion are evaluated according to university guidelines. Peer and administrative evaluations are done at least every 3 years, and self evaluations are done annually using University criteria SEIs are done every semester.  <b>Location of Documentation:</b> All documentation is in faculty files in Dean's office.
IV-F. Information from formal complaints is used, as appropriate, to foster ongoing program improvement.	100% compliance	Report from and Discussion with University Ombudsman <b>Reliability/Validity: 1</b>  Focus Groups <b>Reliability/Validity: 1</b>	Dean Associate Dean Department Head BSN Coordinator  <b>Frequency of Evaluation:</b> Ongoing	No formal complaints received on report  <b>Location of Documentation:</b> Department Head Files University Ombudsman files

**Commented [DH1]:** Add: new faculty structured orientation and mandatory faculty workshops?

**Reliability, validity, trustworthiness key:**

- 1-Review of documents confirms trustworthiness and confirmability
- 2-Content validity
- 3-Face validity
- 4-Construct validity (factor analysis)
- 5-Criterion validity (concurrent or predictive)
- 6-Reliability (internal consistency, homogeneity, or inter-rater)

06/2006/mag;04/2008/lab;05/2009/lab;07/2010/lab;06/2011/lab;02/2012/dhh;07/2012/lab