Goals
Three goals have been adopted by the School of Nursing:

1. To develop within students a commitment to professional nursing excellence;
2. To prepare nurses who synthesize knowledge, skills and values for professional practice in a global community; and
3. To foster a community of lifelong learners who are able to envision and shape the future of nursing and health.

Three student learning outcomes have been adopted by the School of Nursing to develop students who

1. Demonstrate the core knowledge, competencies, and values of professional nursing,
2. Integrate theoretical knowledge and investigation as the basis for critical thinking and decision making in the planning and provision of evidence-based nursing practice for diverse populations, and
3. Demonstrate a commitment to ongoing personal and professional development through formal and informal experiences.

The learning outcomes are reflected in course syllabi, clinical evaluation materials, and program assessment tools. A School of Nursing Rubric for Performance Assessment has been established for the bachelor in nursing (BSN) program.

Overview
The School of Nursing, founded in 1978, currently has an enrollment of approximately 200 majors, which includes students in both the traditional and PACE programs. Beginning July 1, 2006, the School of Nursing became a division within the newly formed College of Professional Studies under the direction of Dean Kathy Booker. Also beginning July 1, 2006, Dr. Deborah Slayton became the first Director of the School of Nursing and academic leader for nine full time and one part time faculty in addition to one administrative assistant in the undergraduate program. She is also academic leader for the Master of Science in Nursing program initiated in the fall of 2006. Adjunct faculty members are hired as needed to meet additional requirements in specific courses in the undergraduate curriculum.

In May 2008, the School of Nursing BSN program received the letter confirming full re-accreditation for ten years from the Commission on Collegiate Nursing Education (CCNE).

Learning Story
Qualified applicants are admitted as nursing majors as freshmen; those not meeting requirements in one or more areas may be admitted as pre-nursing students. Upon successful completion of required coursework, they may be admitted into the nursing sequence in the sophomore year. With increasing demand, the first
introductory nursing clinical course was offered for the first time in fall 2004 making it possible to begin the nursing sequence in the fall as well as the spring semester. Transfer students are accepted on a space available basis and in the past have comprised approximately one third to one half of the first introductory clinical course. Registered Nurses desiring to earn a baccalaureate degree are accepted as transfer students into the PACE program. The PACE program accepts Registered Nurse students each January.

Each course contributes to achieving the student learning outcomes as shown in the curriculum map below:

Courses and Achievement of Student Learning Outcomes in the School of Nursing

<table>
<thead>
<tr>
<th>Nursing Courses</th>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU100 The Professional Nurse</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU102 Medical Terminology</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU 202 Introductory Practicum in Nursing</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU280 Tools for Professional Success</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU311 Health Assessment</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU315 Pathophysiology</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU400 Parent Child Nursing</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU 410 Mental Health-Mental Illness Nursing</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NU420 Medical Surgical Nursing</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU425 Advanced Concepts in Nursing</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU430 Community Health Nursing</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NU440 Transition to Professional Nursing</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU481 Issues in Nursing Research &amp; Management</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU 391 &amp; 392 Independent Study</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NU 470 Professional Internship in Nursing</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

An important characteristic of the School of Nursing is the emphasis on the integration of theory and practice. The purpose of each nursing course is to provide students with the knowledge and skills to provide the best care possible to patients in a wide variety of practice settings. Graduates cannot be successful in nursing without the ability to combine the theory and practice of nursing in providing patient care.

The development of a distinct community of learners is facilitated through a number of means. An elective course offered in the freshman year, NU100: The Professional Nurse, was designed specifically to promote a sense of community among freshman nursing students. Prior to initiation of this course, nursing student typically joined together for the first time in NU202: Introductory Practicum in Nursing that is generally taken in the fourth semester of their course of study. Before the initiation of NU100, it was difficult for nursing students to connect early in the program. Two nursing organizations on campus, Alpha Tau Delta and the National Association of Nursing Students, provide co-curricular opportunities for students to network with nursing majors in different levels of the program. In addition, the Student Welfare Committee and the Curriculum Committee in the School of Nursing have student members on the committees. Through internships and working on special projects, nursing students have opportunities to work closely with faculty. The nursing practice labs on campus provide learning space that meets the unique learning needs of nursing students and provide yet another means to build a sense of community among students in the School of Nursing. The SON Master Plan of Evaluation guides systematic evaluation of the program.
**Assessment Methods**

Systematic assessments are obtained to determine the level of student achievement of learning outcomes. Each course established learning outcomes for the course that contribute to achievement of the program learning outcomes. During spring 2006 faculty retreat, a comprehensive review of all nursing course syllabi was completed. One of the goals of this review was to document connectivity to the SON learning goals and to analyze course placement in the curriculum map after one year of use.

Assessment of overall program learning outcomes is accomplished using the following methods:

- Portfolio Evaluation
- End-of-Program Evaluation
- Evaluation of Clinical Agencies
- Exit Interviews
- Educational Benchmarking Institute (EBI)
- Alumni Survey
- Employer Survey
- Community Advisory Group

See Appendices for assessment reports.

**Trend Data**

**Portfolio Evaluation.** The Portfolio Evaluation tool uses a rubric to rate 16 criteria related to the three BSN student learning outcomes in the School of Nursing. Data collected at the end of the academic year in 2008-2009 and reported to faculty in fall 2009 included evaluation of portfolios of both the traditional students and also the RN-BSN PACE students. Analysis of the data found evaluation scores ranging from 4.0 on one item to a high of 4.53 on one item, with an overall mean score of 4.26. The mean score last year (2008) was 4.43, and in 2007, the mean portfolio data reported was 4.13. The most recent scores reported in fall 2009 (collected fall 2008-spring 2009) were similar to those reported the previous two years, and were well above the 3.0 benchmark established by the nursing faculty as acceptable. This data suggests that students are achieving student learning outcomes as demonstrated through a variety of written assignments accumulated throughout the nursing program. The faculty discussed the items that received a lower rating such as writing skills and individualized care plans, and agreed to place more emphasis on these areas next year then re-evaluate the results before making more significant changes.

**End-of-Program Evaluation.** Data collected at the end of the academic year in 2009 and reported to the faculty in fall 2009 included evaluation of both the traditional graduates and also the PACE RN-BSN graduates. An analysis of the combined data revealed scores ranging from a low of 3.55 to a high of 4.15 with a mean of 3.88, which was up slightly from the previous year. In 2008, the mean score was 3.54; in 2007, the mean was 3.60; and in 2006, the data from the End-of-Program Evaluation had an overall mean score of 4.31. These scores show a rating in student performance outcomes very similar to that reported the last two years, but slightly lower than the performance evaluation reported in 2006. Last year the faculty focused on the item “Utilize findings of scientific investigation … in proving and evaluating therapeutic nursing care” which received a low rating of 3.10 in the traditional BSN student group; however this year, students were rated 3.50 on that item, and the combined rating of RN-BSN and traditional students was 3.74. The item with the highest rating presented in the Fall 2009 report (data collected 2008-2009) was related to the student’s ability to use “evolving methods of discovering, retrieving, and using information and heath care technology.” The lowest rated item at 3.55 was the appropriate use of “scholarly resources and references…for documenting nursing interventions.” Faculty believed that students rely too heavily on a few
full text sources from CINAHL, and agreed to encourage students to go beyond the easy-to-retrieve sources and explore a wider range of professional literature to support evidence-based practice.

Evaluation of Clinical Agencies. Evaluation of Clinical Agency data reported in Fall 2009 (based on clinical experiences in the 2008-2009 academic year) indicated that clinical sites where MU nursing students practice provide good opportunities for learning. Scores ranged from a low of 3.36 on the item “develop management and delegation skills with peers and others” to a high of 5.00 on the item “develop skills in communication and collaboration.” The mean score for all items was 4.55. This was up slightly from a mean of 4.05 reported last year (2008). In 2007, the mean was 4.31, and in 2006 the mean was 4.24. Scores for all three years were consistently above the 3.0 benchmark indicating that the clinical agencies provided opportunities for clinical experiences that allowed students to achieve learning outcomes. However, faculty did discuss that the rating for clinical agencies was lower than in previous years. Faculty were encouraged to seek additional learning opportunities for students for management and delegation skills. Overall, Decatur has attractive clinical sites, and Millikin is now competing with other schools that are seeking clinical sites in Decatur to bring their students. This demand for Decatur area clinical sites attests to the quality of the clinical opportunities in Decatur.

Exit Surveys. At the completion of the 2009 academic year, all 47 of the traditional BSN graduates completed the online Exit Surveys. This survey asks students to respond to 18 questions related to their experience that correspond to Millikin’s mission and the BSN student learning outcomes using a scale of 1-5, with 5 being the highest. All items were well above the benchmark of 3.0. Scores ranged from a low of 3.5 on the item “to what degree did the MU SON promote your involvement in legislative/campaign activities?” to a high of 4.89 on the item “to what degree will you demonstrate a commitment to ongoing personal and professional development through formal and informal experiences in your practice?” These two items received the lowest and highest rating last year, also. The total mean score for the Exit Survey was 4.33 compared to 4.63 in 2008 where 81% of students completed the survey. Faculty discussed this slight downward trend, and examined individual items especially the one related to involvement in legislative processes. There was consensus that students may not fully connect classroom/clinical learning with the larger policy-making process and the terms “legislative/campaign activities” may not resonate with their perceived role as care providers. Faculty will increase their efforts to connect the nursing care provider role with policy-making, and decided not other changes were advisable at this time, but close monitoring is required.

Open-ended comments sections allowed students to contribute many additional opinions and suggestions reflecting individual learning needs. Several comments suggested more clinical time with patients. Positive comments focused on the emphasis on professionalism, critical thinking, and patient advocacy that occurs throughout the program. Student feedback is taken seriously in the School of Nursing and is used by faculty to improve individual courses and the program curriculum.

EBI Data. The EBI survey is conducted every other year. The survey was administered to 59 students in 2008-2009, and all 59 responded to the survey for a 100% response rate. Students rate items on a scale of 1-7, with 7 indicating the highest level of satisfaction; a benchmark of 3.5 was set as an acceptable level of satisfaction. Results were received in late August 2009 and includes an extensive analysis of eleven primary factors related to student satisfaction. Student ratings ranged from 5.04 for “Overall program effectiveness” to a high of 6.43 on “Professional values.” The ratings in each of the eleven categories was down slightly from the previous survey in 2007 and similar to the ratings received in 2005. In comparing the student ratings of the MU nursing program with ratings of the other 219 participating institutions nation wide, Millikin scores were higher than the “All Institution” means in every one of the eleven categories. The relative rank of MU among all 219 schools ranged from 27 on student satisfaction with their learning on the Core Competencies to 85 with satisfaction with their classmates. Faculty were pleased with being ranked 27
out of 219 schools of nursing on Core Competency learning, and were satisfied overall with all the ratings. The data present a consistently strong trend over three data collection periods. Details of the factors evaluated can be found in the EBI Report summary included in the Appendices.

**Alumni Surveys.** Surveys were sent to School of Nursing BSN alumni (traditional and RN-BSN tracks) approximately one year and five years after graduation, and 12 surveys were completed online. Demographics reveal that 92% of the respondents were female, mean age 29 years, and all were “white (non-Hispanic origin). All were employed in nursing, 75% were licensed in Illinois, one had earned a MSN degree, and one was enrolled in graduate school. Fifty percent (n=6) held certifications including BLS, ACLS, ONC, PALS. Items were rated from 1-5 with 5 being the highest rating possible. The item with the lowest rating related to their participation in the development of evidence-based practice or research which received a rating of 3.67. The highest rating of 4.92 was on the item “would you be likely to recommend the MU SON” to others, and the second highest rating of 4.83 related to their involvement with patient advocacy. All ratings were well above the benchmark of 3.0, and after discussion, the faculty agreed that no significant changes should be made at this time.

The overall mean for the 2009 alumni surveys was 4.17, compared to 4.20 in 2008, and 4.04 in 2007. The three year trend data shows a great deal of consistency. Three alums contributed comments about their MU nursing education: “As an AD nurse, I never understood how much more there was to being a nurse, a patient advocate, or the importance of being a critical thinker until I completed my BSN,” “Mu gave me the foundation to be a caring and competent professional. Looking back, I recognize how much the faculty cared to help mold me into the nurse I am today,” and “I wish I had known then what I know now—I would have worked harder in school. Thanks to all the faculty for their patience with me.”

In spring 2007, the Alumni Survey was revised and converted to an online format in an effort to increase the response rate. In summer 2007, one-year surveys were sent electronically to all graduates for the first time, and in 2008, a Facebook page was established that invited alumni to participate in the online survey. Because of the transition of the Dean of the School of Nursing taking on the responsibility of the newly formed Dean of Professional Studies and the during the summer, and the Director of the School of Nursing being new to the position, no alumni surveys were mailed in summer 2006; there were no Alumni survey data for 2006.

**Employer Surveys.** Data was gathered from employers of our graduates. Like the alumni survey, the Employer survey reflected the Millikin University mission and the School of Nursing student learning outcomes and each statement was rated on a scale from 1-5, with 5 being the highest. Employers rated the statement “Participation in the development and use of evidence-based practice and research” the lowest with a 3.0, the benchmark for acceptable scores on the survey. Employers rated graduates the highest on “Demonstrates core knowledge, competencies, and values of professional nursing” with a mean score of 4.5. The overall mean for the survey was 3.91 (113.31/29=3.91) which is well above the benchmark of 3.0. The 2009 survey was the first year the data were captured in this format so trend data is not yet available.

**Community Advisory Group.** The group convened on May 19 at Millikin University. Eleven representatives from clinical agencies attended as well as the nursing faculty. The group dialogued about clinical practice and nursing education issues related to the current health care environment. Dr. Cheryl Hilgenberg, Department Chair of the School of Nursing, and interim Director during Dr. Slayton’s sabbatical facilitated the meeting and encouraged feedback and suggestions about the BSN and MSN programs. Dr. Hilgenberg reported that 10 students have been accepted into the master’s entry into practice (MENP) track and will begin classes July 12. The new master’s track has been made possible because of a grant received from the Congressionally directed funds. The group also discussed the Central Illinois Placement project for computerized placement of clinical students in central Illinois. Decatur hospitals, MU, and Richland Community College are participating in the pilot project funded by a grant under the direction of Kelli Hill
(Bloomington, IL). In addition, future trends in health care and implications for nursing education were discussed. No concerns were voiced, and many positive statements about the MU nursing students and graduates were made.

**Standard**
Using the School of Nursing standard, all the assessment indicators fall into the category of “green light.” This means that assessment data suggest that all outcomes are being met at a satisfactory level. Each year, the faculty examine the assessment data and determine if any area needs to be addressed. We consider anticipated changes in health care and the preparation MU nursing graduates will need to be successful in the work place after licensure. We also seriously consider faculty observations and informal communication from students about their perceptions about the program and ways that we can support them in being successful in accomplishing their goals. Even though the faculty determined that no significant curricular changes need to be made at this time, the SON systematically assesses all components of the nursing program to update course expectations to meet the changing health care environment and maintain excellence in nursing education. No data were below the benchmarks set by the School of Nursing, however, reports with items only slightly above the benchmark will be carefully monitored for trends that suggest actions for improvement are indicated.

**Initiatives for Change**
There continues to be university-wide discussions about systematically adding online courses into the curriculum. Campus discussions with the SunGard corporation have considered online courses, hybrid courses, and programs that are completely online. The School of Nursing faculty are open to this opportunity to serve Millikin students, and have engaged in initial discussions about which courses would be most suitable for online learning. In the undergraduate program, the RN-BSN program has been considered to pilot online courses. No decisions have been made at this time.

The data obtained from the systematic assessment processes did not suggest major change in the curriculum or teaching strategies were indicated at this time. School of Nursing faculty will continue to use data to update and improve the quality of teaching individually on an ongoing basis.
## Appendix A

### Rubric for Performance Assessment and Standards

**School of Nursing Rubric for Performance Assessment**

**Bachelor Degree in Nursing**

<table>
<thead>
<tr>
<th>Rating</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate core knowledge, competencies, and values of professional nursing.</td>
<td>Consistently goes beyond expectations and demonstrates mastery of core knowledge, competencies, and values of professional nursing.</td>
<td>Demonstrates strong core knowledge, competencies, and values of professional nursing.</td>
<td>Competently applies core knowledge, competencies, and values of professional nursing.</td>
<td>Marginal mastery of core knowledge, competencies, and values of professional nursing.</td>
<td>Unable to master core knowledge, competencies, and values of professional nursing.</td>
</tr>
<tr>
<td>Integrate theoretical knowledge and investigation as the basis for critical thinking and decision making in the planning and provision of evidence-based nursing practice for diverse populations.</td>
<td>Consistently goes beyond expectations and demonstrates mastery in integration of theoretical knowledge and investigation as the basis for critical thinking and decision making in the planning and provision of evidence-based nursing practice for diverse populations.</td>
<td>Demonstrates strong integration of theoretical knowledge and investigation as the basis for critical thinking and decision making in the planning and provision of evidence-based nursing practice for diverse populations.</td>
<td>Competently integrates theoretical knowledge and investigation as the basis for critical thinking and decision making in the planning and provision of evidence-based nursing practice for diverse populations.</td>
<td>Marginally integrates theoretical knowledge and investigation as the basis for critical thinking and decision making in the planning and provision of evidence-based nursing practice for diverse populations.</td>
<td>Unable to integrate theoretical knowledge and investigation as the basis for critical thinking and decision making in the planning and provision of evidence-based nursing practice for diverse populations.</td>
</tr>
<tr>
<td>Demonstrate a commitment to ongoing personal and professional development through formal and informal experiences.</td>
<td>Consistently goes beyond expectations in making a commitment to ongoing personal and professional development through formal and informal experiences.</td>
<td>Demonstrates strong commitment to ongoing personal and professional development through formal and informal experiences.</td>
<td>Competently demonstrates commitment to ongoing personal and professional development through formal and informal experiences.</td>
<td>Marginally demonstrates commitment to ongoing personal and professional development through formal and informal experiences.</td>
<td>Does not demonstrate a commitment to ongoing personal and professional development through formal and informal experiences.</td>
</tr>
</tbody>
</table>
Standards

Mean scores will be evaluated according to the following standards:

Green Light—
4.5 to 5 = Mastery
3.5 to 4.4 = Strong performance
3.0 to 3.4 = Competent

Yellow Light—
2.5 to 2.9 = Marginal performance

Red Light—
Below 2.5 = Not acceptable
Appendix B
Portfolio Evaluation

MILLIKIN UNIVERSITY
School of Nursing

UNDERGRADUATE PORTFOLIO EVALUATION RESULTS FOR TRADITIONAL AND RN/BSN STUDENTS
STUDENT LEARNING OUTCOMES FOR SCHOOL OF NURSING
MAY 2009

Written portfolio submissions are evaluated in relation to each learning outcome rubric (see attached).

1. DEMONSTRATE CORE KNOWLEDGE, COMPETENCIES, AND VALUES OF PROFESSIONAL NURSING.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of outcomes</td>
<td>n = 9</td>
<td>4.22</td>
<td>4.33</td>
<td>4.64</td>
</tr>
<tr>
<td>1. Nursing assessments provide evidence of an analysis of the client’s care needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Nursing diagnoses are synthesized from assessment data, and accurately reflect the client’s care needs.</td>
<td>4.33</td>
<td>4</td>
<td>4.64</td>
<td>4.42</td>
</tr>
<tr>
<td>3. Nursing interventions and supporting rationale are individualized and creative.</td>
<td>4</td>
<td>4.05</td>
<td>4.18</td>
<td>4</td>
</tr>
<tr>
<td>4. Evaluation of nursing care demonstrates insight, reflection, and a testing of assumptions.</td>
<td>4.56</td>
<td>3.86</td>
<td>4.36</td>
<td>4.13</td>
</tr>
<tr>
<td>5. Evaluations of nursing care focus on the outcome criteria established in relation to the goals guiding the nursing interventions.</td>
<td>3.89</td>
<td>4.19</td>
<td>4.36</td>
<td>4.11</td>
</tr>
<tr>
<td>6. Nursing interventions and teaching strategies focus on the promotion, maintenance, and/or restoration of health.</td>
<td>4.44</td>
<td>4.05</td>
<td>4.18</td>
<td>4.42</td>
</tr>
</tbody>
</table>

2010 COMMENTS:

2. INTEGRATE THEORETICAL KNOWLEDGE AND INVESTIGATION AS THE BASIS FOR CRITICAL THINKING AND DECISION MAKING IN THE PLANNING AND PROVISION OF EVIDENCE-BASED NURSING PRACTICE FOR DIVERSE POPULATIONS.
<table>
<thead>
<tr>
<th>Evidence of outcomes</th>
<th>n = 9</th>
<th>Aggregate n = 21</th>
<th>Aggregate n = 12</th>
<th>Aggregate n = 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communications demonstrates use of theory to establish therapeutic relationships</td>
<td>4</td>
<td>4.05</td>
<td>4.36</td>
<td>4.26</td>
</tr>
<tr>
<td>2. Analysis of nurse-client interaction in process recording documents use of critical-thinking skills.</td>
<td>4.22</td>
<td>4</td>
<td>4.5</td>
<td>4.21</td>
</tr>
<tr>
<td>3. Nursing assessment and evaluations demonstrate use of appropriate communication skills to obtain client data.</td>
<td>4.22</td>
<td>4.24</td>
<td>4.64</td>
<td>4.26</td>
</tr>
<tr>
<td>4. Nursing interventions and supporting rationale reflect appropriate use of communication skills to teach, support, or guide clients.</td>
<td>3.94</td>
<td>4.14</td>
<td>4.36</td>
<td>4.16</td>
</tr>
<tr>
<td>5. Teaching plans incorporate a variety of teaching materials and resources.</td>
<td>4.11</td>
<td>4.48</td>
<td>4.45</td>
<td>4.16</td>
</tr>
<tr>
<td>6. Teaching materials are individualized to reflect awareness of client’s intellectual, cultural, and socioeconomic background.</td>
<td>3.67</td>
<td>4.33</td>
<td>4.27</td>
<td>4.21</td>
</tr>
<tr>
<td>7. The research project validates ability to use scientific Investigation.</td>
<td>3.78</td>
<td>4.10</td>
<td>4.18</td>
<td>4.37</td>
</tr>
</tbody>
</table>

COMMENTS:
Student has difficulty understanding quantitative vs. qualitative research
Growth again evident
Logical with good critical thinking skills evident
Patient centered/individualized care planning evident (3)
Analyzes data effectively
Creative interventions
Good patient teaching interaction
PACE – weak care plans submitted without graded comments – beyond student control (faculty member did not return papers for improvement or feedback). This situation has been addressed and remedied for the future.
3. DEMONSTRATE A COMMITMENT TO ONGOING PERSONAL AND PROFESSIONAL DEVELOPMENT THROUGH
FORMAL
AND INFORMAL EXPERIENCES.

<table>
<thead>
<tr>
<th></th>
<th>n = 9</th>
<th>n = 21</th>
<th>n =12</th>
<th>Aggregate n = 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Resources are cited correctly and are appropriate, credible, and diverse.</td>
<td>4</td>
<td>3.81</td>
<td>4.64</td>
<td>4.32</td>
</tr>
<tr>
<td>2. Portfolio reflects college-level writing skills: sentence structure, spelling, punctuation, word usage, syntax, and grammar (circle problem area).</td>
<td>4.33</td>
<td>4.24</td>
<td>4.64</td>
<td>4.47</td>
</tr>
<tr>
<td>3. Resources and references validate effective use of data bases and information technology.</td>
<td>4.33</td>
<td>4.24</td>
<td>4.55</td>
<td>4.53</td>
</tr>
</tbody>
</table>

COMMENTS:
Areas need more development
Need to improve professional writing skills (5)
Utilizes feedback for improvement
Needs to attend to detail in APA format (2)

General comments:
Project submitted (from NU430) was a group project so difficult to assess individual student’s contribution
Well child study – bland form submitted – unable to find completed one
Demonstrates evidence of much effort
Demonstrates strong knowledge base and ability to integrate it with nursing approaches
High degree of professionalism in the work
Needs to improve synthesis throughout
Well organized (2)
Demonstrates good achievement of outcomes (3)

Portfolio is complete and has all necessary elements: yes 18, no 1

Aggregate data achieved average benchmark of greater than or equal to 3.00 for all outcomes.

COMPILED AND EVALUATED BY: ________________________________ DATE: __________________________
Appendix C

End of Program Evaluation

Traditional BSN Reported Means End of Program Evaluation

MILLIKIN UNIVERSITY
School of Nursing
End of Program Evaluation
2008-2009

Reported Means of Aggregate Data for Basic Program Graduates

Please rate each of the following items as follows:
(See School of Nursing Rubric for Performance Assessment)

<table>
<thead>
<tr>
<th>Rank 1-5 (1=least)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
</tr>
</tbody>
</table>

I. Develop a commitment to professional nursing excellence by demonstrating the core knowledge, competencies and values of professional nursing as evidenced by the ability to:

1. Utilize principles of therapeutic communication with individuals, families and groups who demonstrate a variety of health care needs.
   - 2007: 3.70
   - 2008: 3.42
   - 2009: 3.65

2. Utilize appropriate scholarly resources and references in verbalizing the rationale for and documenting nursing interventions.
   - 2007: 3.73
   - 2008: 3.23
   - 2009: 3.41

3. Apply principles and theories of leadership and management to plan nursing care for families and diverse groups.
   - 2007: 3.50
   - 2008: 3.37
   - 2009: 3.78

4. Demonstrate personal and professional accountability and responsibility toward clients by providing care in a knowledgeable, safe and ethical manner.
   - 2007: 3.83
   - 2008: 3.79
   - 2009: 3.68

II. Synthesize knowledge, skills and values for professional practice in a global community by integrating theoretical knowledge and investigation as the basis for critical thinking and decision making in the planning and provision of evidence-based nursing practice for diverse populations as evidenced by the ability to:

5. Integrate knowledge from foundation and nursing courses into planning, implementing and evaluating outcome-based care.
   - 2007: 3.52
   - 2008: 4.10
   - 2009: 3.87

6. Implement therapeutic nursing interventions including teaching strategies to promote, maintain or restore health to individual, families and groups across the life span.
   - 2007: 3.61
   - 2008: 3.79
   - 2009: 3.81

7. Utilize findings of scientific investigation as a basis for critical thinking and ethical decision making in designing, managing, coordinating, providing and evaluating therapeutic nursing care.
   - 2007: 3.32
   - 2008: 3.10
   - 2009: 3.50

III. Become a lifelong learner who is able to envision and shape the future of nursing and health care by demonstrating a commitment to ongoing personal and professional development through formal and informal experiences as evidenced by:

8. Utilizing scholarly resources and references when discussing diverse professional roles in the practice of nursing.
   - 2007: 3.61
   - 2008: 3.45
   - 2009: 3.78
<table>
<thead>
<tr>
<th></th>
<th>Demonstrating basic understanding of the process of research and the responsibility to use and participate in research as a professional.</th>
<th>3.53</th>
<th>3.72</th>
<th>4.06</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>Using traditional and evolving methods of discovering, retrieving, and using information and health care technology.</td>
<td>3.61</td>
<td>3.63</td>
<td>4.15</td>
</tr>
<tr>
<td>11.</td>
<td>Demonstrating/verbalizing responsibility for continued professional and personal growth.</td>
<td>3.74</td>
<td>3.42</td>
<td>3.84</td>
</tr>
</tbody>
</table>
Appendix D

Evaluation of Clinical Agencies

MILLIKIN UNIVERSITY
School of Nursing
Evaluation of Clinical Agency

Name of Agency ______________________________

Course Number ___________________ Faculty _____ N=12

Date Evaluated Academic Year 2008-2009

Please rate each of the following items as follows:
5 = strongly agree 4 = agree 3 = neutral 2 = disagree 1 = strongly disagree

Rank 1-5 (1 = least)

I. Demonstrate core knowledge, competencies, and values of professional nursing

The agency provides opportunities for students to--

1. provide care along a continuum including health promotion, risk reduction, and disease prevention, illness/disease management by using ethical decision making 1 2 3 4 5 (4.83)
2. develop skills in communication and collaboration 1 2 3 4 5 (5.00)
3. deliver and manage care to patients requiring a variety of services 1 2 3 4 5 (4.75)
4. develop technical skills including case management and management of resources 1 2 3 4 5 (4.41)

II. Integrate theoretical knowledge and investigation as the basis for critical thinking and decision making in the planning and provision of evidence-based nursing practice for diverse populations

In addition, the agency provides opportunities for students to--

5. provide care for diverse ages, ethnicity, and health states 1 2 3 4 5 (4.41)
6. manage and critically analyze health related data 1 2 3 4 5 (4.18)
7. apply information and health care technology in providing care 1 2 3 4 5 (4.50)
8. integrate nursing research in providing care 1 2 3 4 5 (4.18)

III. Demonstrates a commitment to ongoing personal and professional Development through formal and informal experiences

Furthermore, the agency provides opportunities for students to--

9. develop management and delegation skills with peers and others 1 2 3 4 5 (3.36)
10. observe nurses who serve as role models in providing evidence-based care 1 2 3 4 5 (4.50)
11. participate in an environment demonstrating professional values (altruism, autonomy, human dignity, integrity, social justice) 1 2 3 4 5 (4.90)

Comments (use back of sheet if necessary):
Summary of Faculty Comments—Clinical Agencies  
Academic Year-2008-2009

Staff are accommodating to students and faculty. The census has been lower than in the past. Although hospital is becoming more research-minded, this area still needs improvement. Finding space for post-clinical conferences is a problem.

This agency has a diverse patient population and works with all disciplines to plan care. An excellent agency for communication development.

The staff is wonderful with student nurses—a very positive environment.

Students have multiple opportunities to collaborate with midlevel providers. Students experience working with patients who have difficulty interpreting health information. The students have hands on personal experiences with social justice issues that influence their work with clients. The healthcare providers are supportive of students and are highly collaborative with students.

Great place for clinical. The nurses were supportive of the students. The students were able to apply concepts of nursing process to clients in a diverse society.

Had some concerns re: low census. The nurses were very helpful 1st semester nursing students.
Appendix E

BSN Exit Survey

Millikin University School of Nursing Senior BSN Exit Survey
Summary for 2008 – 2009 BSN traditional graduates (N = 47 responses of 47 students)

Class Descriptors:

✓ One hundred percent (n = 47) of the 2008 – 2009 traditional BSN (15 = December; 32 = May) graduates responded to the on-line questionnaire (↑ from 81%).
✓ Forty-three (91%) were female; three (6%) were male; one (2%) chose not to answer.
✓ Twenty-two (47%) (↑ from 38 %) were admitted as freshmen to the School of Nursing; Twenty-five (53%) (↓ from 62 %) were admitted as transfer students to the SON. One student (2%) did not respond.
✓ Two students identified themselves as Asian (4 %) [Last year 2 students also identified themselves as Asian, but made up 7% of the graduates]; Again, four (9 %) students identified themselves as Black [Last year, those 4 students made up 14% of our graduates]; No students identified themselves as Hispanic/Latino [Last year, there were 2]; thirty-nine students (81%) (↑ from 72 %) identified themselves as White (non-Hispanic/Latino). Two students either cited “other” or “choose not to respond.”
✓ The ages ranged from 22 to 61; the mode = 22 years; the median = 23 years; the mean age = 25 years [↓ from 25 and includes a 51 and a 61 year old].

Asking primarily about professional success:

✓ Thirty-seven (78%) (↓ from 93 %) of the students responded they planned to earn an advanced degree in nursing (33 = master’s as their highest desired degree; 4 = doctorate as their highest earned degree).
✓ The certifications presently held by the BSN graduates included the following:
  o CPR
  o CNA
  o Surgical Technologist
  o Teacher of Music, K – 12
  o Elementary Education, K - 8
✓ The certifications the BSN graduates planned to pursue included the following:
  o CCRN
  o ACLS
  o PALS
  o RNFA
  o CRNA
  o CNOR
- School Nurse
- FNP
- DNP
- Wound/ostomy/continence
- Orthopedic
- “all that I can” 😊

**Asking primarily about professional success:**

On a scale from 1 - 5 (with 5 being the highest rating, please respond to the following):

<table>
<thead>
<tr>
<th>Question</th>
<th>2008 – 2009 mean score</th>
<th>2007 – 2008 mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To what degree will you demonstrate the core knowledge, competencies, and values of professional nursing in your practice?</td>
<td>4.83</td>
<td>4.69</td>
</tr>
<tr>
<td>2. To what degree will you integrate theoretical knowledge and investigation as the basis for critical thinking and decision-making in the planning and provision of evidence-based nursing practice for diverse populations in your practice?</td>
<td>4.87</td>
<td>4.79</td>
</tr>
<tr>
<td>3. To what degree will you demonstrate a commitment to ongoing personal and professional development through formal and informal experiences in your practice?</td>
<td>4.87</td>
<td>4.89</td>
</tr>
<tr>
<td>4. To what degree will you inform your nursing practice with research, evidence-based practice, and continuing professional education?</td>
<td>4.76</td>
<td>4.51</td>
</tr>
<tr>
<td>5. To what degree will you participate in the development of evidence-based practice or research studies in your practice?</td>
<td>4.24</td>
<td>4.44</td>
</tr>
</tbody>
</table>

**Asking primarily about a life of personal meaning and value:**

On a scale from 1 - 5 (with 5 being the highest rating, please respond to the following):

<table>
<thead>
<tr>
<th>Question</th>
<th>2008 – 2009 mean score</th>
<th>2007 – 2008 mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To what degree will you demonstrate the core knowledge, competencies, and values of professional nursing in your practice?</td>
<td>4.83</td>
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</tr>
<tr>
<td>2. To what degree will you integrate theoretical knowledge and investigation as the basis for critical thinking and decision-making in the planning and provision of evidence-based nursing practice for diverse populations in your practice?</td>
<td>4.87</td>
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</tr>
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<td>3. To what degree will you demonstrate a commitment to ongoing personal and professional development through formal and informal experiences in your practice?</td>
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</tr>
<tr>
<td>4. To what degree will you inform your nursing practice with research, evidence-based practice, and continuing professional education?</td>
<td>4.76</td>
<td>4.51</td>
</tr>
<tr>
<td>5. To what degree will you participate in the development of evidence-based practice or research studies in your practice?</td>
<td>4.24</td>
<td>4.44</td>
</tr>
</tbody>
</table>
To what degree did the Millikin University School of Nursing contribute to your development of a personal life of meaning and value?

| 6 | To what degree did the Millikin University School of Nursing contribute to your development of a personal life of meaning and value? | 4.10 | 4.28 |

To what degree did the Millikin University School of Nursing encourage your involvement in professional and community activities?

| 7 | To what degree did the Millikin University School of Nursing encourage your involvement in professional and community activities? | 3.68 | 4.00 |

To what degree did the Millikin University School of Nursing guide you to understand and respond to legal/ethical issues in your professional practice?

| 8 | To what degree did the Millikin University School of Nursing guide you to understand and respond to legal/ethical issues in your professional practice? | 4.38 | 4.55 |

**Asking primarily about democratic citizenship:**

On a scale from 1 - 5 (with 5 being the highest rating, please respond to the following):

| 9 | To what degree did the Millikin University School of Nursing promote your involvement in patient advocacy? | 4.53 | 4.86 |

| 10 | To what degree did the Millikin University School of Nursing promote your involvement in legislative/campaign activities? | 3.51 | 3.90 |

| 11 | To what degree did the Millikin University School of Nursing promote your commitment to the public’s health? | 4.23 | 4.31 |

| 12 | To what degree did the Millikin University School of Nursing promote your involvement in the advancement of professional nursing (through participation in professional organizations and leadership roles in your community)? | 4.00 | 4.03 |

Total “democratic citizenship” indices = 4.07 (2008 – 2009)

Total “democratic citizenship” indices = 4.28 (2007 – 2008)
**Asking primarily about program/curriculum:**

**On a scale from 1 - 5 (with 5 being the highest rating, please respond to the following):**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>To what degree did the School of Nursing help to develop within you a commitment to professional nursing excellence?</td>
<td></td>
<td>4.66</td>
<td>4.69</td>
</tr>
<tr>
<td>14</td>
<td>To what degree did the School of Nursing prepare you to synthesize knowledge, skills, and values for professional practice in a global community?</td>
<td></td>
<td>4.49</td>
<td>4.53</td>
</tr>
<tr>
<td>15</td>
<td>To what degree did the School of Nursing prepare you to be a life-long learner able to envision and shape the future of nursing and health care?</td>
<td></td>
<td>4.66</td>
<td>4.55</td>
</tr>
<tr>
<td>16</td>
<td>To what degree did the School of Nursing prepare you for your future employment?</td>
<td></td>
<td>4.17</td>
<td>4.44</td>
</tr>
<tr>
<td>17</td>
<td>To what degree did the School of Nursing prepare you for additional formal education?</td>
<td></td>
<td>4.45</td>
<td>4.55</td>
</tr>
<tr>
<td>18</td>
<td>To what degree would you be likely to recommend the Millikin University School of Nursing to friends or acquaintances?</td>
<td></td>
<td>4.23</td>
<td>4.39</td>
</tr>
</tbody>
</table>

**Kindly provide thoughts related to your Millikin University School of Nursing education which would have helped you better achieve the established student learning outcomes related to**

- I would like to see more case study scenario's discussed in lecture, I think that helps you visualize how you would work through that situation, I would also like to see all nursing students participate in a health care ethics course.
- I would have liked to have more education on the career opportunities available with a BSN degree.
- More practice with I Stan; More course work time in Med/Surg.
- MU has helped me have a better rounded education that I will incorporate in my practice.
- If you wish to know what students may really think, then anonymity should be provided.
- MU prepared us well.
- I believe the three outcomes were taught well and do not have any suggestions to better student learning in these areas.
- Overall, I was very well satisfied with Millikin University school of nursing education.
• Cut the Community Health curriculum to not more than one month to 6 weeks. Increase medical-surgical nursing to 2 semesters. Increase the number of hours doing clinical work dramatically. Seek out nurses in the hospitals used for clinical, that actually want to teach students. Going into a situation where the nursing staff make it clear they don't want you there and find students to be a nuisance, is not conducive to a good clinical experience.

• I think more hands on person to person, nurse to patient time would have been helpful in all three areas.

• It is my opinion that the Millikin University School of Nursing is the Harvard and Yale of Nursing programs, it is a tough program to be in. With that said I feel it may serve students better take a course on Leadership and Management early on in the program. The course Nursing Issues in Research and Management is a 4 credit hour course, is there any way to divide that course in half. Students could take the Leadership and Management course freshman or sophomore year and then during the junior and senior year have assignments that demonstrate how to apply that knowledge. I think this would better prepare students for Master degree programs and possibly increase enrollment in Master programs. I keep hearing that not only do we need more nurses but we need more nurse leaders. Every nurse is a leader in there own right, but we need changes to be made in health care and it is going to take a lot of good nurses to do so. I am not sure how many students graduate wanting to take the initiative to make change in health care possible but there is evidence that says we need change so education should attempt to guide graduates towards that. Millikin SON is shaping the future of nursing today that is just a thought to expand on it. I also feel a year of Med Surg would be great. I know there are accreditation guidelines but I would have loved to have had a year of Med Surg. It would be great if you could take every course over the period of a year. If you break the course up, students would take Med Surg and Community for two semesters, even though they have more course work but it would be over a period of time and this would decrease the rates in which students have to repeat a course, petition for readmission and fail out. That would most likely require the hiring of more staff for clinical assignments or at least two separate class periods and clinical courses. I have just heard that Med Surg this semester isn't what it was last semester. The increase in team leading assignments is great.

A. Professional Values: Honoring diversity and human dignity, social justice, patient and professional autonomy

• Millikin was a great teaching in honoring diversity and human dignity, social justice, patient and professional autonomy.

• I have ultimately learned that our patients are in ultimate control of their own care. As nurses, it is our job as nurses to balance the patient's desires with what is best for their care and ultimate outcome.

• I thought that this was adequately covered.

• In most aspects, Millikin School of Nursing is use to a standard group of students in the traditional student population. I believe that there is more that could be done to assist students of a diverse group who vary in age, race and learning styles in completing the nursing program.

• I thought Millikin did a good job of teaching these areas

• I think a cultural diversity class should be mandatory for school of nursing students. I took one as an elective and gained a lot of information out of the class.

• n/a

• My instructors at MU have pushed me to become independent in my thinking.

• Better achieve what? Human dignity (for nursing students) is a course that many people need both within and without the school of nursing. I have also never seen any student learning outcomes.

• Our clinicals gradually allow more independence, so we are ready for employment after graduation. We are also expected to be professional in our actions as well as appearance.

• Teachers taught us and demonstrated through their practice this value well.

• N/A

• If we learned more about the specifics of the different cultures and what to do as nurses it would help broaden our view of others.

• Each clinical course touched on diversity briefly and I think that community health provided me with the greatest understanding about working with diverse populations.

• The staff at Millikin encourage and exemplify these qualities. Staff in other places we do clinical work have displayed more what NOT to do and/or say.
I am glad that Millikin works hard to instill and promote diversity, human dignity, social justice, patient and professional autonomy. I do not know if other BSN programs place much emphasis on this, but I think it encompasses the holistic care of the patient. Holistic care is not emphasized enough, and it is important because nursing care of each patient is extremely individualized, and these professional values need to be taught in order for future nurses to provide holistic care.

I believe this was well covered by being taught ethical decision making, cultural competency, and patient advocacy.

I feel that Millikin provided me with a great knowledge base for professional autonomy, as well as patient autonomy.

I think that Millikin School of Nursing did an excellent job of helping me achieve these outcomes.

It is my opinion that the education received at MU SON has increased my professional values as a nurse. I feel adequately prepared to practice in a diverse population on an independent level.

The Millikin Nursing Professors were great at teaching us about professionalism and being a good advocate for our clients. They lead by example and were always willing to answer questions and show us the right way to do things.

I am taking a one credit hour class that really helps to integrate diversity into practice. I am so entertained by other cultures and different ways of doing things--and this class helped me to further appreciate the differences. Today we had a cultural sharing day, and we got to hear from a cultural educator from St. Mary's hospital who has a wonderful job and she is amazing at it. She made me want to continue to learn and appreciate differences, and keep in mind that you cannot provide "cookie-cutter" care to patients who are all very different.

Millikin University School of Nursing education allowed me to better myself professionally in my actions, performance, identify, and thinking. It gave me more discipline. The transcultural nursing class allowed me to avoid a set way of taking care of all patients. It enabled me to welcome new values from different perspectives of patients and how I would approach different cultures. I believe that this class should be mandatory for nursing students because it will assist them in taking care of patient’s from other cultures.

Millikin University did an excellent job of promoting cultural competence and patient advocacy in nursing care.

**B. Core Knowledge: Legal and ethical influences, change, health promotion, risk reduction, health maintenance & restoration, advocacy**

- The clinicals I experienced provided a wealth of information concerning these topics. my work demonstrated my learning well.
- A different book for community health. A different way to construct the class and especially the tests. The tests were poorly planned out and did not show knowledge of the material.
- The School of Nursing has taught me that I am an advocate for my patients. It is my job to help improve my patient's quality of life by health promotion, health maintenance, and risk reduction. It is important for me as a nurse to keep my patient well informed and ensure that they understand what is of upmost importance to their care.
- I thought these were adequately covered
- I believe that Millikin School of Nursing needs to give students a wider base of knowledge in the beginning semesters. I believe all nursing students should be taught medical terminology. It is so helpful in deciphering the immense amount of material given each semester.
- More focus could have been taught on legal issues throughout the curriculum and not just on political action day
- I think the school of nursing does a good job of imparting this knowledge.
- n/a
- I feel as though I will better be able to apply these concepts in my practice thanks to the great instructors at MU.
- Core knowledge is lacking in its breadth.
- Each of the above has been addressed and stressed throughout my education in every class.
- Teachers taught us and demonstrated through their practice this value well.
- N/A
• We could have spent more time as a class working on the Health Fair.
• Legal and ethical issues were not emphasized that much and I feel that this topic should be incorporated into each nursing class starting with the first clinical course. I did not learn that much about legal and ethical issues until I had Nursing Leadership and Management class my senior year.
• These are all things that are emphasized in our classes. New ideas are brought to our attention on a regular basis and discussed actively.
• I wish more focus could be spent on legal and ethical influences. Perhaps an eight week course or maybe having an ethics class as a part of the requirements to get into the program. Ethics is hard to understand, but nursing is full of ethical issues seen on a daily basis. The other core values are covered extensively.
• This could be emphasized more outside of Community.
• Med-Surg was a class that provided me with ample of information of risk reduction, health promotion and maintenance. I do think that Millikin University School of Nursing need to provide more than one semester of Med-Surg.
• I think that Millikin School of Nursing did an excellent job of helping me achieve these outcomes.
• The education received exceeded my expectations in the areas listed above which has led me to have an activist attitude toward health care.
• The Millikin Nursing Professors were great at teaching us about professionalism and being a good advocate for our clients. They lead by example and were always willing to answer questions and show us the right way to do things.
• Although there were times that we didn't really know that much, we always knew the basics of nursing. If you are always aware of what you are doing, cleanliness and environment, then you will have the basis for nursing care. I also learned a lot about patient advocacy from the very beginning. I can remember stories from teachers who have the biggest hearts, and could tell you stories where they had to advocate for the patient, and it was difficult but had to be done.
• I believe that Millikin University School of Nursing education did a great job in core knowledge. However, it lacked information on legal and ethical influences that may occur in nursing.
• Community health nursing provided an excellent knowledge base in regards to health promotion and disease prevention.

C. Skills: Nursing process, leadership, communication, resource management, critical thinking, research, evidence and theory-based practice

• Millikin taught this subject well however I did not particularly enjoy the research aspect of nursing. I would rather be a patient advocate and care for patients directly than become a research nurse.
• I would start working with other hospitals in the area rather than the two. For NU 202 we did not have lots of different opportunities to learn and be prepared for med surg. We need a wider range of diseases and injuries to learn the basics of nursing skills.
• Every class at Millikin focuses on the use of the nursing process to make decisions. This includes using critical thinking, research, and evidence and theory-based practice. This ensures that patients are given the best care possible, and it also shows that nursing care has beneficial effects for the patient.
• I think delegation should be taught earlier and much more clearly as we’re required to know it in every area of nursing.
• Millikin education seemed sufficient in these areas.
• I think the school of nursing does a good job of imparting this knowledge.
• Enhanced my leadership and communication skills.
• All the instructors at MU have encouraged the students to critical think and be able to apply new knowledge with the knowledge base we have gained here.
• As with any nursing process, I feel that skills are lacking or not taught at the early stages of the program.
• I feel confident about entering the workforce after having been educated at Millikin. They have challenged me and enhanced my critical thinking skills.
• Teachers taught us and demonstrated through their practice this value well.
• If some instructors wouldn't be so critical when we are still developing, this creates an environment where students are scared to ask questions. When students don't ask questions, accidents occur. Please keep in mind we are students and if we knew everything about nursing we wouldn't be in school. There is a way to give constructive criticism without tearing down the students esteem.
• We could have spent more time using the human simulator
• The research process was not very well emphasized until I took the Nursing Research class. Even though I completed a nursing research project, the research process is still difficult to understand and I think we should learn more about it before we are in the actual research class. It was difficult to try and understand the research process while attempting to actually do research. If I had known a little more about the research process before I had to use it, I think my project would have gone more smoothly. I was constantly asking questions about the process and had to try and balance learning about the process with performing the actual research.
• It has definitely enhanced my level of thinking critically.
• I would like to see a small library in the school of nursing building with books and journals that could be used regularly by students. I know that would be an expensive undertaking, but it would be very helpful to students. It would also provide a specific spot for nursing students to meet students of different grade levels. I would like to see an effort made for socialization between the grade levels. This could have the potential of helping all students by mentoring, sharing experiences and knowledge, and a feeling of cohesiveness among nursing students.
• There is much emphasis placed on these skill through out the program. Since I am graduating, I feel that I have a good grasp of these skills. I feel confident that I will practice these skills in my new job as a novice nurse. I believe that these skills will be refined as I grow in my nursing career, but have gotten a good start through this program.
• I wish that there was a way that teaching of diseases and other things like that were more visual and hands on.
• I think that overall the school of nursing has helped me to establish these outcomes. I think that the charge nurse experience in Medical Surgical Nursing was a great leadership experience that would be helpful if it were to be incorporated in other upper level clinicals as well. Also, I think it would be interesting if we were assigned articles to read on evidenced-based nursing practice for class and then have discussions about the articles. I think that my critical thinking skills have greatly improved during nursing school. I also feel that the labs that we have outside of class are very helpful.
• I greatly appreciate the education I received. It has allowed me to think critically and apply the nursing process to a wide range of health problems and come up with evidence based solutions that apply to more than just the clinical setting or hospital based care.
• The Millikin Nursing Professors were great at teaching us about professionalism and being a good advocate for our clients. They lead by example and were always willing to answer questions and show us the right way to do things.
• All of the teachers made it well known that Nursing is an on going learning experience. When I started nursing school I didn't want to read out of books, and didn't plan on reading after I graduate. Now I find myself wanting to learn more and more and get side tracked all the time when I find interesting articles that I want to read. I appreciate that about nursing more and more because of what I have been "forced" to do from the beginning, and appreciate as a part of nursing now.
• As far as for skills, the Millikin University School of nursing education used proper care planning to touch base on skill aspects. They emphasized the importance of the nursing process and using critical thinking. Nursing research made a huge impact in providing quality evidence based practice.
• The nursing process was emphasized through theory/lecture and it was also demonstrated through instruction during clinicals.

Summarized by Deb Slayton
Millikin University School of Nursing Senior RN-BSN Exit Survey
Summary for 2008 - 2009 RN-BSN PACE graduates (N = 12 responses of 12 students)

Class Descriptors:

✓ Twelve (100 %) of the December 2008 RN-BSN PACE graduates responded to the on-line questionnaire.
✓ All were female.
✓ Eleven (92%) identified themselves as White (non-Hispanic/Latino). One identified self as Black or African American (not Hispanic origin).
✓ The ages ranged from 23 - 56; the mean age = 38 years.

Asking primarily about professional success:

✓ Eleven (92 %) of the students responded they planned to earn a master’s or doctoral degree.

✓ The certifications presently held by the BSN graduates included the following:
  ○ Women's Health NP
  ○ TNS
  ○ PHRN
  ○ ACLS
  ○ PALS
  ○ Certification inpatient obstetrics/NCC
  ○ CNOR
  ○ CPR

✓ The certifications the BSN graduates planned to pursue included the following:
  ○ CCRN (3)
  ○ cardiac nursing
  ○ AWHONN Fetal Heart Monitoring Instructor
  ○ continue CNOR and Nursing educator

Asking primarily about professional success:

On a scale from 1 - 5 (with 5 being the highest rating, please respond to the following):

<table>
<thead>
<tr>
<th>19</th>
<th>To what degree will you demonstrate the core knowledge, competencies, and values of professional nursing in your practice?</th>
<th>4.91</th>
<th>5.00</th>
</tr>
</thead>
</table>
20. To what degree will you integrate theoretical knowledge and investigation as the basis for critical thinking and decision-making in the planning and provision of evidence-based nursing practice for diverse populations in your practice? **4.67**

21. To what degree will you demonstrate a commitment to ongoing personal and professional development through formal and informal experiences in your practice? **4.83**

22. To what degree will you inform your nursing practice with research, evidence-based practice, and continuing professional education? **4.90**

23. To what degree will you participate in the development of evidence-based practice or research studies in your practice? **4.25**

**Asking primarily about a life of personal meaning and value:**

On a scale from 1 - 5 (with 5 being the highest rating, please respond to the following):

<table>
<thead>
<tr>
<th>Question</th>
<th>2008 - 2009 mean score</th>
<th>2007 - 2008 mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total “life of personal meaning and value” indices = 4.25 (2008 – 2009)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total “life of personal meaning and value” indices = 4.22 (2007 – 2008)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. To what degree did the Millikin University School of Nursing contribute to your development of a personal life of meaning and value?</td>
<td><strong>4.00</strong></td>
<td><strong>4.33</strong></td>
</tr>
<tr>
<td>25. To what degree did the Millikin University School of Nursing encourage your involvement in professional and community activities?</td>
<td><strong>4.16</strong></td>
<td><strong>4.00</strong></td>
</tr>
<tr>
<td>26. To what degree did the Millikin University School of Nursing guide you to understand and respond to legal/ethical issues in your professional practice?</td>
<td><strong>4.58</strong></td>
<td><strong>4.33</strong></td>
</tr>
</tbody>
</table>
**Asking primarily about democratic citizenship:**

On a scale from 1 - 5 (with 5 being the highest rating, please respond to the following):

<table>
<thead>
<tr>
<th>27</th>
<th>To what degree did the Millikin University School of Nursing promote your involvement in patient advocacy?</th>
<th>4.45</th>
<th>5.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>To what degree did the Millikin University School of Nursing promote your involvement in legislative/campaign activities?</td>
<td>3.17</td>
<td>3.00</td>
</tr>
<tr>
<td>29</td>
<td>To what degree did the Millikin University School of Nursing promote your commitment to the public’s health?</td>
<td>3.92</td>
<td>4.67</td>
</tr>
<tr>
<td>30</td>
<td>To what degree did the Millikin University School of Nursing promote your involvement in the advancement of professional nursing (through participation in professional organizations and leadership roles in your community)?</td>
<td>4.42</td>
<td>3.67</td>
</tr>
</tbody>
</table>

**Asking primarily about program/curriculum:**

On a scale from 1 - 5 (with 5 being the highest rating, please respond to the following):

<table>
<thead>
<tr>
<th>31</th>
<th>To what degree did the School of Nursing help to develop within you a commitment to professional nursing excellence?</th>
<th>4.73</th>
<th>5.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>To what degree did the School of Nursing prepare you to synthesize knowledge, skills, and values for professional practice in a global community?</td>
<td>4.33</td>
<td>5.00</td>
</tr>
<tr>
<td>33</td>
<td>To what degree did the School of Nursing prepare you to be a life-long learner able to envision and shape the future of nursing and health care?</td>
<td>4.67</td>
<td>4.00</td>
</tr>
</tbody>
</table>
To what degree did the School of Nursing prepare you for your future employment? 4.50 4.67

To what degree did the School of Nursing prepare you for additional formal education? 4.50 4.67

To what degree would you be likely to recommend the Millikin University School of Nursing to friends or acquaintances? 4.58 4.00

Kindly provide thoughts related to your Millikin University School of Nursing education which would have helped you better achieve the established student learning outcomes related to

- Please iron out the wrinkles of the PACE program!!

D. Professional Values: Honoring diversity and human dignity, social justice, patient and professional autonomy

- I feel I have had a high degree of professional values before attending Millikin. Millikin gave me the confidence to express my beliefs concerning these topics. I feel going to Millikin and furthering my education has given me the ability to follow through on these beliefs. These are important values to have in our profession. I am very appreciative to medical professionals who exhibit these characteristics.
- I truly believe the program does a fine job in all these areas. It addresses not only growing in these areas but how we are all different. It showed me that no matter what you believe it is in the in best interest for your patient if you honor there values and keep there cultural beliefs in the healthcare process.

B. Core Knowledge: Legal and ethical influences, change, health promotion, risk reduction, health maintenance & restoration, advocacy

- Millikin's PACE program provided a good chance to adapt to change. We were constantly changing classes, instructors, etc. Many classes brought up the importance of legal and ethical issues. I would like to have the opportunity to have learned more about the legal and ethical aspect of nursing. It would help provide a more solid background for our profession. Health promotion is vital to our occupation. With everyone’s lives being so busy sometimes health is one of the areas that is forgotten.
- I feel that the program excels in these areas. I have grown as a RN in a management position throughout this journey. The program makes you dig deep not only into what you are taught but dig deep into your own self to bring out a better advocate.

C. Skills: Nursing process, leadership, communication, resource management, critical thinking, research, evidence and theory-based practice
o I would like to say I became an expert on these qualities. Sadly I did not but I feel I was given an excellent base. This is a strong area in the Millikin PACE program. This is one of the areas of nursing I find the most interesting. It has made me want to learn more.

o I never thought there was a difference in a BNS prepared nurse to a RN with an AAS or Diploma. I was very wrong. I have learned more conceptual and theoretical based practice which really was not pushed as hard in my AAS program. My critical thinking skills are more finely tuned and I feel I am a much better leader than before I started. There is one issue I have as I was in 2 cohorts. There are times RN's are let in the program who have less than 3 yrs experience. I am not saying they are bad nurses as that is not true. What I have seen is they lack the experience that those of us with greater experience have to build on. I saw in group projects that there were times they couldn't grasp what those of us that had experience were putting on the table. I truly believe this standard should be looked at carefully. Those three years may seem like nothing but honestly they are three years that are needed.

_Summarized by Deb Slayton_
Appendix F

Educational Benchmarking Institute Survey

EBI: Educational Benchmarking Report 2009
BSN Program

Participation in the EBI survey requires that comparative data be kept confidential and no school is permitted to use the data for marketing or advertising purposes. Use of the data is strictly limited to program assessment and improvement. The Confidentiality Policy is as follows: “Upon enrollment, participating institutions agree that data and reports received from EBI will not be used for marketing purposes. While no accrediting or legislative body has access to individual institution raw data or results directly from EBI or any of our partnering organizations, participating institutions have the option of sharing their results as part of accreditation or legislative review processes, at their discretion. Individuals or groups who gain access to the results are subject to this confidentiality policy. A copy of this confidentiality policy must accompany any and all documents containing data or reports that are distributed to authorized individuals or group” (EBI, 2008/2009, no page).

The EBI survey measures student satisfaction with the bachelor of science in nursing program (BSN) at Millikin University. Students rate items on a scale from one to seven with seven indicating the highest satisfaction. An extensive report is generated which compares responses from Millikin nursing students with six comparison schools that are chosen by the Director of the School of Nursing from a list of participating schools. The six schools can be chosen on any criteria of interest including those similar to Millikin and/or those that compete with Millikin for students, etc. In addition, the survey reports Millikin nursing student responses in relationship with those of all institutions participating in the survey in a given year. Not all institutions participate every year; Millikin surveys students every two years.

In the 2009 report, a total of 59 BSN students were surveyed fall 2008 and spring 2009; all 59 returned surveys for a 100% response rate. Overall, 219 institutions participated in the EBI survey with a 71% response rate from all students surveyed. This assessment report will focus on the Priority Matrix which “establishes those factors that are most important to Overall Satisfaction” (EBI BSN report, p. 14). Three year trend data for Millikin nursing students will be reported for the factors in the Priority Matrix. Mean ratings from all institutions participating in 2009 is presented to provide useful context for analyzing the current Millikin data, but trend data for all institutions are not reported because the number and types of institutions that participate varies from year to year. A rating of one is low satisfaction and a rating of seven is the highest level of satisfaction. The complete detailed report can be viewed in the School of Nursing Director’s office in LTSC 101.

<table>
<thead>
<tr>
<th>EBI Millikin BSN Trend Data</th>
<th>2009 Mean</th>
<th>2007 Mean</th>
<th>2005 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall program effectiveness</td>
<td>5.04</td>
<td>5.61</td>
<td>5.33</td>
</tr>
<tr>
<td>Quality of nursing instruction</td>
<td>5.29</td>
<td>5.70</td>
<td>5.09</td>
</tr>
<tr>
<td>Work and class size</td>
<td>5.66</td>
<td>6.05</td>
<td>5.46</td>
</tr>
<tr>
<td>Course lecture and interaction</td>
<td>5.96</td>
<td>6.07</td>
<td>5.96</td>
</tr>
<tr>
<td>Facilities and administration</td>
<td>5.35</td>
<td>5.52</td>
<td>5.16</td>
</tr>
</tbody>
</table>
Analysis of the 2009 EBI report finds the satisfaction of the Millkin BSN students to be high. All factors in the Priority Matrix are well above the 3.0 midpoint. Although the factor “overall program effectiveness” is rated a 5.04, it is the lowest rated item in the Priority Matrix. In examining satisfaction of MU students with those from the total 219 participating institutions in 2009, the satisfaction reported by Millkin BSN students is above the mean of all institutions on every item. Furthermore, the mean scores ranks MU between 27 and 85 of the 219 institutions, clearly positioning MU student satisfaction in the top half of schools.

This report will be presented to the School of Nursing Curriculum Committee for analysis and action.

Respectfully submitted,

Cheryl Hilgenberg,
Professor of Nursing
Appendix G

Alumni Survey

Results of the School of Nursing Alumni Survey

The School of Nursing undergraduate (Traditional and RN-BSN) alumni survey was retooled Spring, 2007 to more intentionally assess the mission, program goals, and student learning outcomes. The alumni survey is given to students approximately one year and five years after graduation. Beginning summer of 2007, the alumni survey was piloted electronically for the first time in an effort to increase the participation of individuals of an internet-savvy generation. The alumni survey request is sent annually via postcards with the survey e-mail site on it. In 2008, the School of Nursing began a Facebook page for alumni. At that time, the invitation to participate was also provided on that site.

Descriptors:
- N = 12.
- The data from both graduating classes were combined for this analysis
- Ninety-two percent were female. Eight percent were male.
- All respondents were “White (not Hispanic origin);”
- Mean age was 29 years of age; Median age was 30 years of age with a range from 23 – 49.
- Fifty-eight percent entered as traditional freshmen; Forty-two percent entered as transfers.
- Seventy-five percent (9/12) of the respondents hold licenses in Illinois.

Professional Success:
- All are currently employed within the field of nursing
- One respondent holds an MSN; One is in graduate study.
- Fifty percent plan to earn a Master’s degree in nursing as their highest educational degree; Sixteen percent (2/12) plan to earn a Doctoral Degree in nursing as their highest educational degree.
- Fifty percent (6/12) hold certifications including BLS, ACLS, ONC, PALS
- They identify their annual salary as follows:
  - Two (2) -- Greater than $35,000 but less than or equal to $40,000
  - Three (3) -- Greater than $45,000 but less than or equal to $50,000
  - Four (4) -- Greater than $50,000 but less than or equal to $55,000
  - Three (3) -- Greater than $60,000
Seven identified (one did not respond) that the percentage of the household income that their annual salary constitutes as being:
- Two (2) -- 21% - 40%
- Two (2) -- 41% - 50%
- Three (3) -- 51% - 60%
- Three (3) -- 61% - 80%
- Two (2) -- 81% - 100%
- Therefore, 67% identify that their salary constitutes more than fifty percent of their household income.

**Comparative Alumni Surveys (Results: 2009, 2008, 2007)**

The survey asks alumni about the influence of the Millikin University School of Nursing upon their professional success, life of personal meaning and value, and democratic citizenship as well as their perceptions about the program/curriculum. On this scale, 5 is the highest rating possible.

### Professional Success:

<table>
<thead>
<tr>
<th>Indice: Professional Success (this is the mean of the following 5 items in total)</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
<th>2007</th>
</tr>
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<tbody>
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<td></td>
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</tr>
<tr>
<td>To what degree do you demonstrate the core knowledge, competencies, and values of professional nursing in your practice?</td>
<td>4.67</td>
<td>4.88</td>
<td>4.25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To what degree do you integrate theoretical knowledge and investigation as the basis for critical thinking and decision-making in the planning and provision of evidence-based nursing practice for diverse populations in your practice?</td>
<td>4.33</td>
<td>4.44</td>
<td>4.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To what degree do you demonstrate a commitment to ongoing personal and professional development through formal and informal experiences in your practice?</td>
<td>4.08</td>
<td>4.33</td>
<td>4.63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To what degree do you inform your nursing practice with research, evidence-based practice, and continuing professional education?</td>
<td>4.09</td>
<td>4.12</td>
<td>4.13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To what degree do you participate in the development of evidence-based practice or research studies in your practice?</td>
<td>3.67</td>
<td>3.55</td>
<td>3.50</td>
<td></td>
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</tbody>
</table>

**Life of personal meaning and value:**

<table>
<thead>
<tr>
<th></th>
<th>Life of Personal Meaning and Value (this is the mean of the following 3 items in total)</th>
<th>4.19</th>
<th>4.21</th>
<th>3.86</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To what degree did the Millikin University School of Nursing contribute to your development of a personal life of meaning and value?</td>
<td>4.42</td>
<td>4.55</td>
<td>4.14</td>
</tr>
<tr>
<td>2</td>
<td>To what degree did the Millikin University School of Nursing encourage your involvement in professional and community activities?</td>
<td>3.83</td>
<td>3.66</td>
<td>3.50</td>
</tr>
<tr>
<td>3</td>
<td>To what degree did the Millikin University School of Nursing guide you to understand and respond to legal/ethical issues in your professional practice?</td>
<td>4.33</td>
<td>4.44</td>
<td>4.00</td>
</tr>
</tbody>
</table>
**Democratic citizenship:**
On a scale from 1 - 5 (with 5 being the highest rating, please respond to the following):

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Indice: Democratic citizenship (this is the mean of the following 4 items in total)</strong></td>
<td></td>
<td></td>
<td></td>
<td>3.92</td>
<td>3.84</td>
<td>3.78</td>
</tr>
<tr>
<td>1 To what degree did the Millikin University School of Nursing promote your involvement in patient advocacy?</td>
<td></td>
<td></td>
<td></td>
<td>4.83</td>
<td>4.80</td>
<td>4.50</td>
</tr>
<tr>
<td>2 To what degree did the Millikin University School of Nursing promote your involvement in legislative/campaign activities?</td>
<td></td>
<td></td>
<td></td>
<td>3.08</td>
<td>2.77</td>
<td>3.38</td>
</tr>
<tr>
<td>3 To what degree did the Millikin University School of Nursing promote the infusion of public health concepts in your life?</td>
<td></td>
<td></td>
<td></td>
<td>4.00</td>
<td>4.13</td>
<td>3.5</td>
</tr>
<tr>
<td>4 To what degree did the Millikin University School of Nursing promote your involvement in the advancement of professional nursing (through participation in professional organizations and leadership roles in your community)?</td>
<td></td>
<td></td>
<td></td>
<td>3.75</td>
<td>3.66</td>
<td>3.75</td>
</tr>
</tbody>
</table>

**Program/curriculum:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indice: Program/Curriculum (this is the mean of the following 6 items in total)</strong></td>
<td></td>
<td></td>
<td></td>
<td>4.33</td>
<td>4.36</td>
<td>4.17</td>
</tr>
<tr>
<td>1 To what degree did the School of Nursing help to develop within you a commitment to professional nursing excellence?</td>
<td></td>
<td></td>
<td></td>
<td>4.50</td>
<td>4.67</td>
<td>4.38</td>
</tr>
<tr>
<td>2 To what degree did the School of Nursing prepare you to synthesize knowledge, skills, and values for professional practice in a global community?</td>
<td></td>
<td></td>
<td></td>
<td>4.25</td>
<td>4.22</td>
<td>4.13</td>
</tr>
</tbody>
</table>
### Comments (3) to the query “Please feel free to share with us any feedback you feel would be helpful regarding the School of Nursing program and/or curriculum.”

- Millikin University gave me the foundation to be a caring and competent professional. Looking back, I recognize how much the faculty cared to help mold me into the nurse I am today.
- I wish I had known then what I know now – I would have worked harder in school. Thanks to all of the faculty for their patience with me.
- As an AD nurse, I never understood how much more there was to being a nurse, a patient advocate, or the importance of being a critical thinker until I completed my BSN.
Appendix H

Employer Survey

Millikin University School of Nursing
Employer Survey Results from May, 2009

A new version of the School of Nursing Employer Survey was implemented May 2009, as was a new
mechanism for administrating it. Prior to this time, an employer survey was sent to 1-year and 5-year
graduates (BSN) who were asked to take it to their supervisors to complete. December 2008 was to have
been the first 1-year post-graduation class of the MSN program, had that same instrument remained in use.

Historically, the rate of the previous survey return was very low – often with no surveys returned.
Beginning in 2006, the Community Advisory Group (individuals who represent each of the clinical agencies
used by the Millikin University School of Nursing) was asked at our annual meeting for anecdotal feedback
on our graduates and program.

During the 2008 – 2009 academic year, the School of Nursing faculty determined that an instrument which
was more intentional and objective should be used in addition to the valuable, anecdotal feedback received
from the Community Advisory Group. An instrument was designed to assess employer estimations of our
BSN students (1 and 5 years after graduating from the Millikin University nursing program) and of our MSN
students (no post-graduation time frame specified).

This survey was given to all agency representatives at the meeting and was taken with them as the
representatives left the meeting. They were asked to complete the survey and return by mail using the self-
addressed, postage paid envelope attached to the survey.

Three of our Community Advisory Group organization representatives returned the survey. Those results are
shared below.

The three organizations completing the survey:
- Decatur Memorial Hospital, Heartland of Decatur, Memorial Medical Center
- They employ a total of approximately 1762 professional registered nurses.
- It was difficult for the employer to identify the number or percentage of BSN Millikin University
  graduates employed at their facility with the exception of Heartland of Decatur who employed 1
  Millikin University BSN graduate out of their 12 professional RN staff.
- Interestingly of the 11 students to date who have graduated from the MSN program (Classes of
  2007 & 2008), four (36%) of them are employed at one of these three facilities.
**Employer Surveys Assessment of BSN Millikin Graduates**  
*(May, 2009)*

The survey asks employers “To what degree do your Millikin BSN graduates” (BSN graduates employed in their organization:  1-year and 5-years post-graduation) meet each of the following criterion.

On this scale, 5 is the highest rating possible. A mean of three is the benchmark.

ALL means are at the benchmark of 3 (n=1) or above (n=17).

<table>
<thead>
<tr>
<th></th>
<th>Demonstrate the core knowledge, competencies, and values of professional nursing?</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 yr</td>
<td>4.00</td>
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<tr>
<td>2</td>
<td>5 yr</td>
<td>4.50</td>
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<tr>
<th></th>
<th>Integrate theoretical knowledge and investigation as the basis for critical thinking and decision-making in the planning and provision of evidence-based nursing practice for diverse populations?</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1 yr</td>
<td>3.33</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>5 yr</td>
<td>3.50</td>
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<table>
<thead>
<tr>
<th></th>
<th>Demonstrate a commitment to ongoing personal and professional development by seeking new knowledge and skills through formal and informal experiences?</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
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<tbody>
<tr>
<td>3</td>
<td>1 yr</td>
<td>4.00</td>
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<td>4</td>
<td>5 yr</td>
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<tr>
<td>4</td>
<td>1 yr</td>
<td>3.33</td>
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<td>5</td>
<td>5 yr</td>
<td>4.00</td>
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<td></td>
<td>Description</td>
<td>1 yr</td>
<td>3 yr</td>
<td>5 yr</td>
<td>7 yr</td>
<td>9 yr</td>
<td>11 yr</td>
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<tr>
<td>5</td>
<td>Communicate, advocate, and collaborate effectively with diverse patients, families, peers, and other professionals?</td>
<td>1 yr</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Communicate, advocate, and collaborate effectively with diverse patients, families, peers, and other professionals?</td>
<td>5 yr</td>
<td></td>
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<tr>
<td>6</td>
<td>Effectively use knowledge of social, ethical, and political issues?</td>
<td>1 yr</td>
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<tr>
<td></td>
<td>Effectively use knowledge of social, ethical, and political issues?</td>
<td>5 yr</td>
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<tr>
<td>7</td>
<td>Demonstrate leadership skills and accountability?</td>
<td>1 yr</td>
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<td></td>
<td>Demonstrate leadership skills and accountability?</td>
<td>5 yr</td>
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<tr>
<td>8</td>
<td>Participate in the development and use of evidence-based practice or research studies?</td>
<td>1 yr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participate in the development and use of evidence-based practice or research studies?</td>
<td>5 yr</td>
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<td>9</td>
<td>Demonstrate proficiency in basic technical nursing skills?</td>
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<td>Demonstrate proficiency in basic technical nursing skills?</td>
<td>5 yr</td>
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The survey asks employers “To what degree do your Millikin MSN graduates” (MSN graduates employed in their organization (no post-graduation time frame specified).

On this scale, 5 is the highest rating possible. A mean of three is the benchmark.

ALL means are at the benchmark of 3 (n=1) or above (n=8).

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<td>10</td>
<td>Demonstrate leadership that enhances patient centered outcomes through management of the care environment and evidence-based practice?</td>
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<td>11</td>
<td>Demonstrate advanced nursing knowledge used for quality improvement of patient outcomes in diverse populations and health care delivery effectiveness through interdisciplinary teams?</td>
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<td>12</td>
<td>Provide nursing leadership through the health care delivery system by expanding the independent role of the nurse?</td>
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<td>13</td>
<td>Provide nursing leadership through the health care delivery system by ensuring evidence-based educational and/or patient outcomes?</td>
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<td>14</td>
<td>Provide nursing leadership through the health care delivery system by engaging in political processes and improving access to health care?</td>
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<td>15</td>
<td>Develop or participate in research studies that effectively add to the body of evidence-based nursing knowledge?</td>
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<td>16</td>
<td>Respond to and promote understanding of legal/ethical issues in professional practice?</td>
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<td>17</td>
<td>Involve themselves in the advancement of professional nursing (through participation in research, participation in professional organizations, and leadership roles within the global community)?</td>
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<td>18</td>
<td>Integrate knowledge, skills, and values in their professional practice and show commitment to lifelong learning to actively shape the future of nursing and health care.</td>
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**Employer Surveys Assessment of “General Millikin Nursing Graduate Items” (May, 2009)**

The survey asks employers “To what degree do you …” to the following two items.

On this scale, 5 is the highest rating possible. A mean of three is the benchmark.

BOTH means are above the benchmark of 3.

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<td>19</td>
<td>Do you feel Millikin University School of Nursing graduates are prepared for professional practice?</td>
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<td>20</td>
<td>Are you satisfied with the educational preparation of Millikin University School of Nursing graduates?</td>
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Kindly provide thoughts related to your Millikin University School of Nursing graduates in regard to:

E. Professional Values: Honoring diversity and human dignity, social justice, patient and professional autonomy

- High standards, recognized by name on patient surveys as compassionate as well as technically-prepared. Took leadership role very seriously.
- Very professional manners displayed and provides patients and families with quality care.

F. Core Knowledge: Legal and ethical influences, change, health promotion, risk reduction, health maintenance & restoration, advocacy

- Followed protocols, became active in internal and external educational prevention programs.
- Knowledgeable in their field, always looking for opportunities in advancing.

D. Skills: Nursing process, leadership, communication, resource management, critical thinking, research, evidence and theory-based practice

- Participated in 1st cohort of BSI, excellent development of critical thinking over time/experience. Selected by peers as “employee of the unit” which utilizes all of the above for selection criteria.

Please feel free to add any other comments suggestions:

- “Stay the course” and continue to advance the preparation of your nursing school program.
CALL TO ORDER: The meeting was called to order by Cheryl Hilgenberg, Chair, at 11:30 a.m. in LTSC # 112.

CAG MEMBERS PRESENT: Mary Blankenship  Sue Kiefer-Griffin
Ellen Colbeck  Druex Lewandowski
Mark Dabbs  Theresa Rutherford
Debby Durbin  Carolyn Wagner
Cami Franz  Cecilia Wendler
Rhonda Gee

FACULTY MEMBERS PRESENT: Carter, Jo  Prasun, Marilyn
Folami, Florence  Samuelson, Sheryl
Gephart, Elizabeth  Slayton, Debbie
Jenkins, Deb  Wenthe, Kim
Laskowski, Pam  Whitehead, Michelle
Ososki, Isabel

INTRODUCTION OF MEMBERS Dr. Hilgenberg opened the meeting by welcoming the Community Advisory Group (CAG) members. She expressed appreciation to them for partnering with Millikin University’s (MU) School of Nursing (SON).

Everyone went around the room and introduced themselves.

DISCUSSION OF PROGRAM EFFECTIVENESS An Employer’s Survey was given to those present with a return envelope to MU. Dr. Slayton spoke about the need for feedback from each agency in regard to our graduates. The Employer Survey will be sent to those who were not able to attend the meeting.

CAG UPDATES: Cami Franz/Imboden Creek Gardens (ICG) The MU Community Health class used ICG as a clinical site this semester. Cami Franz expressed how positive the experience has been this semester. ICG would like to expand the Millikin SON
participation in the care given at their site.

_Druex Lewandowski/Macon Resources_
Druex Lewandowski of Macon Resources commented on how the State of Illinois’ budget cuts will impact the community and the way services are offered. Because of the budget cuts, Macon Resources’ clients will now be going to local hospitals seeking services. Hospitals will need to approach the services they render with a different methodology.

Dr. Hilgenberg informed everyone that Millikin’s SON has modified the mental health curriculum to emphasize interdisciplinary collaboration to better prepare students to meet the needs of the mentally ill.

_Debby Durbin/Macon Co. Health Dept._
Debby Durbin of the Macon Co. Health Dept. commented on the fact that having Millikin SON students at their site has helped them with recruitment.

_Carolyn Wagner/CHIC_
Carolyn Wagner of CHIC mentioned that our MSN, PACE, and traditional students all come to their site. She commented on how the nursing students seem to enjoy the Oasis program. Coming to the CHIC clinic gives PACE students, who are already employed in the community, a chance to experience a whole new side to patient care and the obstacles many clients face because of poverty.

_Debbie Slayton/MU SON_
Dr. Slayton of Millikin University School of Nursing encouraged the CAG members to have discussions with their colleagues who want to earn a BSN to come and get information about the PACE program.

Millikin requires at least 8 students to form a cohort, but could accommodate a cohort as large as 20 students. The SON is willing to work with the CAG members to provide a schedule of courses that will work for the students since most are employed. Richland Community College representatives volunteered to speak to their students about earning their bachelor’s degree through the Millikin PACE RN-BSN program.

_SCHOOL OF NURSING UPDATES_
Undergraduates
- MU SON has had an increase in freshman and transfer applicants.
- We will be partnering with Central Illinois Placement (CIP) to try out the new online clinical scheduling.
The CIP program will coordinate agencies and Schools of Nursing’s clinical schedules.

There is no charge for the service until May 2011 and then agencies will have to make a decision on whether or not to continue.

The goal of the program is to reduce redundancy which will save time and money.

Disadvantage is the inputting of all the information and fitting in the non traditional time slots.

Advantage is the ability to expand 25% more sites by using this system. One can see open opportunities of sites to use.

- MU SON has a 94% retention rate of freshman.
- The average ACT score in the SON is higher

Graduates

- The SON offers two master track programs, the Clinical Nurse Leader (CNL) and Nurse Educator (NE).
- A third track has been added to the MSN program. It is the Master’s Entry into Nursing Practice (MENP) which will start in July, 2010. There are 10 students enrolled and ready to start.
- There are an additional 5 students ready to start in July, 2011.
- We have had 8 students graduate from the CNL track. All except 1 passed certification testing making the pass rate 77%.
- MU SON has a strong faculty with great skill in curriculum development.

Legislative Issues

Dr. Slayton handed out a copy of a letter that was sent to the Honorable Patrick Quinn from the Illinois Nurses Association requesting that he amendatorily veto sections of the House Bill 6065 as detailed in the letter. Dr. Slayton encouraged the CAG members to consider sending Governor Quinn a letter requesting the same. If anyone knows a parent who has a school age child with diabetes, please encourage them to write to the governor as well.

COMMUNITY AGENCY REPORTS:

Health care trends and implications for practice:

Memorial Medical Center (MMC)

- Memorial Medical Center just purchased a 1.5 million dollar robot that can count and package up to 500 different types of medications.
- A new unit has been added that provides 22 private beds.
- Robotic surgery is now being used.
- To decrease the risk of infection, the surgery area of the hospital will be reducing the number of students who can go
MMC is promoting quality and safety through their Health Care Reform program and suggested that Millikin consider adding it to the undergraduate curriculum.

Imboden Creek Gardens
- Senior care is being impacted by the State of Illinois budget cuts.
- Dementia care and the need to understand Alzheimer patients will soon be exploding in health care.
- Around 90% of people come to nurses for advice. It is important to work with the political system to get our voices heard.

St. Mary’s Hospital
- St. Mary’s will be starting on their 31 million dollar building project next week. They will be updating the front entrance along with the emergency room entrance, and locating a rehab center behind the E.R.
- International Cardiology will be starting in July; it is offered through Prairie Cardiovascular Center.
- New O/B and GI staff members will be starting soon, and a new surgeon has been hired.
- On July 11th, a new 14 bed psych unit will be opened.

CHIC
- CHIC has been inundated with patients since the State required everyone to find a “medical home”.
- Greatest demand for CHIC is the number of new patients.
- The number of non-English speaking patients has increased, but translators are available at the clinic.

ANNOUNCEMENTS: none

ADJOURNMENT: The meeting was adjourned at 1:10 p.m.

Respectfully submitted,
Cheryl Hilgenberg, Chair