## Quality Improvement Data Collection & Monitoring Guide

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### PROGRAM & STUDENT OUTCOMES

#### Student enrollment
- Reflects trends/cycle recruitment, diversity, impacts program outcomes
- % of applicants
- % student diversity

SACSCOC 4.1: GRAD Act: Student System
- USU System Metrics LBN (raw data)
- SREB (raw data)

GACR Act report
- LSU System Metrics LBN annual report
- SREB annual report

AACN annual survey
- Data for public access posted on SON website

**Enrollment:** % initial contacts, # applied, # accepted, # admitted, # qualified by not admitted (w/ reasons)

Demographics of applicants, enrolled students, graduated students

**PeopleSoft (AS)**
- Chair (TFN/WMMA) Reg: Office of Student Affairs
- Selected data uploaded to SON website

#### Student progression (successful course completion)
- Reflects trends/cycle retention, impacts students outcomes
- 100% progression for each course

CONE Std IV
- CCNE self-study

**Progression rate (%):** Study by course. # of students passing ÷ # of students enrolled.

**PeopleSoft**
- Reg: Office of Student Affairs
- Reg: Office of Student Affairs

#### Student attrition
- Reflects trends/cycle retention, impacts graduation rate, impacts program outcomes
- # student withdrawals

GACR Act
- USU System Metrics CCNE Std IV
- LBN (raw data)
- SREB (raw data)

GACR Act report
- LSU System Metrics CCNE self-study LBN annual report
- SREB annual report

**Attrition:** % terminated (w/ reasons)

Program changes made as a result of data analysis

**PeopleSoft**
- Reg: Office of Student Affairs
- Reg: Office of Student Affairs

#### Student persistence (time to graduation)
- Reflects trends/cycle graduation rate, impacts student retention, impacts students outcomes, impacts program outcomes
- % graduation rate

GACR Act
- Data for public access posted on SON website

**Persistence:** time to completion (based on semester admitted), FT/PT

GACR Act 1yr to 2yr: Year Retention Rate = # of students retained ÷ # of students in a cohort

**PeopleSoft**
- Reg: Office of Student Affairs
- Reg: Office of Student Affairs

#### Student performance
- Reflects student achievement, impacts program outcomes, impacts students outcomes
- % pass rate for each course

SACSCOC Std 4.1
- CONE Std III
- CCNE Std IV

SACSCOC self-study CCNE self-study CDA self-study

**Direct measures:** exam results, summative evaluations of clinical performance, mic graded activities, overall course grade

**Indirect measures:** formative evaluations of clinical performance

**E*Value**
- Faculty
- Moodle faculty

**Office of Student Affairs**
- Faculty
- Each semester

#### Graduation rates (undergraduate & graduate)
- Reflects institutional effectiveness, reflects program outcomes, reflects student recruitment, impacts funding
- 100% of students graduate from their respective programs
- 100% of students graduate from USU's respective programs
- 100% of students graduate from their respective programs

GACR Act
- USU System Metrics SACSCOC Std 3.3.1.1, 4.1, 4.2
- CONE Std I, IV
- CCNE Std IV
- LBN

GACR Act report
- LSU System Metrics SACSCOC self-study CCNE self-study CDA self-study LBN annual report

**Graduation rate:** # graduated ÷ # admitted

**Graduation rate (per USU):** # of students in a cohort who graduate in 100% of the length of a program’s clinical component (5 semesters clinical + expected graduation within 7 semesters)

**PeopleSoft**
- Office of Student Affairs
- Reg: Quality Enhancement Cmte

**Quality Enhancement Cmte**
- Reg: Quality Enhancement Cmte

**Academic year**
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<td>1 PROGRAM &amp; STUDENT OUTCOMES continued</td>
<td>Student demographics, program/student outcomes</td>
<td>Outcomes support mission, student outcomes: evidence of program growth</td>
<td>SON QIP, LSU Bull, LSU Bell, LSU System Performance Metrics, GRAD Act, SACSCOC, USRN, SREB, COE, NTF, NANN, COA</td>
<td>Strictly by program/track &amp; appropriate student cohort</td>
<td>Calendar yr: Jan 1 thru Dec 31 Academic yr: Fall thru Spring Fiscal yr: Jul 1 thru Jun 30</td>
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<tr>
<td>NCLEX-RN pass rates (BSN Traditional &amp; CARE graduates)</td>
<td>Reflects program outcomes</td>
<td>Reflects student outcomes</td>
<td>100% of BSN graduates pass the NCLEX-RN on the 1st attempt</td>
<td>Grad Act: LSU System Metrics SAC 3.3.1.3, 4.1 CONE Std I, II AAN (raw data)</td>
<td>NCSBN reports Data trends at T://NCLERX RN Coordinator Quality Enhancement Cmte Academic Undergrad Council Calendar year</td>
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<td>Certification rates (Master’s graduates)</td>
<td>Reflects program outcomes</td>
<td>Reflects student outcomes</td>
<td>Reflects institutional effectiveness</td>
<td>Grad Act: LSU System Metrics SAC 3.3.1.3, 4.1 CONE Std I, II CDA Std IV LSBN</td>
<td>Certification rate: % of students who passed the exams by specialty</td>
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<td>Employment rates</td>
<td>Reflects program outcomes</td>
<td>Reflects student outcomes</td>
<td>Reflects institutional effectiveness</td>
<td>Grad Act: LSU System Metrics SAC 3.3.1.3, 4.1 CONE Std I, II CDA Std IV LSBN</td>
<td>Grad Act: LSU System Metrics SAC 3.3.1.3, 4.1 CONE Std I, II CDA self-study CDA annual report</td>
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<td>FACULTY OUTCOMES, PRECEPTORS</td>
<td>Faculty/preceptor demographics, faculty outcomes, faculty retention</td>
<td>Outcomes support mission &amp; faculty outcomes (approved by Faculty Org on 7/28/08)</td>
<td>SON QIP, LSU Bull, LSU Bell, LSU System Performance Metrics, GRAD Act, SACSCOC, USRN, SREB, COE, NTF, NANN, COA</td>
<td>Strictly by program/track &amp; appropriate faculty/preceptor cohort</td>
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<td>Faculty numbers</td>
<td>Reflects trends in faculty turnover Reflects trends in faculty retention Reflects program outcomes Reflects institutional effectiveness</td>
<td># of qualified faculty sufficient to support mission &amp; program outcomes</td>
<td>SACSCOC Std 2.8 CONE Std II CONE Std II USRN (raw data)</td>
<td>% filled faculty positions: # filled FTE ÷ # budgeted FTE PeopleSoft LSU Business Office</td>
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<td>Faculty qualifications</td>
<td>Reflects faculty diversity Reflects faculty competence Reflects program outcomes Reflects student satisfaction</td>
<td># of faculty are academically and experientially qualified to teach in the field</td>
<td>SACSCOC Std 2.8 &amp; 3.7.3 CONE Std I, II CONE Std II USRN</td>
<td>% filled faculty positions: # filled FTE ÷ # budgeted FTE PeopleSoft LSU Business Office</td>
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<td>Faculty performance</td>
<td>Reflects faculty competence: impacts student outcomes; impacts student satisfaction</td>
<td>100% of faculty earn an ‘acceptable’ rating on their final supervisor’s evaluation.</td>
<td>SACSCOC 3.2.5, 3.7.2</td>
<td>Annual faculty evaluation % ‘acceptable’: # earning ‘acceptable’ ÷ # of faculty evaluated</td>
<td><em>E</em>Value Supervisor's Evaluation of Faculty Performance Administrators</td>
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<td>FACULTY OUTCOMES, PRECEPTORS continued</td>
<td>Faculty/preceptor demographics, faculty outcomes, faculty retention</td>
<td>Outcomes support mission &amp; faculty outcomes (approved by Faculty Org. on 8/20/14)</td>
<td>SON QIP, LSU Bell, LSU System Performance Metrics, GRAD A&amp;D, SACSCOC, LSBN, SREB, CONE, NTF, NAHCL, COA</td>
<td>Strain by program/track and appropriate faculty/preceptor cohort</td>
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<td>% of FT nursing faculty w/ earned doctorates</td>
<td>Reflects faculty outcomes</td>
<td>40% 50%</td>
<td>SACSCOC Std 3.7.1 CNE Std I, IV</td>
<td>Doctorate %: # of FT rag faculty w/ doctorates ÷ # of FT rag faculty</td>
<td>PeopLeaf SON Business Office <em>E</em>Value MyFolio (Qualifications)</td>
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<td>% of FT nursing faculty in leadership positions (prof ergs)</td>
<td>Reflects faculty outcomes</td>
<td>10%</td>
<td>CNE Std I, IV</td>
<td>Leadership %: # of FT rag faculty in leadership positions ÷ # of FT rag faculty</td>
<td><em>E</em>Value MyFolio (Prof Memberships)</td>
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<td>% of FT nursing faculty engaged in practice (compensated under the Faculty Practice Incentive Income Plan)</td>
<td>Reflects faculty outcomes</td>
<td>20% 25%</td>
<td>SACSCOC 3.3.1.5 CNE Std I, IV</td>
<td>Faculty practice %: # of FT rag faculty in practice ÷ # of FT rag faculty</td>
<td><em>E</em>Value MyFolio (Faculty Practice) Faculty Practice Agreements Administration</td>
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<tr>
<td>% of FT nursing faculty-receiving extramural funding</td>
<td>Reflects faculty outcomes</td>
<td>10%</td>
<td>SACSCOC Std 3.3.1.4 CNE Std I, IV</td>
<td># of FT rag faculty receiving extramural funding ÷ # of FT rag faculty</td>
<td><em>E</em>Value MyFolio (Research/Contracts)</td>
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<td>% of FT nursing faculty engaged in extramural grant activities</td>
<td>Reflects faculty outcomes</td>
<td>25%</td>
<td>SACSCOC Std 3.3.1.4 CNE Std I, IV</td>
<td># of faculty engaged in grant activities ÷ # of faculty</td>
<td><em>E</em>Value MyFolio (Research/Contracts)</td>
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<td>% of FT nursing faculty w/ publications (accepted and/or published)</td>
<td>Reflects faculty outcomes</td>
<td>15% 20%</td>
<td>CNE Std I, IV</td>
<td>Published %: # of FT rag faculty w/ publications accepted/published ÷ # of FT rag faculty</td>
<td><em>E</em>Value MyFolio (Publications) Faculty</td>
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<td>% of FT nursing faculty who present scholarly work (conferences, webinars, etc)</td>
<td>Reflects faculty outcomes</td>
<td>20%</td>
<td>CNE Std I, IV</td>
<td>Presentation %: # of FT rag faculty who presented scholarly work ÷ # of FT rag faculty</td>
<td><em>E</em>Value MyFolio (Presentations) Faculty</td>
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<td>% of FT nursing faculty who are certified</td>
<td>Reflects faculty competence: reflects faculty outcomes</td>
<td>All faculty: 25% 25% APRN faculty: 100%</td>
<td>SACSCOC 3.7.1 CNE Std I, IV</td>
<td>Certified %: # certified FT rag faculty ÷ # FT rag faculty</td>
<td><em>E</em>Value MyFolio (Qualifications) Faculty</td>
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<td>Preceptor qualifications (practicum courses)</td>
<td>Reflects program mentor</td>
<td>Preceptors are qualified by education &amp; experience to facilitate effective student experiences</td>
<td>SACSCOC Std II CNE Std I, IV</td>
<td>Preceptor qualifications: job title, highest degree, specialty certification, major area of practice, employer, course name, # semester/year used as preceptor for the course</td>
<td><em>E</em>Value Bio Data <em>E</em>Value Administrator</td>
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### EVALUATION: CURRICULUM, PROGRAM, COURSE


**Curriculum evaluation by faculty (program outcomes, expected student outcomes)**

Reflection of institutional effectiveness

- Reflects curriculum content & quality
- Impacts program outcomes
- Impacts student satisfaction

Evaluation conducted every 5 years

A macro-level review

- SACCOQC 3.3.1, 3.4.1, 3.4.10, 3.6.1, 3.6.2, 4.1.4
- CNE Std II, III
- CDA Std III, IV

**End-of-course evaluation by students (course, clinical sites, faculty): CourseEval**

Reflection of institutional effectiveness

- Reflects course outcomes
- Reflects student satisfaction
- Impacts student outcomes

CourseEval rating ≥ 3

(1-4 Likert scale)

- SACCOQC 3.3.1.1 CNE Std III CDA Std IV
- SACCOQC self-study CNE self-study CDA self-study

Stratify by course, year, semester

**End-of-course evaluation by faculty (content, quality, effectiveness): End-of-Semester Course Report**

Reflections of continuous evaluation of course quality

- Improvement in course content, quality, effectiveness, etc
- A micro-level review

- SACCOQC 3.4.10 CNE Std II CDA Std IV
- SACCOQC self-study CNE self-study CDA self-study

- ID items below benchmark (5-3 on 1-4 Likert scale (CourseEval survey)
- ID common issues (include in EDS Course Report)

**End-of-program evaluation by students: ENS Exit Survey (BSN, MSN/MPH, DNS) & DNS Exit Survey (Survey Monkey)**

Reflections of institutional effectiveness

- Reflects program outcomes
- Reflects student satisfaction
- Impacts decision to alter curriculum

- EBI national goal ≥ 5.5
- (1-7 Likert scale)
- DNS not scored (not EBI survey)

- CNE Std IV CDA Std III
- CNE self-study CDA self-study

- EBI provides cumulative statistics (c factors & individual questions that use scaled responses; free-text comments not included in the statistical analysis
- EBI’s Custom Statistical Analysis Report (CSAR) used to prioritize improvement efforts most likely to impact the dependent variable of Overall Program Effectiveness.
- Stratify by program, academic year, track (filtered)

**Alumni satisfaction (≤5 yr)**

Reflections program outcomes

- Reflects alumni satisfaction w/ program
- Response rate ≥ 20%

- CNE Std III, IV CDA Std IV
- CNE self-study CDA self-study

- Response rate ≥ 4 surveys submitted ≥ surveys deployed
- Scaled questions & free-text responses collated
- Stratify by program, track, graduation year

**Employer satisfaction (≤5 yr)**

Reflections program outcomes

- Reflects employer satisfaction w/ goals
- Response rate ≥ 20%

- CNE Std III, IV CDA Std IV
- CNE self-study CDA self-study

- Response rate ≥ 4 surveys submitted ≥ surveys deployed
- Scaled questions & free-text responses collated
- Stratify by program, track, graduation year (match to alumni list)
### Measure
**What are we measuring, and why are we measuring it?**

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<td>Improvement in program quality &amp; institutional effectiveness</td>
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### Data sources
- Confidential db/table
- Dean & Asst Dean, Sstu Socs
- Administrative Town

### Frequency of data review
- Fiscal year
- Calendar yr: Jan 1 thru Dec 31
- Academic year
- Fiscal yr: Jul 1 thru Jun 30

#### 4 ORGANIZATIONAL MANAGEMENT
- Evaluation of selected components of infrastructure/operations, quality
- Improvement in program quality & institutional effectiveness

- SON QIP, LSU Bold, LSU Bell, LSU System Performance Metrics, GRAD Act, SACSCOC, USLS, SIBR, CONE, NITF, NMRN, COA, ANCC

- Details: How are the data stored? What’s included?

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#### Formal complaints & grievances
- Reflects trends/c trend satisfaction
- Reflects institutional effectiveness
- Provides a forum for student complaints

- 100% of complaints & grievances addressed

- SACSCOC 4.5 CSE IV
- CDA Std IV

- SACSCOC self-study
- CCNE self-study
- CDA self-study

- # of formal complaints stratified by categories, resolution status, Admin decisions
- # of grievances stratified by categories, resolution status, Admin decisions
- Compare year-to-year trends

- Confidential db/table
- Dean & Asst Dean, Sstu Socs
- Administrative Town
- Academic year

#### Student recruitment activities
- Reflects marketing & branding
- Impacts student enrollment

- # enrollment

- SACSCOC Std 4.6 CSE IV
- CDA Std I

- SACSCOC self-study
- CCNE self-study
- CDA self-study

- # of promotion activities (print/ad, fairs, fyers, podcast, etc)
- # of contacts w/ prospective students (incl contact type: phone, face-to-face, etc)
- # of off campus recruitment events

- Recruitment table
- Dean, Asst Dean, Student Svcs
- Academic year

#### Alumni activities
- Impacts the SON’s ability to actively engage alumni

- # alumni activities

- CDA Std IV
- CDA self-study

- # of Nursing Alumni Association members
- # of events sponsored by Nursing Alumni Association
- Funds generated by Nursing Alumni Association events

- Nursing Alumni Association
- Administrative Council
- Academic year

#### Faculty development
- Impacts faculty outcomes
- Faculty learning needs are identified and met

- SACSCOC 3.7.3, 3.42
- CONE Std II
- CDA Std II
- ANCC Part A, C3-3

- SACSCOC self-study
- CCNE self-study
- CDA self-study
- ANCC self-study

- # of CNE offerings
- # of CNE awarded by faculty
- Average participant rating on CNE activities

- T/CNE
- Lead Nurse Planner
- Nurse Planner
- CNE Day
- Faculty Life-Ctte
- Fiscal year

#### Clinical sites
- Reflects program quality
- Impacts provision of appropriate clinical experiences for students

- Sites appropriate to fulfill mission & program outcomes

- CONE Std II
- CDA Std I
- LSU

- CONE self-study
- CCNE self-study
- CDA self-study

- # of sites
- site list w/ detail (address, site contacts, distance from campus, etc)

- SoN website
- Asst Dean, Clinical
- Administrative Council
- Academic year

#### 5 FISCAL MANAGEMENT
- Management of fiscal resources
- Prudent management of fiscal resources

- SON QIP, LSU Bold, LSU Bell, LSU System Performance Metrics, GRAD Act, SACSCOC, USLS, SIBR, CONE, NITF, NMRN, COA, ANCC

- Calendar yr: Jan 1 thru Dec 31
- Academic year
- Fiscal yr: Jul 1 thru Jun 30

#### Operating income: revenue (federal, state, other)
- Reflects funding from multiple sources (eg, state funds, tuition, grant awards, faculty practice, CNE fees, donations, endowments)

- Impacts FY operating budget

- Actual $ in FY budget
- $ in proposed FY budget
- $ in proposed FY budget

- SON System Metrics
- SACSCOC 3.10
- CSE IV
- CDA Std II
- LSU metrics report
- SACSCOC self-study
- CCNE self-study
- CDA self-study

- Total $ allocated from State of Louisiana/Bill
- Total $ collected from paid tuition
- Total $ awarded from grants
- Total $ collected from faculty practice sites
- Total $ collected from CNE fees
- Total $ collected from donations, endowments, alumni giving, other

- Sch Business Office
- Asst Dean, Business Affairs
- Administrative Council
- Fiscal year

#### Operating expenses: expenses
- Reflects cost of doing business
- Impacts FY operating budget

- Actual expenses
- budgeted expenses

- SON System Metrics
- CSE IV
- CDA Std II
- LSU metrics report
- CCNE self-study
- CDA self-study

- Total $ paid in salary/benefits: strictly by academic rank & job class
- Total $ spent (r/t capital-exp: physical plant, major equip)
- Total $ spent (r/t other operating exp [minor equip & supplies; contracts, etc]
- Total (gross) expenses

- SEI website
- QI Coordinator
- Sch Business Office
- Asst Dean, Business Affairs
- Administrative Council
- Student Tech Fee Cttee
- Fiscal year
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<td>Info used to make changes at the organization, program, track, or course level.</td>
<td><strong>Data sources</strong></td>
<td><strong>Data reviewed by</strong></td>
<td><strong>Frequency of data review</strong></td>
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<td>Student Financial Aid Office</td>
<td>Soft Business Office</td>
<td>Academic year</td>
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<td><strong>SURVEYS: SATISFACTION/NEEDS</strong></td>
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<td>Calendar yr: Jan 1 thru Dec 31; Academic yr: Fall thru Summer; Fiscal yr: Jul 1 thru Jun 30</td>
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<td><strong>What is being measured, tracked, surveyed, or reviewed?</strong></td>
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<td><strong>Goals, benchmarks, requirements, expected outcomes</strong></td>
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<td><strong>What std, strategy, or requirement does the data support?</strong></td>
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<td><strong>How are the data used?</strong></td>
<td>For reports, uploaded to SoN website, other</td>
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<td><strong>Frequency of data review</strong></td>
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<tr>
<td><strong>Student support services (Office of Student Affairs, advising, registrar, financial aid, parking, cafeteria, etc): EBI exit survey</strong></td>
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<td>Reflects institutional the effectiveness reflects the effectiveness of administrative support services impacts student satisfaction</td>
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<tr>
<td>Sufficient to support mission, program &amp; student outcomes</td>
<td>SASCCEC self-study CDA self-study</td>
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<td>SASCCEC self-study CDA self-study</td>
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<td>Surveys related to...</td>
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<td><strong>Student learning resources (NSTC, library, bookstore, tutoring, etc): EBI exit survey</strong></td>
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<tr>
<td><strong>Faculty resources (policies, space, equipment, technology, library, research support, clerical support, etc): Faculty Resources Survey</strong></td>
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<td>Reflects program management impacts faculty satisfaction</td>
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<td>Academic year</td>
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<td>Survey Monkey website</td>
<td>QI Coordinator</td>
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<td>Faculty Life-Center</td>
<td>ONL Department</td>
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**DOCUMENT REVIEW**

Ongoing review of the accuracy of information in paper and/or electronic documents

- **Stratification**
  - Review strengths, weaknesses, opportunities, and threats periodically
  - SON QIP, LSU Rall, LSU BDS, LSU System Performance Metrics, GRAD Act, SACSCOC, LSU, SRS, CNN, NTF, NNAI, COA

- **Data sources**
  - SACSCOC self-study
  - CDE self-study

- **Data reviewed by**
  - Review: mission, goals, philosophy congruence w/ LSU/ISO-NG mission

- **Frequency of data review**
  - Minimum

- **Who reviews the data?**
  - Who uses the data to make decisions?

**Soft mission, goals, philosophy**

- Reflects institutional effectiveness

- Mission, goals, & philosophy congruent w/ LSU/ISO-NG, consistent w/ prof stds, published

- SACSCOC 3.1.1 CDE Std 1 CDA Std I

- SACSCOC self-study

<table>
<thead>
<tr>
<th>Review:</th>
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<tr>
<td>Who reviews the data?</td>
<td>Every 5 years</td>
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**Soft Strategic Map**

- Reflects congruence w/ the LSU/ISO-NG & Soft missions
- Reflects congruence w/ the QIP & QIP

- Review: conducted every 3 years

- Updated as needed

- Review: congruence w/ LSU/ISO-NG Strategic Plan Update: as needed to reflect changes in Soft goals

- **Frequency of data review**
  - Every 3 years

**Quality Improvement Plan Data Collection & Monitoring Guide 3-year Quality Calendars**

- Reflects congruence w/ the Soft mission
- Reflects congruence w/ the Soft strategic initiatives

- Reflects congruence w/ the QIP

- Review: update of QIP/Guide conducted every 3 years

- Calendars updated every year

- Review: congruence w/ LSU/ISO-NG & ISO-NG strategic plans, LSU/ISO-NG QEP, & LSU RDS map

- Updating: as needed to reflect changes in strategic/QI initiatives and/or changes in standards, regulations, technology, curriculum, bylaws, other

- **Frequency of data review**
  - Every 3 years (QIP & Data Guide)

**Bylaws (governance)**

- Reflects the faculty governance structure
- Impacts the flow of information among faculty committees & councils

- Governance structure clearly defined in the Bylaws of the Faculty Organization

- CCN Std I, II CDA Std I

- CCNE self-study

- CDA self-study

<table>
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<tr>
<th>Review:</th>
<th>bylaws, cmte structure, cmte assignments</th>
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<td>Who reviews the data?</td>
<td>Calendar year (Jan-May)</td>
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**Policies/procedures (academic, operational, other)**

- Reflects organizational management
- Reflects academic policies
- Reflects publication of policies

- All P&P congruent w/ LSU/ISO-NG, accurate, published

- SACSCOC 3.4.5, 4.3 CDE Std I, II CDA Std I

- SACSCOC self-study

- CCNE self-study

- CDA self-study

| Review: | all Soft P&P
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<td>Who reviews the data?</td>
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**Documents & publications**

- Reflects effective communication

- All documents & publications accurate, communicated

- CCN Std I, II CDA Std IV

- CCNE self-study

- CDA self-study

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<thead>
<tr>
<th>Review:</th>
<th>student handbook, faculty handbook, preceptor handbook, program handbooks, Soft section of LSU/ISO-NG Counseling/Bluebook, Soft website</th>
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<tr>
<td>Where are data stored?</td>
<td><a href="http://nursing.lsuhsc.edu">http://nursing.lsuhsc.edu</a> Administrative Council</td>
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<tr>
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<td>Academic Council</td>
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**Affiliation agreements**

- Reflects program quality
- Reflects contractual/requirements

- All affiliation agreements accurate, current, renewable

- SACSCOC 3.4.7 CDA Std I

- SACSCOC self-study

- CDA self-study

<table>
<thead>
<tr>
<th># of affiliation agreements in force</th>
<th>Review: list of affiliations, contract status (in force, pending), contract list (authorized site administrator)</th>
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<tr>
<td>Where are data stored?</td>
<td><a href="http://nursing.lsuhsc.edu">http://nursing.lsuhsc.edu</a> Asst Dean, Adv Practice</td>
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<td>Who reviews the data?</td>
<td>Administrative Council</td>
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<td>Frequency of data review</td>
<td>Calendar year (Jul &amp; Aug)</td>
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**Faculty Development Plan**

- Reflects comprehensive plan for faculty development
- Impacts faculty satisfaction

- Meets faculty learning needs

- SACSCOC 3.7.3 CDE Std II ANCC Part II

- SACSCOC self-study

- CCNE self-study

- ANCC self-study

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<tr>
<th>Review:</th>
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<td>Faculty Life-Cycle Coord</td>
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**Affiliation agreements**

- Reflects program quality
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- All affiliation agreements accurate, current, renewable

- SACSCOC 3.4.7 CDA Std I

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<tr>
<td>Who reviews the data?</td>
<td>Academic year</td>
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**Faculty Mentoring Plan**

- Reflects faculty development in focused areas (research, publishing, other)
- Impacts faculty satisfaction

- Meets focused faculty learning needs

- SACSCOC 3.7.3 CDE Std II ANCC Part II

- SACSCOC self-study

- CCNE self-study

- ANCC self-study

| Review: | # of active faculty mentors, # of active faculty members
<table>
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<tbody>
<tr>
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**Quality Enhancement Cmte/T.Cascio**

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<th>Stratification</th>
<th>Data sources</th>
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<td>What’s included?</td>
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**Village de Jardins & Terraces on Tulane QIP**

Reflects goals, clinical outcomes, & operational outcomes

Accreditation as a Patient-Centered Medical Home (PCMH)

VDJ QI Plan - narrative & appendices

Review - congruence w/ HRSA grant, ability to achieve accreditation stds from TJC (ambulatory care) & NCQA, ability to meet requirements for a Federally Qualified Health Center (FQHC), incorporation of Uniform Data System (UDS) metrics, & Meaningful Use, support requirements for deeming status under the Federal Tort Claims Act (FTCA)

T-JP, NMC CI Coordinator

P1-NMC grant team VDJ/Tot PI & administrators

Calendar year