Goals
Three BSN program 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 BSN expected student 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 expected student 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 of Science in Nursing (BSN) program.

Overview
The School of Nursing, founded in 1978, has both an undergraduate program and a graduate program. Currently, the SON has an enrollment of approximately 324 students. Of those students, 255 are undergraduate (242 traditional and 13 RN-BSN). Beginning July 1, 2006, the School of Nursing became a division within the newly formed College of Professional Studies. The SON has a Director who serves as the academic leader for eighteen (twenty if the Full Affiliate faculty serving the nurse anesthesia track are included) full time and nine part time faculty in addition to two and ½ FTE administrative assistants. Fifteen full-time faculty FTEs and two part-time faculty FTEs are currently devoted to the baccalaureate degree program.

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

Learning Story
Qualified applicants are admitted as nursing majors as freshmen; those not meeting primary admission requirements to the SON may be admitted using secondary or tertiary admit admission criteria. Those secondary and tertiary admits are designated as pre-nursing students and have SON advisors. Upon
successful completion of required coursework, the pre-nursing students are allowed to progress into the nursing sequence in the sophomore year. With increasing demand, the first fall semester offering of the introductory nursing clinical course occurred 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 usually comprise approximately one third to one half of the first introductory clinical course. Registered Nurses who hold either an associate’s or a diploma degree and who would like to earn a baccalaureate degree are accepted as students into the PACE program (RN-BSN track). The PACE program accepts Registered Nurse students as transfer students. In November 2010, nursing faculty voted to eliminate the NLN testing to demonstrate nursing proficiency and accepted the student’s basic nursing courses and current licensure as proficiency. Nursing courses in Mental Health Nursing, Parent-Child Nursing, and Medical-Surgical Nursing are now “banked” and added to the students transfer credits when the MU nursing courses are successfully completed. In addition, the cohort model of enrollment was replaced with a more flexible individualized plan of study. Previously, when student were not able to advance in the cohort, many became discouraged and left the program. With the individualized plan of study, there is more flexibility and students can progress at their own pace to degree completion.

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></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NU102 Medical Terminology</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NU 202 Introductory Practicum in Nursing</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NU280 Tools for Professional Success</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NU311 Health Assessment</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NU315 Pathophysiology</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NU400 Parent Child Nursing</td>
<td></td>
<td>X</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></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NU425 Advanced Concepts in Nursing</td>
<td></td>
<td>X</td>
<td></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>X</td>
<td></td>
</tr>
<tr>
<td>NU481 Issues in Nursing Research &amp; Management</td>
<td></td>
<td>X</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>X</td>
<td></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. We believe 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 students
typically joined together for the first time in NU202: Introductory Practicum in Nursing, a course 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 2009, Millikin joined the Nu Pi chapter of Sigma Theta Tau International Honor Society in Nursing, inducting the first students in 2010, and continuing to induct eligible Millikin baccalaureate and master’s students annually. 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 done to determine the achievement of program goals and expected student outcomes. Each course has established student learning outcomes for the course that contribute to achievement of the program goals and expected student outcomes. During a spring 2006 faculty workshop, a comprehensive review of all nursing course syllabi was completed. One of the goals of this review was to document curricular connectivity to the SON program goals and expected student outcomes and to analyze course using curricular mapping.

Assessment of overall program goals and expected student outcomes is accomplished using the following methods:

- Portfolio Evaluation
- End-of-Program Evaluation
- Evaluation of Clinical Agencies
- Exit Survey
- 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 criteria related to the three BSN expected student outcomes in the School of Nursing. Data collected at the end of the academic year in 2010-2011 and reported to faculty in fall 2011 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 3.89 on one item to a high of 4.5 on one item, with an overall mean score of 4.22. The mean score last year (2010) was 4.26, and in 2009, the mean portfolio data reported was 4.26. The most recent scores reported in fall 2011 (Academic Year 2010-2011) 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 expected student outcomes as demonstrated through a variety of written assignments accumulated throughout the nursing program.

**End-of-Program Evaluation.** Data collected at the end of the academic year in 2011 and reported to the faculty in fall 2011 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 3.33 to a high of 4.57 with a mean of 3.65, which was down slightly from the previous year. In 2010, the mean score was 3.80; in 2009, the mean was 3.88; and in 2008, the data from the End-of-Program Evaluation had an overall mean score of 3.54. 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 2009 and 2010. The item with the highest rating presented in the Fall 2011 report (data collected 2010-2011) was related to the student’s ability to “utilize appropriate scholarly resources and references in verbalizing the rationale for and documenting nursing interventions” and was rated at 4.57. The lowest rated items at 3.33 each were: “apply principles and theories of leadership and management to plan nursing care for families and diverse groups” and “demonstrating basic understanding of the process of research and responsibility to use and participate in research as a professional.” Faculty discussed the need to place more emphasis on how students use research in their clinical preparation and in their care and that evidence based research needs to be emphasized in all courses.

**Evaluation of Clinical Agencies.** Evaluation of Clinical Agency data reported in Fall 2011 (based on clinical experiences in the 2010-2011 academic year) indicated that clinical sites where MU nursing students practice provide good opportunities for achieving expected student outcomes. Scores ranged from a low of 3.68 on the item “integrate nursing research in providing care” to a high of 4.89 on the items “develop skills in communication and collaboration” and “participate in an environment demonstrating professional values (altruism, autonomy, human dignity, integrity, social justice). The mean score for all items was 4.39. This was up slightly from a mean of 4.28 reported last year (2010). In 2009, the mean was 4.55, and in 2008 the mean was 4.05. 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. Faculty discussed the clinical agency evaluation form and the possibility of revising questions and directions for completing the survey to provide better interpretation. 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. In Fall of 2010, Springfield’s Memorial Medical Center was added as mental health nursing clinical site. St. John’s Hospital was also added as a pediatric clinical experience.

**Exit Surveys.** At the completion of the 2010-11 academic year, all of the traditional BSN graduates completed the online Exit Surveys. This survey asks students to respond to questions related to their experience that correspond to Millikin’s mission and the BSN expected student 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 3.48 on the item “to what degree did the MU SON promote your involvement in legislative/campaign activities?” to a high of 4.92 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 ratings in the last three prior years. The total mean score for the Exit Survey was 4.37 compared to 4.33 in 2009. Faculty discussed items under the heading of “democratic citizenship” and the need to change wording of items to more clarify questions. Open-ended comments
sections allowed students to contribute many additional opinions and suggestions reflecting individual learning needs. 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 45 students in 2010-11, and 43 (35 Traditional Undergraduates and 8 RN to BSN students) responded to the survey for a 96% 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 include an extensive analysis of eleven primary factors related to student satisfaction. Student ratings ranged from 5.16 for “Overall program effectiveness” to a high of 6.06 on “Professional values.” The ratings in each of the eleven categories similar from the previous survey in 2009, with about half increasing slightly and the other half decreasing slightly. In comparing the student ratings of the MU nursing program with ratings of the other 234 participating institutions nationwide, there was no statistically difference in means between Millikin scores and the means of other schools in any one of the eleven categories. The relative rank of MU among all 234 schools ranged from 67 on student satisfaction with work and class size to 133 with satisfaction of core knowledge. Analysis of the 2011 EBI report finds the satisfaction of the Millikin BSN students to be high. The only Factor identified as area to be monitored was Factor 4 (Facilities and Administration) with one question related to tuition/fees scoring much lower than other questions. This issue is being examined by central administration.

Faculty Action at NFO meeting October 26, 2011: It approved by faculty vote that the benchmark for MU SON will be that all Factors should continue to be maintained at a level of “good” or above (4.5-5.5 on 7 point scale). 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 18 surveys were completed online. Demographics reveal that 89% of the respondents were female, mean age 25 years, and 89% were “white (non-Hispanic origin), 6% Asian, and 6% Black. All were employed in nursing and 87% were licensed in Illinois. Fifty percent (n=9) 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 was “To what degree did the Millikin University School of Nursing promote your involvement in legislative/campaign activities?” which received a rating of 3.44. The highest rating of 4.67 was on two items “To what degree do you demonstrate the core knowledge, competencies, and values of professional nursing in your practice?” and “To what degree did the Millikin University School of Nursing promote your involvement in 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 2011 alumni surveys was 4.06, compared to 4.52 in 2010, 4.17 in 2009, 4.20 in 2008, and 4.04 in 2007. The trend data shows a great deal of consistency. Three alums contributed comments about their MU nursing education: “My current role is in nursing informatics. This area of nursing wasn’t really touched upon when I was in school. Nursing informatics is a booming, especially with the health care reform, and might be an interesting topic to address in the curriculum.”; “great program! Looking forward to continuing my education at Millikin University.”; and “I am so blessed to have chosen Millikin for my education. I found myself very prepared in comparison to other new grads.” In spring 2007, the Alumni Survey was revised and converted to an online format in an effort to increase the response rate.
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 “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?”. For BSN graduates one year post-graduation, the item with the lowest rating was “Demonstrate leadership skills and accountability” with a rating of 3.50. Employers rated graduates who were one year post graduation the highest on two items: “Use the nursing process to assess, plan, implement, evaluate, and revise patient care” and “Communicate, advocate, and collaborate effectively with diverse patients, families, peers, and other professionals”, both with a mean score of 4.6. For BSN graduates five years post-graduation, the item with the lowest rating was “Effectively use knowledge of social, ethical, and political issues” with a mean score of 4.0; two items received the highest ratings: “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 “Use the nursing process to assess, plan, implement, evaluate, and revise patient care” with mean scores of 5.0. The overall mean for one year graduates was 4.16 and for five year graduates was 4.56, which are both well above the benchmark of 3.0. The last two items on the survey ask about general impressions of Millikin graduates and both items scored highly (4.57 and 4.71). There were many positive comments, and no negative comments on the open ended items. The faculty analyzed the data, and along with the positive comments reported at the Community Advisory Group meeting, the faculty decided not to make changes.

Community Advisory Group. The group convened on April 4, 2012 at Millikin University. Eight representatives from clinical agencies attended as well as the VPAA, Dr. Barry Pearson, and the nursing faculty. Dr. Slayton called the meeting to order and introduced VPAA, Dr. Barry Pearson, who gave an update on Millikin University and current initiatives. Dr. Slayton provided an update on the BSN and MSN tracks. She also reported that the CCNE accreditation visit will be on September 26th, 27th, and 28th and welcomed third party comments between June 26th and September 26, 2012. She also reported that the HLC-NCA visit related to the anticipated DNP program will be October 8th & 9th, 2012.

The Employer Survey results from 2011were discussed. The benchmark is 3.00. All means and indices for the 2011 Employer Survey were above the benchmark of 3.00. The CAG discussed the three means in the BSN & MSN surveys that fell below 4.00 and which related to engagement in political and/or democratic processes. They expressed difficulty in being able to assess that category of their employees and provided positive feedback about the anticipated changes in the wording for the question inquiry. They agreed that the new language being proposed would make the questions more understandable in case that is why the means are lower. They communicated that there is some reluctance on the part of first year BSN grads to demonstrate leadership and accountability. In general, the means increase from Year 1 experience to Year 5 experience for the BSN graduates. The CAG affirms curricula which advance the mission of the University and the School of Nursing.

Finally, the group shared thoughts about issues of mutual interest to practice and education, and representatives provided updates about evolving changes in their agencies. Future trends in health care and implications for nursing education were voiced, and many positive statements about the MU nursing students and graduates were made.
Evaluation of Standard

Using the School of Nursing evaluative standard (See page 9 of this document [green, yellow, red]), 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. No nursing courses are currently offered completely online. Faculty have been developing courses with elements of online components, particularly in the PACE program which is focused on adult learners.

The AACN Essentials for Baccalaureate Education (2008) and subsequent recommendations from the Commission on Collegiate Nursing Education (the nursing accrediting agency) prompted faculty to carefully examine the BSN curriculum to ensure consistency with these documents. The faculty will hold a retreat at Starved Rock on August 21, 2012 to discuss new trends in nursing education in preparation for future curriculum discussions.

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 of Science in Nursing Degree**

<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>
**Standard**

Mean scores will be evaluated according to the following standard:

**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  
Academic Year 2010-2011 (DECEMBER 2010 & MAY 2011)

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>
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</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>
<td>4.42</td>
<td>4.17</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>
<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>
<td>4.28</td>
<td>4.44</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>
<td>4.22</td>
<td>4.00</td>
</tr>
<tr>
<td>4. Evaluation of nursing care demonstrates insight, reflection, and a testing of</td>
<td>4.56</td>
<td>3.86</td>
<td>4.36</td>
<td>4.13</td>
<td>4.17</td>
<td>3.89</td>
</tr>
</tbody>
</table>
5. Evaluations of nursing care focus on the outcome criteria established in relation to the goals guiding the nursing interventions.

<table>
<thead>
<tr>
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</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>
<td>4.28</td>
<td>4.22</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>
<td>4.28</td>
<td>4.28</td>
</tr>
<tr>
<td>3. Nursing assessment and evaluations</td>
<td>4.22</td>
<td>4.24</td>
<td>4.64</td>
<td>4.26</td>
<td>4.33</td>
<td>4.50</td>
</tr>
</tbody>
</table>

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>Demonstrate use of appropriate communication skills to obtain client data.</th>
<th>3.94</th>
<th>4.14</th>
<th>4.36</th>
<th>4.16</th>
<th>4.28</th>
<th>4.11</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Nursing interventions and supporting rationale reflect appropriate use of communication skills to teach, support, or guide clients.</td>
<td>4.11</td>
<td>4.48</td>
<td>4.45</td>
<td>4.16</td>
<td>4.31</td>
<td>4.17</td>
</tr>
<tr>
<td>5. Teaching plans incorporate a variety of teaching materials and resources.</td>
<td>3.67</td>
<td>4.33</td>
<td>4.27</td>
<td>4.21</td>
<td>4.14</td>
<td>4.06</td>
</tr>
<tr>
<td>6. Teaching materials are individualized to reflect awareness of client’s intellectual, cultural, and socioeconomic background.</td>
<td>3.78</td>
<td>4.10</td>
<td>4.18</td>
<td>4.37</td>
<td>4.25</td>
<td>4.06</td>
</tr>
<tr>
<td>7. The research project validates ability to use scientific investigation.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
3. DEMONSTRATE A COMMITMENT TO ONGOING PERSONAL AND PROFESSIONAL DEVELOPMENT THROUGH FORMAL AND INFORMAL EXPERIENCES.

<table>
<thead>
<tr>
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</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>
<td>4.25</td>
<td>4.28</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>
<td>4.14</td>
<td>4.28</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>
<td>4.28</td>
<td>4.28</td>
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</table>

Portfolio is complete and has all necessary elements: yes 18, no 0

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

COMPiled AND EVALuated BY: ___________________________________________________________________________
DATE: ___________________________
UNDERGRADUATE PORTFOLIO EVALUATION COMMENTS

Comments from Dec 2010 – May 2011

Generally Excellent

Overall, very comprehensive

Well done and nicely presented

Excellent throughout program

Nice collection of quality work

Included one non-graded assignment

The student received A’s on the care plan but NU 420 care plan doesn’t ask for Interventions beyond 3-4, NU 430 care plan has 4 Interv., no rationales

Could not find where the student was to evaluate outcome criteria, nor where rationales are explained in 2 care plans

The care plan formatting doesn’t appear to meet our SON objectives. Suggest the entire faculty look at this issue together.

Data column not always included in care plan form

Very well developed portfolio
### Appendix C

**MILLIKIN UNIVERSITY**  
School of Nursing  
**BSN End of Program Evaluation**  
2010-2011

**Reported Means of Aggregate Data for Traditional BSN Graduates**

Aggregate data achieved benchmark of greater than or equal to 3.00 for all outcomes  
(See School of Nursing Rubric for Performance Assessment)

<table>
<thead>
<tr>
<th>Rank 1-5 (1=least) Means</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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**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.  
   - 2009: 3.65  
   - 2010: 3.50  
   - 2011: 3.70

2. Utilize appropriate scholarly resources and references in verbalizing the rationale for and documenting nursing interventions.  
   - 2009: 3.41  
   - 2010: 3.78  
   - 2011: 4.57

3. Apply principles and theories of leadership and management to plan nursing care for families and diverse groups.  
   - 2009: 3.78  
   - 2010: 3.83  
   - 2011: 3.33

4. Demonstrate personal and professional accountability and responsibility toward clients by providing care in a knowledgeable, safe and ethical manner.  
   - 2009: 3.68  
   - 2010: 3.90  
   - 2011: 3.78

**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.  
   - 2009: 3.87  
   - 2010: 3.90  
   - 2011: 3.42

6. Implement therapeutic nursing interventions including teaching strategies to promote, maintain or restore health to individual, families and groups across the life span.  
   - 2009: 3.81  
   - 2010: 3.83  
   - 2011: 3.48

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.  
   - 2009: 3.50  
   - 2010: 3.40  
   - 2011: 3.36

**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.  
   - 2009: 3.78  
   - 2010: 3.98  
   - 2011: 3.98

9. Demonstrating basic understanding of the process of research and the responsibility to use and participate in research as a professional.  
   - 2009: 4.06  
   - 2010: 4.07  
   - 2011: 3.33

10. Using traditional and evolving methods of discovering, retrieving, and using information and health care technology.  
    - 2009: 4.15  
    - 2010: 3.70  
    - 2011: 3.51

11. Demonstrating/verbalizing responsibility for continued professional and personal growth.  
    - 2009: 3.84  
    - 2010: 3.93  
    - 2011: 3.66
Appendix D

MILLIKIN UNIVERSITY
School of Nursing
Evaluation of Clinical Agencies
Fall 2010 & Spring 2011

Name of Agency _________________________________________________________
Course Number ________________________________Faculty ____________N=13
Date Evaluated __________________________________________________________

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

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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  4.83  4.38  4.64
2. develop skills in communication and collaboration  5.00  4.60  4.89
3. deliver and manage care to patients requiring a variety of services  4.75  4.69  4.77
4. develop technical skills including case management and management of resources  4.41  4.33  4.61

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  4.41  4.46  4.78
6. manage and critically analyze health related data  4.18  4.07  4.47
7. apply information and health care technology in providing care  4.50  4.23  4.18
8. integrate nursing research in providing care  4.18  3.53  3.68

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  3.36  3.92  3.31
10. observe nurses who serve as role models in providing evidence-based care  4.50  4.11  4.05
11. participate in an environment demonstrating professional values (altruism, autonomy, human dignity, integrity, social justice)  4.90  4.76  4.89

Comments (use back of sheet if necessary):
Comments related to Evaluations of Clinical Agencies
Fall 2010 & Spring 2011 Semesters

Nineteen evaluations were completed and summarized numerically. Agencies and units evaluated included:

St. Mary’s Hospital

Behavioral Health-NU 410
Surgical Unit-NU 420, NU 504, NU 514
Maternal Newborn Unit-NU 400, NU 531
Prenatal Clinic-NU 531
Acute Rehabilitation Unit-NU 504

Decatur Memorial Hospital

4100-NU 420, NU 501, NU 504, NU 514
Worked with CNL Julie Sims-NU 570
Interventional Radiology-NU 514
Out patient Care Center-NU 514
Family Birth Center-NU 400

Springfield Memorial Medical Center
Psychiatric Unit-NU 410, NU 524, NU 534

St. John’s Hospital
Pediatric Unit-NU 400

Cancer Care Specialists of Central Illinois
NU 420, NU 504

CHIC
NU 430

Decatur Manor-Pershing Road
NU 410

Macon Resources
NU 410, NU 524, NU 534
Written Comments

St. Mary’s

Behavioral Unit—This semester students had opportunities to remove staples administer IM’s and subq injections. Not a lot of experience with management of resources. Psychiatric nursing care rarely has health care technology opportunities, but had plenty of informational technology with the EMR and online resources.

Maternal Newborn Unit and the Prenatal Clinic—The maternal newborn unit had an excellent variety of patients and experiences for the students. Nurses on the unit made students feel welcome and needed. The nurses alerted me to additional experiences for students and discussed how they make clinical decisions regarding their patients with the students. Students in NU 531 were able to attend the Prenatal Clinic. They commented it was the best outside of clinical experience they have had to date.

Acute Rehabilitation Unit—Each morning they have a “huddle” which includes the physician, social worker, nurses, OT, PT, speech therapy and the manager of the unit. Students attended this meeting and made contributions. Each client was reviewed, evaluated and changes in the treatment plan discussed. This is an excellent example of interdisciplinary planning and communication in the students’ second nursing course.

Decatur Memorial Hospital

4100 - This unit provides an excellent clinical experience for NU 420. The nurses are wonderful role models and preceptors. The nurses and manager of this unit are very accommodating of students and faculty. It was a great environment for learning.

Working with Julie Sims- As a graduate level course, the preceptor Julie Sims is outstanding. I consistently receive positive feedback from all students re: their experience.

Interventional Radiology - Research oriented.

Family Birth Center- As always, a very positive, supportive unit for our students.

Cancer Care Specialists- This is a one-day experience in NU 420. It is very valuable especially in the areas of research, communication & environments demonstrating professional values. Research-based & clinical trials.

CHIC - They are just beginning EMR. Students have multiple opportunities to coordinate client care involving primary care providers, specialists and social service agencies. Consequently, they have multiple opportunities to collaborate.

Decatur Manor-Pershing Road - They will introduce EMR by fall. Decatur Manor is a place that offered a large number of chronically ill patients presenting symptoms. These symptomatic patients helped student relate theory with practice.

Macon Resources- An excellent clinical site for development of nursing skills and team functioning. Students have the opportunities to participate in quality improvement activities in the spring.
Agencies not included in report:
    Macon County Health Department-NU430
    Springfield Memorial Hospital-NU 420
    Decatur Memorial Hospital-NU 202 (6400 closed)

Submitted by S. Jesek-Hale, PhD, RN June 30 2011

Revised by S. Jesek-Hale, PhD, RN, August 19, 2011
Appendix E

BSN Exit Survey
Millikin University School of Nursing Senior BSN Exit Survey
Summary for 2010 – 2011 BSN traditional graduates (N = 36 responses of 36 students)

Class Descriptors:

✓ One hundred percent (n = 36) of the 2010 – 2011 traditional BSN (5 = August; 17 = December; 14 = May) graduates responded to the on-line questionnaire.
✓ Thirty-five (97%) were female; One (3%) was male.
✓ Only 36% stated that they were admitted as freshmen to the School of Nursing; Twenty-three (64%) communicated that they were admitted as transfer students to the SON.
✓ Three (8%) students identified themselves as Black; No students identified themselves as Hispanic/Latino; Thirty-two students (89%) identified themselves as White (non-Hispanic/Latino). One student cited either “other” or “choose not to respond.”
✓ The ages ranged from 21 to 34; the mode = 22 years; the median = 22 years; the mean age = 23.2 years.

Asking primarily about professional success:

✓ Twenty-nine (81%) of the students responded they planned to earn an advanced degree in nursing (23 = master’s as their highest desired degree; 6 = doctorate as their highest earned degree).
✓ The certifications presently held by the BSN graduates included the following:
  o CPR
  o First Aid
  o CNA
  o Associate’s Degree
  o Surgical technologist
  o MANDT certification
✓ The certifications/degrees the BSN graduates planned to pursue included the following:
  o CCRN
  o Nurse Practitioners
  o ACLS
  o Physician’s Assistant
  o PALS
  o CRNA
  o Midwivery
  o Lactation Specialist
  o Chemotherapy administration
  o ACLS
  o Art
  o Informatics
  o Nutrition
  o Nurse Educator
**Asking primarily about professional success:**

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

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<tbody>
<tr>
<td>1</td>
<td>To what degree will you demonstrate the core knowledge, competencies, and values of professional nursing in your practice?</td>
<td>4.83</td>
<td>4.77</td>
<td>4.83</td>
<td>4.69</td>
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<tr>
<td>2</td>
<td>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>4.78</td>
<td>4.70</td>
<td>4.87</td>
<td>4.79</td>
</tr>
<tr>
<td>3</td>
<td>To what degree will you demonstrate a commitment to ongoing personal and professional development through formal and informal experiences in your practice?</td>
<td>4.92</td>
<td>4.77</td>
<td>4.87</td>
<td>4.89</td>
</tr>
<tr>
<td>4</td>
<td>To what degree will you inform your nursing practice with research, evidence-based practice, and continuing professional education?</td>
<td>3.97</td>
<td>4.63</td>
<td>4.76</td>
<td>4.51</td>
</tr>
<tr>
<td>5</td>
<td>To what degree will you participate in the development of evidence-based practice or research studies in your practice?</td>
<td>4.10</td>
<td>4.07</td>
<td>4.24</td>
<td>4.44</td>
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**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):

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<tbody>
<tr>
<td>6</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>4.31</td>
<td>3.68</td>
<td>4.10</td>
<td>4.28</td>
</tr>
<tr>
<td>7</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><strong>4.00</strong></td>
<td>3.64</td>
<td>3.68</td>
<td><strong>4.00</strong></td>
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<td></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>4.53</td>
<td>4.36</td>
<td>4.38</td>
<td>4.55</td>
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**Asking primarily about democratic citizenship:**

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

Total “democratic citizenship” indices = 4.04 (2009 – 2010)  
Total “democratic citizenship” indices = 4.07 (2008 – 2009)  
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<td>9</td>
<td>To what degree did the Millikin University School of Nursing promote your involvement in patient advocacy?</td>
<td><strong>4.89</strong></td>
<td>4.73</td>
<td>4.53</td>
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<tr>
<td>10</td>
<td>To what degree did the Millikin University School of Nursing promote your involvement in legislative/campaign activities?</td>
<td><strong>3.48</strong></td>
<td>3.47</td>
<td>3.51</td>
</tr>
<tr>
<td>11</td>
<td>To what degree did the Millikin University School of Nursing promote your commitment to the public’s health?</td>
<td><strong>4.38</strong></td>
<td>4.02</td>
<td>4.23</td>
</tr>
<tr>
<td>12</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><strong>3.83</strong></td>
<td>3.93</td>
<td>4.00</td>
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**Asking primarily about program/curriculum:**

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

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<td>4.44 (2010 – 2011)</td>
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<td>4.35 (2009 – 2010)</td>
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<td>4.44 (2008 – 2009)</td>
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<tbody>
<tr>
<td>13 To what degree did the School of Nursing help to develop within you a commitment to professional nursing excellence?</td>
<td>4.69</td>
<td>4.56</td>
<td>4.66</td>
<td>4.69</td>
<td></td>
</tr>
<tr>
<td>14 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>4.41</td>
<td>4.30</td>
<td>4.49</td>
<td>4.53</td>
<td></td>
</tr>
<tr>
<td>15 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>4.44</td>
<td>4.66</td>
<td>4.55</td>
<td></td>
</tr>
<tr>
<td>16 To what degree did the School of Nursing prepare you for your future employment?</td>
<td>4.30</td>
<td>4.33</td>
<td>4.17</td>
<td>4.44</td>
<td></td>
</tr>
<tr>
<td>17 To what degree did the School of Nursing prepare you for additional formal education?</td>
<td>4.46</td>
<td>4.47</td>
<td>4.45</td>
<td>4.55</td>
<td></td>
</tr>
<tr>
<td>18 To what degree would you be likely to recommend the Millikin University School of Nursing to friends or acquaintances?</td>
<td>4.11</td>
<td>3.98</td>
<td>4.23</td>
<td>4.39</td>
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**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 think that a true advocate and mentor would have helped me a great deal because I felt no one really understood or tried to understand my situation and position as a student with all of the obstacles I had to endure over the course of my time at Millikin.
- My only opinion would be to structure the program where there is constant exposure to medical/surgical theory information. I have a friend who is in a nursing program where they do two clinicals of med/surg and are learning the information constantly throughout school. I believe if I had more exposure to the information then I would be that much better of a nurse and more prepared for the NCLEX.
- I feel that all three of the values can be taught but that without practice these outcomes are harder to achieve. I wish that MU School of Nursing could include more clinical hours so that we can better learn how to combine theory and practice, establish our professional values, further our core knowledge, and become more comfortable in our skill level.
I think that having more clinical time instead of class time would be better for our education. Having two clinical days per week does not seem like enough to be exposed such a variety of patients.

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

- Professional values are taught in a theoretical aspect, but instructors and administrators should be better role models by practicing the values that they are teaching. If nothing else, this program has demonstrated that no matter how old, educated, or "professional" people claim to be, immaturity, politics, petty power-plays and bullying will prevail. The behavior of several faculty members within the Millikin's School of Nursing has formed the basis for my decision to attend graduate school at another institution. Even as I type this response, I fear retribution for providing an honest answer. This school likes meek students who pay their tuition, keep quiet, and don't dare to use the critical thinking skills that are so highly advertised to evaluate the school itself.
- Millikin did a great job with implementing professional values within the BSN program.
- Maybe a whole class on trans-cultural nursing to understand culture differences affecting our patients healthcare perception that we may not be aware of.
- I think a transition to problem based learning would be beneficial to these areas of understanding and offer the students a better idea of how to work through these issues effectively than lecturing from an outlining and assigning supplemental reading.
- Community health did a wonderful job with addressing all of the above mentioned professional values. It incorporated a wide variety of different nursing roles, which challenged us to really provide a holistic approach to our care.
- Presenting more opportunities to discover the different perspectives of Feminist Nursing Theory in Mental Health Nursing and beyond would be helpful.
- It's sort of a shame Decatur doesn't have more diversity. We talk about other cultures in class, but we only have contact with middle and lower class individuals through clinical experiences.
- This was done well
- Millikin has taught me to strive for excellence whether in my personal or professional life. I have been taught to respect and take into consideration the wishes of the patient and their family.
- I felt a great deal of autonomy while at Millikin.
- I feel that this was addressed well throughout the program. Culture and diversity were emphasized in every course and we were always encouraged to be supportive of whatever the patient chose to do.
- Ending my senior year I was able to really feel like a nurse. A nurse who advocates for patients she takes care of. I honor all of my patients who have different cultural backgrounds and who believe in different things about health care. I feel that I perform at a level where i am ready to advance and start my career as a nurse. I think the school of nursing could only improve on this by allowing the younger students more opportunities for autonomy in the earlier courses.
- I believe the cultural aspect of nursing care closely ties into honoring diversity and dignity and I feel like this aspect was touch on strongly. I believe the concept of justice and autonomy could have been discussed earlier as in NU202 until waiting to speak about it in Mental health, which is when I first discussed these concepts in my nursing classes.
- Care for a patient in the case manager role.
- Millikin School of Nursing does a very good job with teaching the importance of professionalism in and out of the clinical setting.
I feel the Millikin Nursing program has provided me with a great background to provide holistic and culturally competent care. I feel one of the major issues I have seen a lot with nurses is not acknowledging patients’ rights and dignity when who may be unable to communicate. I feel in my time in clinical and through my independent study I have learned how the importance of giving all patients a chance to express themselves in some way or form.

I feel confident in this area. Throughout nursing school we are taught to be independent, yet be able to ask for help when needed.

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

We need two Med-Surg classes. Community Health and Mental Health could be combined into one semester. We already take psych, abnormal psych, and then Mental Health. The curriculum is too heavy in psych an too light in Medical Surgical nursing. Community Health does not warrant an entire semester. We need to be exposed to it, but not for 16 weeks. The proportion of graduates who work in the med-surg field is so much higher than those who will work in community health. It would be much more valuable to provide additional instruction in an area that will help graduates feel more prepared and not so pressured to cram everything from med-surg into 16 weeks. This is the most important aspect to consider when ensuring that students can achieve learning outcomes related to legal and ethical influences, change, health promotion, risk reduction, health maintenance & restoration, and advocacy. An additional Med-Surg class would help fill existing gaps in all of these areas related to core knowledge.

While we did discuss many of these areas of core knowledge I would have liked to spend more time learning about legal responsibilities of the nurse throughout the program rather than just a little in NU 202 and a little in nursing research. I think if it were discussed in each clinical course that would be a good improvement.

Maybe a class on nursing ethics, including what a nurse can do when faced with an unethical situation.

Again, I think getting away from the pure power point teaching would provide greater diversity in the classroom and more individualized learning. We don't spend enough class time discussing these topics in the real world sense, and I think it limits our ability to effectively function without stumbling through once we are employed and learning from our mistakes and experiences.

If you could emphasize more on the Legal health-care reform and how exactly the united states health system works, then we could be more proactive politically with a big-picture empowerment.

Although we talked around ethical issues it would have been beneficial to have ethical case studies and discuss how to go about solving the problem. Therefore, when we face an ethical issue in practice we will know how to go about it. The rest of it is covered...over, and over, and OVER again!

This was done well

Millikin has taught me the importance of advocating for my patients. I believe this is an important part of nursing which we have been instructed on.

Legal and ethical issues were touched upon in a couple of classes, but time was not spent on these topics. Patient advocacy was greatly emphasized in every course.

I feel I have excelled in these areas because of the school of nursing. The classroom as well as clinical has always geared the lecture or experiences toward understand ethical/legal issues, change, health promotion/ patient education, as well as health maintainance and restoration. I feel as though I
am able to advocate for my patient based on these core values. I would not know what to change to
improve this in the school of nursing because I feel I have achieved this through my experience.

- An increase in circle discussion about possible health advocacy situations and ethical decision
  making would have empowered me as a student in being able to voice my opinion and hear others.
- Need to focus on more critical care in the nursing process.
- Millikin School of Nursing does a good job with teaching the importance of core knowledge. Having
  the core knowledge behind the patient’s case will only provide a better outcome for the patient.
- I feel that community health particularly prepared me to acknowledge the fact that nursing should not
  work solely to healing diseases. Instead, the better way to help reduce risks (by immunizations,
  safe practices, etc.) and promote health.
- This was definitely a major part of nursing school. Care plans, clinical, and theory all taught me the
  core knowledge I need to start out an adequate nursing career.

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

- Leadership class should become a one credit class offered earlier in the process. This would help give
  a framework for clinical courses and allow us some flexibility in using leadership skills throughout
  the program instead of only during senior year.
- I would have liked to have the opportunity to practice more of my basic nursing skills (IV tube
  priming, blood administration, NG insertion, suctioning, etc.) more.
- This was great.
- I believe there is too much time and focus spent on the formatting of care plans. We spend so much
  time working with the format and making sure we include all appropriate parts to achieve a decent
  grade, and we often don’t have the time or mind frame to comprehensively understand the processes
  we are going through. The care plan format we used in Med-Surg was a very good tool and I think it
  would be a benefit to the students to use a format similar to the one used in Med-Surg through all the
  nursing classes. We have to spend time each semester learning the new format for care plans, which
  are a significant part of our grade. If the same format was used in all clinical classes, we could spend
  that time on improving our comprehension and analytical skills instead of wasting two care plans
  trying to figure out what this particular professor is wanting to see.
- The nursing process was always a little challenging to master at the beginning of each semester. It
  seems that different professors focus on different parts of the nursing process which makes it difficult
  to adapt to each semester. Perhaps a more uniform grading policy for care plans could be
  implemented throughout the entire school of nursing. Also, I think that concept maps should be used.
  Numerous other schools have gone to concept maps and I think it helps see how the different aspects
  of the nursing care plan intertwine.
- Although as a student I participated in many skills labs, I do not feel that clinicals have prepared me
  to perform skills such as starting IVs.
- Evidence-based articles are difficult to come by in the Library’s Database System. It is not organized
  very well and I would like to not spend a lot of my time of my care plans looking for sparse online
  articles. This would be wonderful if fixed.
- Yeah, I think Millikin made me do a lot of this….and somehow I stopped hating it and recognized the
  importance.
• I felt as though another semester of MedSurg would be helpful. No other clinical can compare to what we learn in MedSurg and I think that having two semesters of it would greatly help future classes to succeed.
• I believe that Millikin has prepared me to be a good critical thinker and to incorporate research and evidenced based practice into my nursing practice.
• Critical thinking, reasearch, and EBP was drilled continuously. Sometimes I felt like it was overkill. However, I believe it was necessary. Providing up to date and factual information to patients and using it in practice is a requirment in giving great patient care.
• All of these skills were focused on in each clinical course. The nursing process was part of each care plan, as well as research and evidence and theory-based practice.
• I feel my critical thinking has grown tremendously since I was a freshmen and the school of nursing has helped me with that. I also am more open to using research and understanding evidence based practice which will allow me to become a better nurse. I think the only way the school of nursing could have improved this for me would have been to incorporate more leadership opportuities for the students. More team and group projects and more chances to be a leader in clinical.
• I believe more involvement in a hospital and community based setting would have been ideal for the development of more skill. Although we may spend 6 hours at clinical the majority of the time I feel like was spent in pre and post conference and looking up information.
• Focus some on hands-on care for multiple patients in clinical all the time like an actual job setting instead of having only one patient.
• As stated before, I think Millikin School of Nursing's program would benefit of having more clinical time with more hands on experience.
• I feel that these skills were the particular focus of Millikin's nursing program. By thinking back to 202 you can really see the impact and improvement that has been made. In 202 endless hours used to be taken up by attempting to identify the nursing process while at the same time utilizing critical thinking and evidence-based practice. Now, the nursing process comes as second nature.
• This was also taught through care plans, clinical, and theory. We are taught to see the big picture, use evidence to treat it, be a leader and advocate for our patient, and communicate effectively with the health care team.

**Compiler Summary for SON faculty consideration:**

• The 2010 graduates (BSN traditional) were younger than last year’s class on average by about 3 years.
• Their responses reveal a curriculum which advances the mission of the University and the School of Nursing.
• All means and indices are above the benchmark of 3.00.
• Two items on the democratic citizenship section fell below 4.00. However, the indice for the items in this area remained above 4.00.
• Anecdotal notes reveal strong professional values, core knowledge, and skills in the curriculum.
• Students communicate desire for additional content area in medical-surgical nursing.
Millikin University School of Nursing Senior RN-BSN Exit Survey
Summary for 2010 - 2011 RN-BSN PACE graduates (N = 8 responses of 8 students)

**Class Descriptors:**

- Eight (100 %) of the December 2010 RN-BSN PACE graduates responded to the on-line questionnaire.
- All were female.
- Seventy-five percent identified themselves as White; Twenty-five percent as Asian.
- The mean age = 27.9 years.

**Asking primarily about professional success:**

- One plans to earn a doctoral degree. Six plan to earn their MSN degrees. One does not intend to continue her education.
- The certifications presently held by the BSN graduates included the following:
  - Certified Pediatric Nursing
  - CPR
  - CPN
- Three responded to the question about certification plans, but stated they were uncertain which ones they might attain.

<table>
<thead>
<tr>
<th>Total number of respondents and percentage of class total:</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/100%</td>
<td>2/50%</td>
<td>12/100%</td>
<td>3/25%</td>
<td></td>
</tr>
</tbody>
</table>
**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></th>
<th></th>
<th>2011 mean score</th>
<th>2010 mean score</th>
<th>2009 mean score</th>
<th>2008 mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total “professional success” indice:</td>
<td>4.63</td>
<td>5.00</td>
<td>4.71</td>
<td>4.47</td>
</tr>
<tr>
<td>19</td>
<td>To what degree will you demonstrate the core knowledge,</td>
<td>4.88</td>
<td>5.00</td>
<td>4.91</td>
<td>5.00</td>
</tr>
<tr>
<td></td>
<td>competencies, and values of professional nursing in your practice?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>To what degree will you integrate theoretical knowledge and</td>
<td>4.75</td>
<td>5.00</td>
<td>4.67</td>
<td>4.67</td>
</tr>
<tr>
<td></td>
<td>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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>To what degree will you demonstrate a commitment to ongoing</td>
<td>4.88</td>
<td>5.00</td>
<td>4.83</td>
<td>4.67</td>
</tr>
<tr>
<td></td>
<td>personal and professional development through formal and informal experiences in your practice?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>To what degree will you inform your nursing practice with research, evidence-based practice, and continuing professional education?</td>
<td>4.63</td>
<td>5.00</td>
<td>4.90</td>
<td>4.00</td>
</tr>
<tr>
<td>23</td>
<td>To what degree will you participate in the development of evidence-based practice or research studies in your practice?</td>
<td>4.00</td>
<td>5.00</td>
<td>4.25</td>
<td>4.00</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></th>
<th>2011 mean score</th>
<th>2010 mean score</th>
<th>2009 mean score</th>
<th>2008 mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total “life of personal meaning and value” indice:</td>
<td>4.5</td>
<td>4.5</td>
<td>4.25</td>
<td>4.22</td>
</tr>
<tr>
<td>24</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>4.5</td>
<td>4.5</td>
<td>4.00</td>
</tr>
<tr>
<td>25</td>
<td>To what degree did the Millikin University School of Nursing encourage your involvement in professional and community activities?</td>
<td>4.25</td>
<td>4.5</td>
<td>4.16</td>
</tr>
<tr>
<td>26</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>4.71</td>
<td>4.5</td>
<td>4.58</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>Question</th>
<th>2011 mean score</th>
<th>2010 mean score</th>
<th>2009 mean score</th>
<th>2008 mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total “democratic citizenship” indice:</td>
<td>4.48</td>
<td>4.5</td>
<td>4.42</td>
<td>4.09</td>
</tr>
<tr>
<td>27 To what degree did the Millikin University School of Nursing promote your involvement in patient advocacy?</td>
<td>4.5</td>
<td>4.5</td>
<td>4.45</td>
<td>5.00</td>
</tr>
<tr>
<td>28 To what degree did the Millikin University School of Nursing promote your involvement in legislative/campaign activities?</td>
<td>3.88</td>
<td>4.5</td>
<td>3.17</td>
<td>3.00</td>
</tr>
<tr>
<td>29 To what degree did the Millikin University School of Nursing promote your commitment to the public’s health?</td>
<td>4.88</td>
<td>4.5</td>
<td>3.92</td>
<td>4.67</td>
</tr>
<tr>
<td>30 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>4.63</td>
<td>4.5</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>Question</th>
<th>2011 mean score</th>
<th>2010 mean score</th>
<th>2009 mean score</th>
<th>2008 mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programmatic/curricular indices:</strong></td>
<td>4.77</td>
<td>4.75</td>
<td>4.56</td>
<td>4.56</td>
</tr>
<tr>
<td>31 To what degree did the School of Nursing help to develop within you a commitment to professional nursing excellence?</td>
<td>4.88</td>
<td>5.00</td>
<td>4.73</td>
<td>5.00</td>
</tr>
<tr>
<td>32 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>4.63</td>
<td>4.50</td>
<td>4.33</td>
<td>5.00</td>
</tr>
<tr>
<td>33 To what degree did the School of Nursing prepare you to be a lifelong learner able to envision and shape the future of nursing and health care?</td>
<td>4.75</td>
<td>4.50</td>
<td>4.67</td>
<td>4.00</td>
</tr>
<tr>
<td>34 To what degree did the School of Nursing prepare you for your future employment?</td>
<td>4.88</td>
<td>4.50</td>
<td>4.50</td>
<td>4.67</td>
</tr>
<tr>
<td>35 To what degree did the School of Nursing prepare you for additional formal education?</td>
<td>4.75</td>
<td>5.00</td>
<td>4.50</td>
<td>4.67</td>
</tr>
<tr>
<td>36 To what degree would you be likely to recommend the Millikin University School of Nursing to friends or acquaintances?</td>
<td>4.75</td>
<td>5.00</td>
<td>4.58</td>
<td>4.00</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**

- Millikin University School of Nursing is a small community, so professors and students are really close to each other. This helps us be able to find more help when we need it.

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

- Respect patient's dignity, confidentiality
- I learned a lot about other cultures and communities through various classes I've taken at Millikin.
- Patient and professional autonomy were reinforced frequently throughout the program, and I feel as though I have a better grasp of these concepts now.
• The program reinforced the principles of diversity among patients as well as among coworkers. Also, this program has helped me explore different aspects of nursing.

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

• Respect patients' cultural, advocate patients' right, providing patient centered care through viewing patient as a whole system instead of from one aspect like disease.
• We do learn this knowledge from Millikin, but I feel we need to learn more deeply.
• The classes related to nursing theory and legal and ethical issues opened my eyes to a side of nursing I didn't know much about. All classes emphasized health promotion, risk reduction, and advocacy. I feel as though I can be a better patient advocate with the knowledge I gained at Millikin.
• I worked in community health; however, the community health course really emphasized health promotion and health maintenance as well as many other aspects. The community health course really opens your eyes for the big picture of the patient. It makes you consider everything about the patient besides just their current illness. For example, you think about where they are living, if they can afford to get any medications, if they have a support system to help them, etc.

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

• Strong theory based nursing practice, critical thinking,
• The Nursing Assessment class was not very good. If it is a necessary class it needs to be tailored (sic) more towards nurses that already practice and have skills, with an emphasis on specialty skills. The professor did not seem like an expert in the area and I did not feel like I learned very much in the class.
• I feel very satisfied about Nursing Skill education in Millikin University. School of Nursing.
• I learned a lot about leadership skills and working as a team. The research projects assigned during the program enhanced my research and writing abilities. I also learned a lot about evidence-based practice, which I hadn't learned much about in my associates program.
• The research course was wonderful and expanded my knowledge regarding nursing research and evidence based practice. The entire program focused on evidence based practice which has made a difference in my own nursing practice. It makes you stop and think if the way a procedure is done for example is the best way that it could be done.

Compiler Summary for SON faculty consideration:

• The 2010 graduates (RN to BSN) reveal a curriculum which advances the mission of the University and the School of Nursing.
• All means and indices are above the benchmark of 3.00.
• As has been the case 3 of the last 4 years, the lowest mean is related to the SON’s promotion of the students’ involvement in legislative/campaign activities; however, the 3.88 was well above the benchmark of 3.0.
• Anecdotal notes reveal strong professional values, core knowledge, and skills in the curriculum.
• Monitor content of the Health Assessment course.
Appendix F

Educational Benchmarking Institute Survey

BSN Program
Millikin University
School of Nursing
Summary Report: Undergraduate Educational Benchmarking (EBI) Exit Assessment
2010-2011 Data
Report submitted by Pam Lindsey

The EBI Exit Assessment is survey which measures graduating students’ satisfaction with their nursing program. The survey is intended to be diagnostic and provides three types of analysis: self-assessment, comparative assessment, and continuous assessment. At Millikin University (MU), the survey is completed every two years by graduating undergraduate nursing students. In regards to the comparative assessment, the study data compares MU School of Nursing to a select 6 Comparison Group who are chosen by the Director of the School of Nursing. Additional comparison is made with 17 institutions of MU’s Carnegie class as well as all 234 participating institutions.

The Survey consists of 11 Factors (statistical groupings of questions):
Factor 1 Quality of Nursing Instruction
Factor 2 Work and Class Size
Factor 3 Course Lecture and Interaction
Factor 4 Facilities and Administration
Factor 5 Classmates
Factor 6 Professional Values
Factor 7 Core Competencies
Factor 8 Technical Skills
Factor 9 Core Knowledge
Factor 10 Role Development
Factor 11 Overall Program Effectiveness

In the 2011 survey, 45 surveys were attempted and 43 surveys were returned for an overall response rate of 96%. Of the 43 surveys returned, 35 were Traditional Undergraduate Students, and 8 were RN to BSN students.
**Self-Assessment: CSAR**

**CSAR (Custom Statistical Analysis Report)**
The Custom Statistical Analysis Report (CSAR) describes results based on a regression analysis and identifies for each institution the predictors of the dependent variable, **overall program effectiveness**.

Each factor is categorized by *predictor status* and *factor performance*.
- Scale for *Predictor Status*: 0 (no impact) to 7 (extreme impact)
- Scale for *Factor Performance*: Extremely poor: mean <1.5 to Superior: mean > 6.5.

**MU School of Nursing 2011 CSAR**

### Top Priority:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Ranking</th>
<th>Level of Impact on Overall Program Effectiveness</th>
<th>Performance of Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 1 Quality of Nursing Instruction</td>
<td>Top Predictor</td>
<td>Extreme Impact</td>
<td>Good</td>
</tr>
</tbody>
</table>

### Factors to Maintain

<table>
<thead>
<tr>
<th>Factor</th>
<th>Predictor Status</th>
<th>Level of Impact</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 2 Work and Class Size</td>
<td>Not a Predictor</td>
<td>No Impact</td>
<td>Excellent</td>
</tr>
<tr>
<td>Factor 3 Course Lecture and Interaction</td>
<td>Not a Predictor</td>
<td>No Impact</td>
<td>Excellent</td>
</tr>
<tr>
<td>Factor 5 Classmates</td>
<td>Not a Predictor</td>
<td>No Impact</td>
<td>Excellent</td>
</tr>
<tr>
<td>Factor 6 Professional Values</td>
<td>Not a Predictor</td>
<td>No Impact</td>
<td>Excellent</td>
</tr>
<tr>
<td>Factor 7 Core Competencies</td>
<td>Not a Predictor</td>
<td>No Impact</td>
<td>Excellent</td>
</tr>
<tr>
<td>Factor 8 Technical Skills</td>
<td>Not a Predictor</td>
<td>No Impact</td>
<td>Excellent</td>
</tr>
<tr>
<td>Factor 9 Core Knowledge</td>
<td>Not a Predictor</td>
<td>No Impact</td>
<td>Excellent</td>
</tr>
<tr>
<td>Factor 10 Role Development</td>
<td>Not a Predictor</td>
<td>No Impact</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

### Factors to Monitor

<table>
<thead>
<tr>
<th>Factor</th>
<th>Predictor Status</th>
<th>Level of Impact</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 4 Facilities and Administration</td>
<td>Not a Predictor</td>
<td>No Impact</td>
<td>Good</td>
</tr>
</tbody>
</table>
Comparative Assessment:

- Select 6 Comparison Group
- Carnegie Class Data (17 Institutions)
- All Participating Institutions (234 Institutions)

<table>
<thead>
<tr>
<th>Factor</th>
<th>MU Ranking Within 7 Institutions</th>
<th>MU Ranking within 17 Carnegie Class Institutions</th>
<th>MU Ranking with All 234 Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 11 Overall Satisfaction with Program</td>
<td>5 (ND)</td>
<td>10 (ND)</td>
<td>85 (ND)</td>
</tr>
<tr>
<td>Factor 1 Quality of Nursing Instruction</td>
<td>5 (ND)</td>
<td>11 (ND)</td>
<td>97 (ND)</td>
</tr>
<tr>
<td>Factor 2 Work and Class Size</td>
<td>3*</td>
<td>12 (ND)</td>
<td>77 (ND)</td>
</tr>
<tr>
<td>Factor 3 Course Lecture and Interaction</td>
<td>3 (ND)</td>
<td>11 (ND)</td>
<td>82 (ND)</td>
</tr>
<tr>
<td>Factor 5 Classmates</td>
<td>3*</td>
<td>10 (ND)</td>
<td>73 (ND)</td>
</tr>
<tr>
<td>Factor 6 Professional Values</td>
<td>5 (ND)</td>
<td>11 (ND)</td>
<td>105 (ND)</td>
</tr>
<tr>
<td>Factor 7 Core Competencies</td>
<td>5 (ND)</td>
<td>8 (ND)</td>
<td>93 (ND)</td>
</tr>
<tr>
<td>Factor 8 Technical Skills</td>
<td>4 (ND)</td>
<td>10 (ND)</td>
<td>111 (ND)</td>
</tr>
<tr>
<td>Factor 9 Core Knowledge</td>
<td>5 (ND)</td>
<td>13 (ND)</td>
<td>133 (ND)</td>
</tr>
<tr>
<td>Factor 10 Role Development</td>
<td>4 (ND)</td>
<td>9 (ND)</td>
<td>100 (ND)</td>
</tr>
</tbody>
</table>

* = Statistically Higher Mean Than Comparison Group  
ND = No Statistical Difference Between Means
Continuous Assessment

EBI Millikin BSN Trend Data

<table>
<thead>
<tr>
<th>Factor</th>
<th>2011 Mean</th>
<th>2009 Mean</th>
<th>2007 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall program effectiveness</td>
<td>5.16</td>
<td>5.04</td>
<td>5.61</td>
</tr>
<tr>
<td>Quality of nursing instruction</td>
<td>5.26</td>
<td>5.29</td>
<td>5.70</td>
</tr>
<tr>
<td>Work and class size</td>
<td>5.68</td>
<td>5.66</td>
<td>6.05</td>
</tr>
<tr>
<td>Course lecture and interaction</td>
<td>5.86</td>
<td>5.96</td>
<td>6.07</td>
</tr>
<tr>
<td>Facilities and administration</td>
<td>5.23</td>
<td>5.35</td>
<td>5.52</td>
</tr>
<tr>
<td>Classmates</td>
<td>5.82</td>
<td>5.65</td>
<td>6.12</td>
</tr>
<tr>
<td>Professional values</td>
<td>6.06</td>
<td>6.43</td>
<td>6.43</td>
</tr>
<tr>
<td>Core competencies</td>
<td>5.91</td>
<td>6.33</td>
<td>6.36</td>
</tr>
<tr>
<td>Technical skills</td>
<td>6.00</td>
<td>6.11</td>
<td>6.19</td>
</tr>
<tr>
<td>Core knowledge</td>
<td>5.54</td>
<td>5.92</td>
<td>5.99</td>
</tr>
<tr>
<td>Role development</td>
<td>5.60</td>
<td>6.19</td>
<td>6.26</td>
</tr>
</tbody>
</table>

EBI Performance Description:
Superior: >6.5
Excellent: 5.5-6.5
Good: 4.5-5.5
Fair: 3.5-4.5
Poor: 2.5-3.5
Very Poor: 1.5-2.5
Extremely Poor: <1.5
Summary Report:

Self-Assessment: CSAR
The top (and only) predictor of Overall Program Satisfaction was Factor 1, Quality of Nursing Instruction, which performed “Good”. All other factors (except Factor 4) were not predictive of Overall Program Satisfaction, but performance was “Excellent”. The only Factor identified as one to “monitor” was Factor 4 (Facilities and Administration) which was also not predictive of Overall Program Satisfaction, and performed at “Good”. When reviewing the questions that fall into Factor 4, one question scored low: “How satisfied are you with the school of nursing’s tuition/fee level of the program?” Mean: 3.81. The means of all other questions in this Factor were 5.0 or greater. The issue of tuition and fees is not something that is controlled by the SON, however, it should be noted that it is being examined at the university level by the President’s office.

Comparative Assessment
Select 6: MU SON’s ranking within the 7 comparison schools ranked between 3-5 in all factors. For Factor 2 (Work and Class Size) and Factor 5 (Classmates), MU SON’s mean was statistically higher than others in the comparison group. For all other Factors, there were no statistical differences between MU and the aggregated means of the comparison group. The highest rankings were Factor 2, Factor 3, and Factor 5.
Carnegie Class Institutions: In comparison with the 17 Carnegie Class institutions, MU SON ranked between a high of 8 (Factor 7: Core Competencies) and a low of 13 (Factor 9: Core Competencies). On all Factors, there were no statistical differences between MU and the aggregated means of the comparison group.
All Institutions: In comparison with all 234 participating institutions, MU SON ranked between a high of 67 (Factor 2: Work Class and Size) and a low of 133 (Factor 9: Core Knowledge). On all Factors, there were no statistical differences between MU and the aggregated means of the comparison group.

Continuous Assessment: When examining Millikin EBI Trend data, it should be noted that the means of all Factors fall into the “Excellent” performance category except for 3 Factors which fall into the “Good category”.

Final Summary: Analysis of the 2011 EBI report finds the satisfaction of the Millikin BSN students to be high. The only Factor identified as area to be monitored was Factor 4 (Facilities and Administration) with one question related to tuition/fees scoring much lower than other questions. This issue is being examined by central administration.

Faculty Action at NFO meeting October 26, 2011: It approved by faculty vote that the benchmark for MU SON will be that all Factors should continue to be maintained at a level of “good” or above.
Appendix G

Alumni Survey

Results of the College of Professional Studies:
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 (this year via e-mail by using Alumni & Development-generated e-mail addresses with the electronic survey link).

Descriptors:

- N = 18 out of 54 graduates = 33%.
- The data from both the 05/06 and 09/10 alumni classes were combined for this analysis (tradition and PACE).
- Eighty-nine (89%) percent were female. Eleven (11%) percent were male.
- Ninety-four (94%) percent were graduates of the traditional track of the BSN. Six percent were RN-BSN PACE.
- Fifty-six (56%) percent entered directly as an undergraduate freshmen; Forty-four (44%) percent entered as transfers.
- Eighty-nine (89%) percent were “White (not Hispanic origin);” Six (6%) percent were “Asian.” Six (6%) percent were “Black.”
- Mean age was 25 years of age; Mode was 23; Median age was 26 years of age with a range from 23 – 30.
- Eighty seven percent (87%) of the respondents hold professional nursing licensure in Illinois. Thirteen percent (13%) hold licensure in another state. In addition, two held licensure in both Illinois and another state.

Professional Success:

- All are currently employed within the field of nursing.
- Seventy-two percent (72%) plan to earn a Master’s degree in nursing as their highest educational degree. Eleven percent (11%) plan to earn their doctoral degree in nursing.
- Nine (9) hold certifications including certified emergency nurse, trauma nurse specialist, legal nurse consultant, ABLS, BLS, ACLS, CMSRN, PALS, neonatal nursing certificate, CCRN, TNCC.
They identify their annual salary as follows:
- One (1) – Greater than $25,000 but less than or equal to $30,000
- One (1) -- Greater than $30,000 but less than or equal to $35,000
- Four (4) -- Greater than $35,000 but less than or equal to $40,000
- Three (3) -- Greater than $40,000 but less than or equal to $45,000
- Two (2) -- Greater than $45,000 but less than or equal to $50,000
- One (1) -- Greater than $50,000 but less than or equal to $55,000
- Four (4) -- Greater than $55,000 but less than or equal to $60,000
- One (1) -- Greater than $60,000 but less than or equal to $65,000
- One (1) -- Greater than $65,000 but less than or equal to $70,000
- One (1) -- Greater than $75,000

They identify that the percentage of the household income that their annual salary constitutes as being:
- Two (2) – 0% - 20%
- One (1) – 21% - 40%
- One (1) – 41% - 50%
- Four (4) – 51% - 60%
- One (1) -- 61% - 80%
- Nine (9) -- 81% - 100%

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></th>
<th>2012</th>
<th>2011</th>
<th>2010 n=3</th>
<th>2009 n=12</th>
<th>2008 n=9</th>
<th>2007 n=8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indice: Professional Success (this is the mean of the following 5 items in total)</strong></td>
<td>4.37</td>
<td>4.53</td>
<td>4.17</td>
<td>4.26</td>
<td>4.10</td>
<td></td>
</tr>
<tr>
<td>1</td>
<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>5.00</td>
<td>4.67</td>
<td>4.88</td>
<td>4.25</td>
</tr>
<tr>
<td>2</td>
<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>4.61</td>
<td>4.67</td>
<td>4.33</td>
<td>4.44</td>
<td>4.00</td>
</tr>
<tr>
<td>3</td>
<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>4.61</td>
<td>5.00</td>
<td>4.08</td>
<td>4.33</td>
<td>4.63</td>
</tr>
<tr>
<td>4</td>
<td>To what degree do you inform your nursing practice with research, evidence-based practice, and continuing professional education?</td>
<td>4.22</td>
<td>4.00</td>
<td>4.09</td>
<td>4.12</td>
<td>4.13</td>
</tr>
<tr>
<td>5</td>
<td>To what degree do you participate in the development of evidence-based practice or research studies in your practice?</td>
<td>3.72</td>
<td>4.00</td>
<td>3.67</td>
<td>3.55</td>
<td>3.50</td>
</tr>
</tbody>
</table>
## Life of personal meaning and value:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
<th>2010 n=3</th>
<th>2009 n=12</th>
<th>2008 n=9</th>
<th>2007 n=8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indice: Life of Personal Meaning and Value (this is the mean of the following 3 items in total)</strong></td>
<td><strong>4.20</strong></td>
<td>4.22</td>
<td>4.19</td>
<td>4.21</td>
<td>3.86</td>
<td></td>
</tr>
<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><strong>4.22</strong></td>
<td>4.67</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><strong>4.28</strong></td>
<td>3.00</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><strong>4.11</strong></td>
<td>5.00</td>
<td>4.33</td>
<td>4.44</td>
<td>4.00</td>
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</tbody>
</table>
Democratic citizenship:

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

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</thead>
<tbody>
<tr>
<td>1</td>
<td>To what degree did the Millikin University School of Nursing promote your involvement in patient advocacy?</td>
<td><strong>4.67</strong></td>
<td>5.00</td>
<td>4.83</td>
<td>4.80</td>
<td>4.50</td>
</tr>
<tr>
<td>2</td>
<td>To what degree did the Millikin University School of Nursing promote your involvement in legislative/campaign activities?</td>
<td><strong>3.44</strong></td>
<td>4.00</td>
<td>3.08</td>
<td>2.77</td>
<td>3.38</td>
</tr>
<tr>
<td>3</td>
<td>To what degree did the Millikin University School of Nursing promote the infusion of public health concepts in your life?</td>
<td><strong>4.11</strong></td>
<td>4.33</td>
<td>4.00</td>
<td>4.13</td>
<td>3.5</td>
</tr>
<tr>
<td>4</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><strong>4.44</strong></td>
<td>4.33</td>
<td>3.75</td>
<td>3.66</td>
<td>3.75</td>
</tr>
</tbody>
</table>

**Indice: Democratic citizenship (this is the mean of the following 4 items in total)**

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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>4.17</strong></td>
<td>4.42</td>
<td>3.92</td>
<td>3.84</td>
<td>3.78</td>
<td></td>
</tr>
</tbody>
</table>

43
**Program/curriculum:**

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
<th>2010 n = 3</th>
<th>2009 n = 12</th>
<th>2008 n = 9</th>
<th>2007 n = 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indice: Program/Curriculum (this is the mean of the following 6 items in total)</strong></td>
<td>4.43</td>
<td>4.72</td>
<td>4.33</td>
<td>4.36</td>
<td>4.17</td>
<td></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>4.56</td>
<td>5.00</td>
<td>4.50</td>
<td>4.67</td>
<td>4.38</td>
<td></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>4.50</td>
<td>4.67</td>
<td>4.25</td>
<td>4.22</td>
<td>4.13</td>
<td></td>
</tr>
<tr>
<td>3 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>4.61</td>
<td>4.33</td>
<td>4.18</td>
<td>4.25</td>
<td>4.25</td>
<td></td>
</tr>
<tr>
<td>4 To what degree did the School of Nursing prepare you for your current employment (if not currently employed, for your most recent employment)?</td>
<td>4.11</td>
<td>4.33</td>
<td>3.83</td>
<td>3.77</td>
<td>3.75</td>
<td></td>
</tr>
<tr>
<td>5 To what degree did the School of Nursing prepare you for additional formal education</td>
<td>4.53</td>
<td>5.00</td>
<td>4.30</td>
<td>4.29</td>
<td>3.88</td>
<td></td>
</tr>
<tr>
<td>6 To what degree would you be likely to recommend the Millikin University School of Nursing to friends or acquaintances?</td>
<td>4.28</td>
<td>5.00</td>
<td>4.92</td>
<td>5.00</td>
<td>4.63</td>
<td></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.”

My current role is in nursing informatics. This area of nursing wasnt really touched upon when I was in school. Nursing informatics is a booming, especially with the health care reform, and might be an interesting topic to address in the curriculum.

great program! Looking forward to continuing my education at Millikin University.

I am so blessed to have chosen Millikin for my education. I found myself very prepared in comparison to other new grads.
Appendix H

Employer Survey

Millikin University School of Nursing
Employer Survey Results from May, 2011

A new version of the School of Nursing Employer Survey was implemented first in May 2009, as was a new mechanism for administrating it. 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. This 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 annual spring Community Advisory Group 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. In addition, the survey was placed on-line and was available to the CAG members. A follow-up postcard with the link was sent to all Community Advisory Group members, but none completed the on-line version.

Sixteen individuals representing five organizations within our Community Advisory Group completed the survey:

- Decatur Memorial Hospital (CRNA program), Dewitt/Piatt Bi-County Health Department, Macon Resources, Memorial Medical Center, and St. Mary’s Hospital,
- They employ a total of approximately 1396 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 St. Mary’s hospital who stated that Millikin University BSN graduates make up 14% of their professional RN staff and the Millikin University MSN graduates make up 18% of their professional staff.
**Employer Surveys Assessment of BSN Millikin Graduates**  
*(May, 2011)*

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.

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate the core knowledge, competencies, and values of professional nursing?</td>
<td>1 yr</td>
<td>4.40</td>
<td>4.00</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate the core knowledge, competencies, and values of professional nursing?</td>
<td>5 yr</td>
<td>4.67</td>
<td>4.67</td>
<td>4.50</td>
<td></td>
</tr>
<tr>
<td>2</td>
<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>1 yr</td>
<td>4.40</td>
<td>3.33</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td></td>
<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>5 yr</td>
<td>5.00</td>
<td>4.67</td>
<td>3.50</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate a commitment to ongoing personal and professional development by seeking new knowledge and skills through formal and informal experiences?</td>
<td>1 yr</td>
<td>4.20</td>
<td>4.00</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate a commitment to ongoing personal and professional development by seeking new knowledge and skills through formal and informal experiences?</td>
<td>5 yr</td>
<td>4.67</td>
<td>4.67</td>
<td>3.50</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Use the nursing process to assess, plan, implement, evaluate, and revise patient care?</td>
<td>1 yr</td>
<td>4.60</td>
<td>4.00</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use the nursing process to assess, plan, implement, evaluate, and revise patient care?</td>
<td>5 yr</td>
<td>5.00</td>
<td>4.33</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communicate, advocate, and collaborate effectively with diverse patients, families, peers, and other professionals?</td>
<td>2014</td>
<td>2013</td>
<td>2012</td>
<td>2011</td>
<td>2010</td>
</tr>
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</tr>
<tr>
<td>5</td>
<td>1 yr</td>
<td>4.60</td>
<td>3.67</td>
<td>3.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 yr</td>
<td>4.33</td>
<td>4.67</td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Effectively use knowledge of social, ethical, and political issues?</td>
<td>1 yr</td>
<td>3.60</td>
<td>3.33</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 yr</td>
<td>4.00</td>
<td>4.00</td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Demonstrate leadership skills and accountability?</td>
<td>1 yr</td>
<td>3.50</td>
<td>3.33</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 yr</td>
<td>4.67</td>
<td>4.00</td>
<td>4.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Participate in the development and use of evidence-based practice or research studies?</td>
<td>1 yr</td>
<td>4.00</td>
<td>2.66</td>
<td>***</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>5 yr</td>
<td>4.00</td>
<td>3.00</td>
<td>4.00</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Demonstrate proficiency in basic technical nursing skills?</td>
<td>1 yr</td>
<td>4.20</td>
<td>3.00</td>
<td>4.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 yr</td>
<td>4.67</td>
<td>4.67</td>
<td>5.00</td>
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</tr>
</tbody>
</table>
Employer Surveys Assessment of MSN Millikin Graduates  
(May, 2011)

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.

<table>
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</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td><strong>4.50</strong></td>
<td>4.33</td>
<td>4.33</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td><strong>4.57</strong></td>
<td>4.67</td>
<td>4.33</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td><strong>4.50</strong></td>
<td>4.43</td>
<td>4.00</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td><strong>4.33</strong></td>
<td>4.67</td>
<td>4.33</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td><strong>3.83</strong></td>
<td>3.67</td>
<td>4.00</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td><strong>4.00</strong></td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td><strong>4.50</strong></td>
<td>4.43</td>
<td>4.00</td>
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</tr>
<tr>
<td>17</td>
<td>Involve themselves in the advancement of professional nursing (through development of and participation in research, participation in professional organizations, and leadership roles within the global community)?</td>
<td></td>
<td></td>
<td></td>
<td><strong>4.33</strong></td>
<td>4.33</td>
</tr>
<tr>
<td>18</td>
<td>Integrate knowledge, skills, and values in their professional practice and show commitment to life-long learning to actively shape the future of nursing and health care.</td>
<td></td>
<td></td>
<td></td>
<td><strong>4.83</strong></td>
<td>4.67</td>
</tr>
</tbody>
</table>

**Employer Surveys Assessment of “General Millikin Nursing Graduate Items”**
**(May, 2011)**

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.

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</thead>
<tbody>
<tr>
<td>19</td>
<td>Do you feel Millikin University School of Nursing graduates are prepared for professional practice?</td>
<td></td>
<td></td>
<td></td>
<td><strong>4.57</strong></td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>20</td>
<td>Are you satisfied with the educational preparation of Millikin University School of Nursing graduates?</td>
<td></td>
<td></td>
<td></td>
<td><strong>4.71</strong></td>
<td>4.00</td>
<td>4.00</td>
</tr>
</tbody>
</table>
Kindly provide thoughts related to your Millikin University School of Nursing graduates in regard to:

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

- A strength of your program.
- Our MSN graduate is truly an advocate for core public health values.
- MSN grad serves on Ethics committee with strong commitment to maintenance of self-determination and honoring individuals’ core values.
- Graduate students did a wonderful job respecting the dignity of the diverse population at MRI.

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

- We do see this as well.
- Excellent core knowledge.
- All are strong in these areas – with special emphasis on unique needs of persons with psychiatric disorders.
- Graduate students were very knowledgeable in all areas.
- Graduates plan to advance education by obtaining DNP.

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

- Leadership a little slower to emerge. Students/new grads sometimes struggle to take a full “load” of patients after orientation (depending on shift, they may be required to manage a team of 6 – 10 patients).
- Excellent skills.
- Strong.
- Graduate students were very skillful in the areas of communication, resource management, and critical thinking as evidenced by their success in leading group sessions in the Psychosocial Rehabilitation Program.
- Portray high levels of personal standards and professional involvement.

Please feel free to add any other comments suggestions:

- We love Millikin grads (ug and grad) and we are so happy to be serving as a clinical site for them.
- (Name) has just completed orientation on our medical icu. She brings a great knowledge base with her and excellent communication skills. As she gains experience on our unit and
in our health system, I feel she will continue to contribute to nursing practice development on our unit.

- All individuals are highly motivated, intelligent, and skilled.
- Strong skills – while not developing research, do assist with evidence-based critique and implementations and participates with DMH’s six sigma projects.

Compiler Summary for SON faculty consideration:

- The employer summaries reveal a curriculum which advances the mission of the University and the School of Nursing.
- All means and indices are above the benchmark of 3.00.
- Three means fall below 4.00. Two of those means are pertaining to engagement in political and/or democratic processes. This is true in both the BSN and the MSN program.
- Some reluctance on the part of first year BSN grad to demonstrate leadership and accountability.
- In general, the means increase from Year 1 experience to Year 5 experience for the BSN graduates.
- Anecdotal notes reveal strong professional values, core knowledge, and skills in the curriculum.