# LSUHSC School of Nursing

## Quality Improvement Plan 2014-2016

### Vision: To position the SON for national recognition

**Perspectives:** Strategic groupings of cause/effect themes (areas that contribute to success) ...
- Leadership, Continuous Quality Improvement, Faculty, Students, Resources, Stewardship, Cultural Transformation, Branding, Customer Service, Community Service, Professional Development

**Achievement:** Yes or No (achieved/not achieved)
- Yes or No (met/not met).
- Target status: F or %, if specified.
- Supporting evidence available.

## ADMINISTRATIVE LEADERSHIP

<table>
<thead>
<tr>
<th>Goals &amp; Sub-Goals</th>
<th>Measures</th>
<th>Targets</th>
<th>Strategies (how to)</th>
<th>Linkage to Strategic Initiatives</th>
</tr>
</thead>
</table>
| 1 The BSN, Master’s, and Doctoral (DNS/DNP) programs are fully accredited. | Measures & targets focus on achieving and maintaining accreditation for the maximum allowable timeframe. | Strategies focus on system design, performance measurement, & implementation of performance improvement initiatives. | **Maintain compliance to all applicable accreditation standards (SACSCOC, CCNE, COA).**
- Establish systems and processes that support achievement of standards, including the role of faculty governance, the frequency of data collection/review, and accountabilities.
- Measure performance periodically.
- Collect evidence of achievement to demonstrate compliance.
- Evaluate evidence to identify opportunities for improvement.
- Implement improvement strategies, as needed.
- Re-assess periodically, revise as needed.
- Communicate results to faculty, students, and the community of interest.

**Maintain evidence of compliance.**
- Collect data at defined intervals.
- Store data in databases, spreadsheets, or tables.
- Trend data to identify opportunities for improvement.
- Make trended data available for 24/7 viewing on the SoN website or on a shared network drive.
- Create, update, and store exemplars that show evidence of data-driven decision making.

**Maintain continual survey readiness.**
- Review accreditation standards periodically to identify new or revised standards.
- Review the intent of each standard to guide the institutional response. | **Accreditation links to Strategic Initiative A7.** |
| 1A ALL programs (BSN, MN/MSN, DNS/DNP) are accredited by SACSCOC. | Accreditation by SACSCOC for 10 years. | | |
| 1B ALL programs (BSN, MN/MSN, DNS/DNP) are accredited by AACN/CCNE. | Accreditation by AACN/CCNE for 10 years (existing programs). Accreditation by AACN/CCNE for 5 years (new programs). | | |
| 1C ALL MN and DNP degrees with an anesthesia concentration (MNNA, Post-Master’s DNP, and BSN-DNP) are accredited by the COA. | MN: COA accreditation for 10 years. Post-Master’s DNP: COA accreditation for 5 years. BSN-DNP: COA accreditation for 5 years. | | |
| 2 The Faculty Development, Continuing Nursing Education and Entrepreneurial Enterprises department is accredited. | Measures & targets focus on achieving and maintaining accreditation for the maximum allowable timeframe. | Strategies focus on system design, performance measurement, & implementation of performance improvement initiatives. | **Maintain compliance to all applicable accreditation standards (ANCC).**
- Implement operational guidelines that support ANCC standards (described in ANCC self-study).
- Establish outcome measures at the program level.
- Design assessment tools to collect data that reflect achievement of program outcomes.

**Maintain continual survey readiness.**
- Review accreditation standards periodically to identify new or revised standards.
- Review the intent of each standard to guide the departmental response. | **Accreditation links to Strategic Initiatives A4, A7, B5, & C6.** |
| 2A The department is accredited by ANCC. | Accreditation by ANCC for 5 years. | | |

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**Quality Enhancement Cmte/T.Cascio**

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<thead>
<tr>
<th>3</th>
<th>The SoN maintains a focus on Continuous Quality Improvement (CQI).</th>
<th>Measures &amp; targets reflect a focus on continuous quality improvement that supports the SoN’s mission, strategic initiatives, and accreditation standards.</th>
<th>Strategies focus on using CQI principles to guide decision-making. CQI links to Strategic Initiatives A7, B5, B8, C2, C9, D7, E3, &amp; E10.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A</td>
<td>The SoN’s Quality Improvement Plan (QIP) guides activities that impact academics and/or operations.</td>
<td>Academic and/or operational activities are linked to the SoN’s Quality Improvement Plan (QIP).</td>
<td>Implement a QIP that supports the SoN’s mission and strategic initiatives, accreditation standards, and regulatory standards.</td>
</tr>
<tr>
<td>3B</td>
<td>The SoN demonstrates evidence of success for all academic and operational elements of the QIP.</td>
<td>Evidence of success is documented, retrievable, and communicated.</td>
<td>• Address all applicable accreditation &amp; regulatory standards (including GRAD Act requirements and LSU System Performance Metrics).</td>
</tr>
<tr>
<td>3C</td>
<td>Program, student, and faculty outcomes are achieved.</td>
<td>Achievement of program, student, and faculty outcomes is supported by trended data.</td>
<td>• Implement a 3-year calendar of quality activities designed to support (at a minimum) the assessment of program, student, and faculty outcomes.</td>
</tr>
<tr>
<td>3D</td>
<td>Critical academic and operational decisions are evidence-based.</td>
<td>Critical academic and operational decisions are supported by appropriate due diligence and a review of internal and external data, as appropriate.</td>
<td>• Update the QIP and the quality calendar every 3 years, or as needed.</td>
</tr>
<tr>
<td>3E</td>
<td>Key academic metrics are communicated to stakeholders.</td>
<td>Trended academic metrics are available for viewing on the SoN website.</td>
<td>Collect data to demonstrate the extent to which program, student, and faculty outcomes are achieved.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Academic and support departments meet customer needs.</th>
<th>Measures &amp; targets focus on departmental efficiency and effectiveness.</th>
<th>Strategies focus on improving departmental operations. Departmental operations link to Strategic Initiatives A4, B5, C6, D4, D7, E5, E6, &amp; E7.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A</td>
<td>The Student Affairs Department meets student and faculty needs.</td>
<td>The Student Affairs Department achieves departmental outcomes.</td>
<td>Identify expected departmental outcomes.</td>
</tr>
<tr>
<td>4B</td>
<td>The Faculty Development, Continuing Nursing Education, and Entrepreneurial Enterprises Department (aka, CNE Dept) meets learner needs.</td>
<td>The CNE Department achieves departmental outcomes.</td>
<td>• Seek input from stakeholders to identify customer expectations.</td>
</tr>
<tr>
<td>4C</td>
<td>The Nursing Skills and Technology Center (NSTC) meets student and faculty needs.</td>
<td>The NSTC achieves departmental outcomes.</td>
<td>• Select metrics that can be used to demonstrate achievement of departmental outcomes.</td>
</tr>
<tr>
<td>4D</td>
<td>The Information Technology Department (IT) meets student and faculty needs.</td>
<td>The IT Department achieves departmental outcomes.</td>
<td>Collect data to demonstrate the extent to which departmental outcomes are achieved.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>The Business Office meets faculty needs.</th>
<th>The Business Office achieves departmental outcomes.</th>
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</tr>
</thead>
</table>
| 5 | The SoN maintains leadership continuity. | Measures & targets focus on succession planning to insure continued success. | Strategies focus on succession planning.  
Leadership continuity links to Strategic Initiatives A1, B1 & C1. |
| 5A | A succession plan is in place to transfer leadership responsibilities as needed. | Faculty members are prepared to assume targeted leadership responsibilities. | Create a succession plan.  
- Conduct a proactive assessment of leadership needs.  
- Identify potential faculty leaders.  
- Mentor faculty leaders prior to, during, and after they transition to new academic roles.  
- Use formal or informal mentoring strategies, depending on individual needs. |
| 5B | New faculty leaders receive mentoring support. | New faculty leaders are mentored to ease the transition to new roles. |   |
| 6 | The SoN’s organizational culture supports student, faculty, and SoN success. | Measures & targets focus on achieving a transformative organizational culture. | Strategies focus on cultural transformation.  
Cultural transformation links to Strategic Initiatives E2, E3, E4, E6, & E7. |
| 6A | Students and faculty are satisfied with the SoN’s organizational culture. | Student satisfaction with the organizational culture meets or exceeds an external benchmark from EBI (≥ 5.5 on a 1-7 Likert scale). | Promote an organizational culture that supports open communication, teamwork, respect, diversity, and accountability.  
- Implement strategies to support a customer service, team-oriented culture.  
- Implement strategies to support a communication-rich culture.  
- Implement strategies to support cultural diversity in the student body and in the faculty.  
- Implement strategies to support a culture of crucial accountability.  
Publicize student, faculty, and SoN achievements using multiple strategies.  
- Use public forums, including the SoN website, mass mailings, and social media.  
- Use internal forums, including newsletters, e-mails, and meeting announcements.  
Assess student and faculty satisfaction with the SoN’s organizational culture & communication.  
- Measure student satisfaction using the EBI and DNS exit surveys.  
- Measure faculty satisfaction using the annual Faculty Resources Survey.  
Implement processes to insure the accuracy of meeting minutes and reports.  
- Hardwire a process to standardize the documentation of meeting minutes.  
- Hardwire a process to guide annual report writing.  
- Establish due dates and accountabilities for meeting minutes and reports. |
| 6B | Faculty leaders support a culture of accountability. | Meeting minutes accurately reflect faculty decisions. Meeting minutes are available for 24/7 review. Reports are completed on time. |   |
## Goals & Sub-Goals

<table>
<thead>
<tr>
<th>7</th>
<th>Fiscal resources are managed effectively.</th>
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<tbody>
<tr>
<td><strong>Measures &amp; targets focus on management of fiscal resources.</strong></td>
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<tr>
<td><strong>Strategies focus on fiscal management. Fiscal management links to Strategic Initiatives A4, A6, B5, B7, C6, C8, D1, D6, &amp; E9.</strong></td>
<td></td>
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</tbody>
</table>

### 7A Funding is adequate to support the SoN’s mission & program outcomes.
- Actual expenses are ≤ actual revenues for each fiscal year.
- Actual expenses are ≤ budgeted expenses for each fiscal year.
- Actual revenues are ≥ budgeted revenues for each fiscal year.

### 7B External funding is sufficient to offset the loss of state-allocated dollars.
- External funding increases each fiscal year.

### 7C Tuition rates are set as authorized by the GRAD Act.
- Actual tuition collected is ≥ budgeted tuition collected for each semester.

### 7D Major purchase decisions are evidence-based.
- A due diligence review is conducted for all purchases over $5,000.

<table>
<thead>
<tr>
<th>8</th>
<th>Physical resources are sufficient to meet program needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measures &amp; targets focus on management of physical resources.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Strategies focus on physical resource management. Physical resource management links to Strategic Initiative E5.</strong></td>
<td></td>
</tr>
</tbody>
</table>

### 8A Faculty office space is adequate.
- Office space meets faculty needs.

### 8B Classroom, lab, & computer testing space are adequate.
- Classroom, lab, & computer testing space meets program needs.

### 8C Library resources are adequate.
- Library resources meet program needs.

### 8D Clinical practicum sites are adequate.
- Clinical practicum sites meet program needs.

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**Underlying themes:** stewardship of resources & customer service
<table>
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<tr>
<th>9</th>
<th>The SoN’s technology resources meet program needs.</th>
<th>Measures &amp; targets focus on management of technology resources.</th>
<th>Strategies focus on technology resource management. [Technology resource management links to Strategic Initiatives A7, B8, C2, C9, D1, D7, E5, &amp; E7]</th>
</tr>
</thead>
</table>
| 9A | Technology solutions are used to improve operating efficiencies. | Operating efficiencies are improved through use of technology solutions. | Operationalize a Strategic Plan for Information Technology.  
- Conduct a proactive assessment of technology needs from an IT perspective.  
- Monitor industry trends to project future technology needs.  
- Upgrade hardware and peripherals based on projected end of product life.  
- Install new software and software upgrades as needed to support faculty job responsibilities.  
- Communicate technical info to stakeholders using lay terminology (avoid technical jargon). |
| 9B | Students and faculty are satisfied with the quality and availability of technology resources. | Student satisfaction with technology resources and training meets or exceeds an external benchmark from EBI (≥ 5.5 on a 1-7 Likert scale). | Measure improvement in operating efficiencies.  
- Compare current performance to past performance.  
- Use metrics like manpower hours, frequency of use, cost savings, etc. |
| 9C | End users are trained to use technology solutions. | Faculty satisfaction with technology resources and training meets or exceeds an internal benchmark from the Faculty Resources Survey (current year compared to prior years). | Conduct a due diligence review to guide major purchase decisions.  
- Include end users during product review.  
- Provide recommendations and guidance to the Technology Committee and Administration. |
| 9D | The SoN’s website is accurate, current, and user-friendly. | The SON’s website is updated annually or as needed. | Manage administrative and/or faculty requests to insure the appropriate use of IT resources.  
- Clarify all aspects of the request (who, what, when, why).  
- Determine the feasibility & appropriateness of each request.  
- Identify existing resources to eliminate duplication of effort.  
- Prioritize requests. |

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<tr>
<th>10</th>
<th>The number of faculty is sufficient to meet program outcomes.</th>
<th>Measures &amp; targets focus on management of faculty resources.</th>
<th>Strategies focus on faculty resource management. [Faculty resource management links to Strategic Initiative E5.]</th>
</tr>
</thead>
</table>
| 10A | Budgeted faculty positions are sufficient to meet program outcomes. | 100% of budgeted faculty FTE’s are filled. | Implement an effective faculty selection process.  
- Delete unnecessary or redundant procedural steps (if needed).  
- Conduct behavioral interviews to select qualified candidates who are the “best fit”.  
- Encourage faculty participation in the interview process by providing relevant information about candidates in advance (ie, resume/CV, clinical experience, possible course assignments). |
| | | | Implement a faculty recruitment & retention strategy.  
- Use the SoN website and other media to promote the SoN to potential faculty applicants.  
- Survey faculty annually re: intent to stay.  
- Track reasons for faculty termination (resignation, retirement, etc). |
# EMPLOYER OF CHOICE FOR NURSING FACULTY

Underlying themes: faculty satisfaction & professional development

<table>
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<tr>
<th>Goals &amp; Sub-Goals</th>
<th>Measures &amp; targets focus on faculty satisfaction.</th>
<th>Strategies (how to)</th>
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<tbody>
<tr>
<td>11 Faculty members are satisfied with the quality of their work life.</td>
<td><strong>Measures</strong></td>
<td><strong>Strategies focus on improving overall faculty satisfaction.</strong></td>
</tr>
<tr>
<td>11A Faculty members have a voice in governance, curriculum design, and organizational policy.</td>
<td>Faculty satisfy satisfaction with their teaching load.</td>
<td>Implement an effective faculty governance structure.</td>
</tr>
<tr>
<td>11B Faculty members are satisfied with their teaching load.</td>
<td>Faculty satisfaction with their teaching load meets or exceeds an internal benchmark from the Faculty Resources Survey (current year compared to prior years).</td>
<td>• Review the faculty governance structure (as outlined in the Bylaws) periodically.</td>
</tr>
<tr>
<td>11c Faculty teaching assignments reflect their area(s) of expertise.</td>
<td>Faculty are assigned to teach in courses in which they are content experts.</td>
<td>• Clearly articulate each council and committee’s scope of work and lines of authority.</td>
</tr>
<tr>
<td>11D Faculty members are satisfied with their compensation (salary and benefits).</td>
<td>Faculty satisfaction with their compensation meets or exceeds an internal benchmark from the Faculty Resources Survey (current year compared to prior years).</td>
<td>• Amend the Bylaws as needed.</td>
</tr>
<tr>
<td>11E Faculty members are evaluated annually.</td>
<td>All faculty members (FT/PT, tenured, adjunct) are evaluated annually.</td>
<td>• Document all faculty decisions in the minutes of council and committee meetings.</td>
</tr>
</tbody>
</table>

**Strategies focus on implementing an effective faculty practice plan.**

**Faculty practice links to Strategic Initiative B3.**

| 12 Faculty practice is supported. | Measures & targets focus on faculty practice. | Implement a faculty practice plan that encourages faculty participation across specializations. |
|-------------------------------|-----------------------------------------------|• Clearly outline eligibility requirements, acceptable practice venues, & compensation guidelines. |
| 12A Faculty members are engaged in faculty practice. | 25% of FT nursing faculty are engaged in faculty practice during each calendar year. | • Provide release time for faculty; consider impact on other faculty responsibilities. |

**Implement strategies designed to promote faculty practice.**

• Establish a regular meeting schedule for the Faculty Practice Committee.
• Formalize contracting process.
• Educate faculty about PM-11 and the Faculty Practice Incentive Income Plan.

Download data from E*Value’s faculty practice folder to demonstrate achievement of faculty outcomes.
<table>
<thead>
<tr>
<th>13</th>
<th>Faculty scholarship activities are supported.</th>
<th>Measures &amp; targets focus on nursing scholarship (grants, research, publication, professional presentations).</th>
<th>Strategies focus on supporting faculty participation in scholarship activities. Faculty scholarship links to Strategic Initiatives A1, A3, A5, B1, B4, B5, B6, C1, C2, C5, C7, D5, &amp; E8.</th>
</tr>
</thead>
</table>
| 13A | Faculty participate in grant and/or research activities. | 10% of FT nursing faculty receive extramural grant funding during each calendar year. | Identify faculty scholarship goals.  
• Use the annual Faculty Resources Survey to identify the faculty’s top 3 scholarship goals.  
• Use the annual Faculty Self-Evaluation to identify support needs. |
| 13B | Faculty members publish scholarly works. | 20% of FT nursing faculty publish during each calendar year.  
[Parameters include scholarly works (journal articles, chapters, books) accepted for publication or published.] | Implement strategies to educate faculty and to support faculty scholarship goals.  
• Provide formal mentorship support.  
• Develop faculty publication teams.  
• Offer faculty development activities that focus on scholarship (research, grant writing, publishing, etc.).  
• Disseminate the online Journal of Nursing Practice & Science. |
| 13C | Faculty members present scholarly work at conferences, symposia, and/or workshops. | 20% of FT nursing faculty present scholarly work at conferences or on websites during each calendar year.  
[Parameters include podium/poster presentations and webinars.] | Download data from E Value’s research, grants, & associated contracts and publications & presentations folders to demonstrate achievement of faculty outcomes. |
| 14 | Faculty professional growth and development is supported. | Measures & targets focus on faculty professional growth & development. | Strategies focus on supporting faculty professional growth & development Faculty growth & development links to Strategic Initiatives A1, A2, A4, B1, B5, C1, C6, D4, E5, & E6. |
| 14A | Faculty members are oriented to their assigned role(s). | New faculty members are oriented.  
Average participant ratings regarding satisfaction with New Faculty Orientation. | Implement a faculty role orientation program designed for novices, seasoned faculty, and faculty promoted to new roles.  
• Schedule live’ orientation sessions for new faculty on an as needed basis.  
• Publish & maintain online resources for faculty (a “tool kit”). |
| 14B | Formal mentoring is available to all faculty. | # of faculty participants in a formal mentoring program during each academic year. | Implement a formal faculty mentoring program.  
• Design a formal mentoring program that can be tailored to meet individual faculty needs.  
• Formalize a peer evaluation program. |
| 14C | Faculty members attend educational offerings to meet personal learning needs. | CNE activity faculty attendance for the most recent academic year is ≥ faculty attendance for the prior academic year. | Implement a faculty development plan to meet faculty learning needs.  
• Prioritize learning activities that address fundamental teaching responsibilities (based on job descriptions, role responsibilities, and scope of work).  
• Use the annual Faculty Resources Survey to identify personal learning needs.  
• Offer faculty development activities r/t certification, leadership, preparation for certification, grant writing, publishing, etc.  
• Offer book and journal clubs to promote excellence and enhance communication. |
| 14D | Faculty development activities meet identified learning needs. | Average participant ratings regarding learning needs are ≥ 4 (agree or strongly agree) on a 1-5 Likert scale. Results reported for each activity. | Provide faculty development activities using different formats.  
• Schedule live activities to maximize faculty participation.  
• Create web-enabled enduring materials (available 24/7).  
• Provide CNE contact hours for all activities that meet ANCC criteria. |
| 14E | Faculty goals for promotion and tenure are supported. | # of FT nursing faculty who are promoted (reported by calendar year).  
50% of FT nursing faculty hold an earned doctorate (reported by calendar year). | Measure faculty satisfaction with continuing nursing education activities.  
• Use activity evaluations to determine if learning needs were met.  
• Use activity evaluations to identify additional learning needs.  
Provide support for faculty seeking promotion and/or tenure.  
• Provide mentorship support.  
• Provide time support to pursue doctoral studies.  
• Provide time and/or financial support to pursue scholarship activities required for promotion (eg, earning a doctorate). |
### SCHOOL OF CHOICE FOR NURSING STUDENTS

Underlying themes: student satisfaction with quality of program/faculty

<table>
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<tr>
<th>Goals &amp; Sub-Goals</th>
<th>Measures</th>
<th>Targets</th>
<th>Strategies (how to)</th>
<th>Linkage to Strategic Initiatives</th>
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<tbody>
<tr>
<td>15 Programs of study meet student needs.</td>
<td>Measures &amp; targets focus on student satisfaction with program quality.</td>
<td>Strategies focus on providing programs of study that meet student learning needs. Student satisfaction with programs of study links to Strategic Initiatives A2, A3, B4 &amp; C5.</td>
<td>Implement new programs of study and revise existing programs based on an assessment of need (which includes feedback from the community of interest and changing accreditation, regulatory, and professional standards).</td>
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<tr>
<td>15A New programs of study meet the needs of the community of interest.</td>
<td>New programs of study reflect community needs as evidenced by feedback from alumni, nurse executives, professional groups, accreditors, regulators, and others.</td>
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<tr>
<td>15B Students are given opportunities for meaningful collaboration with students from other disciplines.</td>
<td>Student participation in Inter-professional education (IPE) activities shows year-to-year growth.</td>
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<tr>
<td>15C Content delivery methods meet student needs.</td>
<td>Aggregate student satisfaction regarding content delivery methods is ≥ 3 on a 1-4 Likert scale (from CoursEval).</td>
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<tr>
<td>15D Enrolled students complete their program of study.</td>
<td>100% graduation rate (reported by academic year).</td>
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<tr>
<td>15E Graduates pass their licensing exams.</td>
<td>100% 1st attempt pass rate on the NCLEX-RN (reported by calendar year).</td>
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</tr>
<tr>
<td>15F Graduates pass their certification exams.</td>
<td>100% of Nurse Anesthesia, PCFN, &amp; NNP graduates pass their certification exams (reported by calendar year).</td>
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<tr>
<td>15G Graduates are employed in their field of study.</td>
<td>100% of all graduates are employed in their field of study (reported by academic year).</td>
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</table>

- Incorporate inter-professional education (IPE) into programs of study, as appropriate.
- Review trended program and student outcomes data to identify opportunities for improvement.
- Review trended progression rates.
- Review trended persistence rates.
- Review trended graduation rates.
- Review trended 1st attempt NCLEX-RN exam pass rates.
- Review trended certification exam pass rates.
  - CRNA: COA reports
  - PCFN: ANCC reports, AANP self-reported
  - NNP: NCC reports, self-reported
- Review trended employment rates.
  - Self-reported
  - EBI & DNS exit surveys
  - Louisiana Center for Nursing database
<table>
<thead>
<tr>
<th>16</th>
<th>The faculty demonstrates teaching excellence.</th>
<th>Measures &amp; targets focus on the quality of faculty teaching.</th>
<th>Strategies focus on promoting teaching excellence. The quality of faculty teaching links to Strategic Initiatives A1, B1, C1, &amp; E6.</th>
</tr>
</thead>
</table>
| 16A | Faculty members demonstrate expertise in their respective fields. | CoursEval end-of-course instructor survey: Aggregate student rating of \( \geq 3 \) (on a 1-4 Likert scale), plus free-text comments. | Measure student perceptions of faculty teaching excellence in theory & practicum courses.  
- Use CoursEval surveys.  
- Use EBI and DNS exit surveys. |
| 16B | Faculty members are effective classroom and clinical teachers. | EBI end-of-program exit survey (selected questions): Aggregate student rating of \( \geq 5.5 \) (on a 1-7 Likert scale), plus free-text comments.  
DNS exit survey: Aggregate student rating of \( \geq 5.5 \) (on a 1-7 Likert scale), plus free-text comments. | Review trended data to identify opportunities for improvement.  
- CoursEval, EBI, and DNS exit survey results.  
- EOS Course Report action plans.  
- Curriculum Committee tracking data. |
| 16C | Faculty members use creative teaching strategies to enhance student learning. | 25% of FT nursing faculty are certified (reported by calendar year). | Strengthen teaching-learning practices, as appropriate.  
- Implement hybrid teaching pedagogies, as appropriate for each course.  
- Enhance the quality of simulation experiences.  
- Implement distance learning options, as appropriate. |

<table>
<thead>
<tr>
<th>17</th>
<th>Students and alumni are satisfied with their academic experiences.</th>
<th>Measures &amp; targets focus on student satisfaction with their academic experiences.</th>
<th>Strategies focus on improving student academic experiences across all programs. Student/alumni satisfaction with the academic experience links to Strategic Initiatives A1, B1, C1, D1, E1, &amp; E7.</th>
</tr>
</thead>
</table>
| 17A | Students are satisfied with their courses. | CoursEval end-of-course theory & practicum-site surveys: Aggregate student rating of \( \geq 3 \) (on a 1-4 Likert scale), plus free-text comments. | Assess student satisfaction with their courses, program of study, classmates, and value received for their tuition dollars.  
- Use CoursEval surveys.  
- Use EBI and DNS exit surveys. |
| 17B | Students are satisfied with their program of study. | EBI end-of-program exit survey (selected questions): Aggregate student rating of \( \geq 5.5 \) (on a 1-7 Likert scale), plus free-text comments.  
DNS end-of-program exit survey (selected questions): Aggregate student rating of \( \geq 5.5 \) (on a 1-7 Likert scale), plus free-text comments. | Review trended data to identify opportunities for improvement.  
- CoursEval, EBI, and DNS exit survey results.  
- Filter EBI exit data to isolate responses from different student group.  
- Review EBI’s CSAR, RFI, & trend reports.  
- EOS Course Report action plans.  
- Curriculum Committee tracking data. |
| 17C | Students are satisfied with their classmates. |  | Assess alumni & employer satisfaction. Trend data over time.  
- Use 1 & 5 year alumni-employer surveys to assess satisfaction of alumni & their employers.  
- Mine 1 & 5 year alumni-employer responses to identify opportunities for improvement. |
<p>| 17D | Students are satisfied with the value received for their tuition dollars. |  |  |
| 17E | Alumni are satisfied with their academic experiences. | 1 &amp; 5 year Alumni-Employer surveys: Trended reports. |  |</p>
<table>
<thead>
<tr>
<th>18</th>
<th>Students are satisfied with the quality of student support services.</th>
<th>Measures &amp; targets focus on the quality services offered to students.</th>
<th>Strategies focus on supporting student success. Student satisfaction with academic life links to Strategic Initiatives A1, A2, A3, B1, B4, C1, C3, C5, &amp; E7.</th>
</tr>
</thead>
<tbody>
<tr>
<td>18A</td>
<td>Students are satisfied with services that support student success.</td>
<td>EBI end-of-program exit survey (selected questions): Aggregate student rating of ≥ 5.5 (on a 1-7 Likert scale), plus free-text comments. DNS end-of-program exit survey (selected questions): Aggregate student rating of ≥ 5.5 (on a 1-7 Likert scale), plus free-text comments. # of students participating in selected support programs compared year-to-year.</td>
<td>Survey student satisfaction with support services (eg, Student Affairs, Registrar, Financial Aid). Use EBI and DNS exit surveys. Use miscellaneous surveys administered by LSUHSC-NO support depts. (eg, CAP &amp; PAL). Expand the scope of services offered by Student Affairs. Review programs implemented successfully at other universities (eg, EBI-MapWorks, and the LSUBR Center for Academic Success). Establish expected outcomes for each service. Establish a sustainability for service.</td>
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<tr>
<th>19</th>
<th>Students choose to attend LSUHSC SoN over other schools.</th>
<th>Measures &amp; targets focus on marketing &amp; recruitment.</th>
<th>Strategies focus on marketing the SON's brand &amp; identity to enhance recruitment. Marketing links to Strategic Initiatives A3, B4, C5, D1, D2, E1, E2, &amp; E3.</th>
</tr>
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<tbody>
<tr>
<td>19A</td>
<td>The number of applications for admission grows each year.</td>
<td># of applications compared year-to-year. # of enrolled students meets or exceeds annual projections. Enrollment trends for each degree program/concentration compared year-to-year.</td>
<td>Use multiple strategies to recruit students. Recruiting trips. Open house events. Brochures. Web announcements. Engage alumni to promote the visibility and brand of the SoN. Maintain an accurate alumni database. Host an annual event for alumni. Host alumni social events at conferences. Use approved logos and templates to market the SoN brand. Publicize student, faculty, and SoN achievements on the website, in newsletters, and on social media. Include student and faculty award recipients. Include student and faculty scholarly achievements and leadership roles. Include community service activities. Include announcements about new academic programs (eg, DNP), services (eg, VDJ Clinic), and other SoN achievements (eg, JBI affiliate status). Use the Tiger Nursing Times and Nurses' Notes to communicate to students, faculty, and alumni. Post faculty biographies on the SoN website.</td>
</tr>
<tr>
<td>19B</td>
<td>Marketing and recruitment efforts promote the identity and brand of the SoN.</td>
<td># of marketing initiatives implemented each year.</td>
<td></td>
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</table>
### CENTERS OF EXCELLENCE

**Underlying themes: identity/branding, faculty satisfaction, leadership, research, & community service**

<table>
<thead>
<tr>
<th>Goals &amp; Sub-Goals</th>
<th>Measures</th>
<th>Targets</th>
<th>Strategies (how to)</th>
<th>Linkage to Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 The SoN is internationally recognized as a center of academic excellence.</td>
<td>Measures &amp; targets focus on excellence in nursing education across all programs and concentrations.</td>
<td>Strategies focus on achieving formal NLN recognition as a Center of Excellence.</td>
<td><strong>Program excellence links to Strategic Initiative E2.</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 20A The SoN is a recognized as an NLN Center of Excellence (COE). | The SoN achieves recognition as an NLN Center of Excellence by 2016. | Implement systems and processes that support achievement of NLN requirements for COE recognition in 1 of 3 areas: | • Creating environments that enhance student learning and professional development.  
• Creating environments that promote the pedagogical expertise of faculty.  
• Creating environments that advance the science of nursing education. |
| 21 The SON is an internationally recognized center of excellence in nursing leadership. | Measures & targets focus on nursing leadership on the local, regional, national, and international level. | Strategies focus on development and marketing of nursing leadership programs. | **Nursing leadership links to Strategic Initiatives A4, B5, C2, C6, D4, & E2.** |
| 21A Innovative programs in nursing leadership are offered by the SoN. | A Center for Nursing Leadership & Policy is in place.  
A Center for Emergency Preparedness is in place. | Establish a Center for Nursing Leadership & Policy. | • Implement a program for Emerging Nurse Leaders that supports the Center.  
Establish a Center for Emergency Preparedness.  
Promote the development of intellectual property. | • Include patents, technology, and other intellectual property. |
| 21B Faculty leadership roles are supported. | 10% of FT nursing faculty hold leadership roles in professional organizations (reported by calendar year). | Download data from E*Value’s professional memberships & LSUHSC leadership roles folders to demonstrate achievement of faculty outcomes. |
| 22 The SON is an internationally recognized center of excellence in nursing research. | Measures & targets focus on activities r/t nursing research. | Strategies focus on creating and maintaining programs in nursing research. | **Nursing research links to Strategic Initiatives A3, B4, C2, C3, C4, C5, & E2.** |
| 22A The SoN is a recognized Joanna Briggs Institute (JBI) Collaborating Center. | The SoN achieves recognition as a JBI Collaborating Center by 2015. | Complete a research model for the SoN. | • Align research projects with the SoN’s research priorities.  
Promote intramural and extramural research activities.  
Establish partnerships with internationally known groups to enhance the visibility of nursing research and scholarship at the SoN. | • Seek JBI Collaborating Center recognition. |
| 22B The SoN leads the development of research scholars in the community. | # of CNE activities focusing on nurse researcher training.  
# of CNE attendees at research presentations. | Implement a doctoral nursing science scholars program. | Implement programs to train and mentor novice nurse researchers.  
Provide CNE activities that focus on role of the principle investigator, statistical analysis,  
the grant application process, etc.  
Implement a research mentoring program.  
Offer a summer research institute. |
| 22C Research projects are supported by intramural and extramural funding. | # of funded research activities compared year to year (reported by calendar year).  
Total research funding compared year to year (reported by calendar year). | | |
| 23 | **The SON is a nationally recognized for excellence in community service.** | **Measures & targets focus on activities r/t community service.** | **Strategies focus on creating and maintaining community service programs.**
**Community service links to Strategic Initiatives A6, B2, B7, C8, D2, D3, D6, & E9.** |
|---|---|---|---|
| 23A | Outreach services are made available to the community. | # of new community outreach services established each calendar year.  
# of community outreach services available during each calendar year.  
# of clients seen at each clinic (reported by calendar year). | Establish nurse-managed primary care clinics within the community.  
• Negotiate strategic partnerships to support nurse-managed clinics.  
• Develop a sustainability plan.  
• Establish a community advisory board to provide input to the clinic Board of Directors.  
• Survey patient satisfaction with primary care services.  
Implement other primary care services staffed by primary care nurse practitioners.  
• Conduct a community needs assessment and environmental scan.  
• Establish a primary care clinic at the School of Dentistry.  
• Establish an employee and student health services clinic on the downtown campus.  
• Market all clinics using conventional and electronic media. |
| 23B | The SoN’s nurse managed clinics support inter-professional practice. | # of students practicing at each clinic (reported by academic year).  
# of clinical practice hours provided by students at each clinic (reported by academic year).  
# of faculty practicing at each clinic (reported by academic year).  
# of faculty practice hours provided by faculty at each clinic (reported by academic year). | Implement a service learning model to promote student engagement in community service.  
Support use of nurse-managed clinics for inter-professional clinical experiences for students and for inter-professional faculty practice.  
Download data from E*Value’s faculty practice & community service folders to demonstrate faculty participation in community service/outreach activities. |
| 23C | The SoN’s nurse managed clinics are accredited by The Joint Commission (TJC). | Accreditation by The Joint Commission (Ambulatory Care stds) achieved by 2015. | Operationalize a Quality Improvement Plan (QIP) that leads to accreditation by The Joint Commission under Ambulatory Care standards and Primary Care Medical Home standards.  
• Create and operationalize a QIP that supports applicable accreditation standards.  
• Implement clinic processes that are mission-driven (eg, governance structure, staffing, clinic operations, policies & procedures, electronic medical record).  
• Collect evidence of standards compliance.  
• Seek guidance from external resources (eg, grant consultant, TJC advisors) regarding the accreditation process.  
• Conduct periodic self-assessments to determine readiness to apply for accreditation. |
| 23D | The SoN’s nurse managed clinics are accredited by The Joint Commission as Primary Care Medical Homes (PCMH). | Accreditation by The Joint Commission as a Primary Care Medical Home (PCMH) achieved by 2016. | Operationalize a QIP that leads to HRSA designation as a Federally Qualified Health Center. |
| 23E | The SoN’s nurse managed clinics are designated by HRSA as Federally Qualified Health Centers (FQHC’s). | HRSA designation as a Federally Qualified Health Center (FQHC) achieved by 2016. | |