Goals
The master of science in nursing is a relatively new program of study at Millikin that accepted the first class of eight students in fall 2006, and graduated the first class of eight students in December 2007. Three program goals reflect the purpose of the program: (1) to foster development of leaders committee to advancing professional nursing excellence, (2) to prepare nursing leaders who integrate knowledge, skills, and values in their professional practice within a global community, and (3) to achieve a community of life-long learners who are able to actively shape the future of nursing and health care.

Derived from the program goals, three specific student learning outcomes have been delineated: (1) demonstrate leadership that enhances patient centered outcomes through management of the care environment and evidence-based practice; (2) develop advanced nursing knowledge for quality improvement of patient outcomes in diverse populations and health care delivery effectiveness through interdisciplinary teams; and (3) provide nursing leadership through the health care delivery system including expanding the independent role of the nurse, ensuring evidence-based educational outcomes, engaging in political processes, and improving access to health care.

The three program goals guide the curriculum and provide the foundation for the student learning outcomes. Both the goals and the learning outcomes are consistent with the mission of Millikin University to prepare students for professional success, democratic citizenship in a global environment, and a personal life of meaning and value.

Demonstrating leadership that enhances patient centered outcomes and developing advanced nursing knowledge prepares master’s degree nursing students for professional success. Working to improve patient outcomes in diverse populations prepares students to be responsible citizens in a global environment. Educating nurses to shape the future of nursing and health care through expanding the independent role of the nursing, applying evidence-based knowledge, and improving access to care supports a life of meaning and value in nursing.

Overview
Beginning July 1, 2006, the School of Nursing became a division in the newly formed College of Professional Studies. At that time, Dr. Kathy Booker, Dean of the School of Nursing, became the first Dean of the College of Professional Studies. At that same time, Dr. Deborah Slayton took over administrative responsibility of the School of Nursing and
became the Director of the School of Nursing and successfully led the implementation of the new MSN program.

The master of science program leads to the MSN degree with a choice of two tracks: Clinical Nurse Leader (CNL) or Nurse Educator (NE). In fall 2005, The Higher Learning Commission (HLC) granted approval for the Millikin Master of Science in Nursing program to be offered, and in fall 2006, the first class of MSN students initiated their study in the CNL or NE curriculum. These two areas of concentration show promise to be in demand by students and by employers. Fall 2009 marked the fourth class accepted into the MSN program.

Students who graduate from this program are prepared to be nursing leaders by demonstrating advanced knowledge in the ability to manage patient care and improve patient outcomes directly through the CNL role or indirectly in the nurse educator role. Upon graduation, students will be eligible to take the CNL certification exam or the Nurse Educator certification exam. In both areas of concentration, evidence-based practice is the foundation for providing leadership in the health care delivery system and improving patient care. In May 2008, the MSN program received initial full accreditation for five years from the Commission on Collegiate Nursing Education (CCNE).

On March 11, 2009, Millikin received the announcement that the School of Nursing was receiving Congressionally-directed funds for developing and implementing a masters entry into nursing practice program (MENP). In addition to other appropriate approvals from accrediting bodies, the MENP curriculum received approval from the Illinois Board of Nursing (IDFPR) on November 6, 2009, and the School of Nursing began recruiting and admitting students to the MENP track. The first cohort of 10 students are scheduled to begin the first course of the MENP track of the MSN program July 12, 2010.

Learning Story
MSN matriculated students must be graduates of an accredited baccalaureate in nursing program and meet certain other academic requirements (see Bulletin 2009-2010 for details).

Students in the CNL and NE tracks must also hold unencumbered licensure as Registered Nurses in Illinois. Students are accepted primarily in the fall, but students are also permitted to enter the program spring semester; full time and part time study options are available. Classes are typically scheduled on Fridays in an effort to accommodate the schedule of the working professional nurse. Full time students can expect to take 12 credit hours each fall and spring semester in addition to the 2-credit Project Seminar course during the summer. For increased flexibility for students, most courses are offered in 8-week blocks. For example, during the beginning semester one course will be offered on Friday morning and a second course offered on Friday afternoon for eight weeks. The third and fourth courses will be offered Friday morning and Friday afternoon respectively during the second eight-week period. Full time students will be able to complete the program in eighteen months. Following the recommendations reported in the CCNE
White Paper (2007), the MSN Committee recommended a revised curriculum plan with health assessment, pathophysiology, and pharmacology taught as three separate courses. After appropriate approvals, the revised curriculum was initiated fall 2008.

The Master’s Entry into Nursing Practice (MENP) track of the MSN program was initiated March 11, 2009 when Millikin was notified by Senator Dick Durbin’s office that the School of Nursing had been awarded $476,000 in Congressionally Directed Funds to develop a new master’s entry into practice program. The MENP track is designed for individuals who hold a bachelor’s degree in a non-nursing field and who want to advance their careers by earning a MSN degree. The curriculum for pre-licensure MENP students is an accelerated, rigorous 24 month plan of study requiring 46 credits in pre-licensure courses in addition to the 36 credits required in the existing MSN curriculum for the CNL advanced generalist role. The MENP track received approval by the Illinois Board of Nursing (IDFPR) and appropriate accrediting agencies. MENP graduates are expected to meet the accreditation standards for both the BSN and MSN degree upon completion of the program. Ten students have been admitted to the MENP track and will begin the program July 12, 2010. The following Curriculum Maps present MSN courses in the various tracks and achievement of learning outcomes:

**MSN Courses and Achievement of Nursing Learning Outcomes**

<table>
<thead>
<tr>
<th>Nursing Courses</th>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU505 Advanced Topics: Evidence-Based Practice</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU510 Advanced Topics: Diverse Populations</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NU515 Nursing and Interdisciplinary Theory</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU525 Project Seminar</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU530 Health care Policy and Economics</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU535 Curriculum, Pedagogy, and Evaluation</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU542 Pathophysiology</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NU544 Advanced Health Assessment</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NU545 Advanced Pharmacology</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NU550 CNL: Clinical Outcomes and Care Management</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU555 Educator Responsibilities and Roles</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU560 Research Methods</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU570 CNL Residency</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU575 Educator Residency</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU590 Advanced Nursing Project</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NU591 Advanced Nursing Project</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NU592 Advanced Nursing Project</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

(MSN 11/15/06 Curriculum Committee)
(MSN Revised and Approved 2/11/09 Curriculum Committee)
Master’s Entry into Nursing Practice (MENP) Courses and Achievement of Student Learning Outcomes

<table>
<thead>
<tr>
<th>Nursing Courses</th>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU501 Nursing Foundations</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU504 Care of Adults I</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU514 Care of Adults II</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU524 Mental Health Nursing I</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NU534 Mental Health Nursing II</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NU543 Advanced Care of Adults I</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU546 Advanced Care of Adults II</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU531 Care of Women and Newborns</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU541 Care of Infants, Children, &amp; Adolescents</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU549 Public Health Nursing I</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NU551 Public Health Nursing II</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU569 Nursing Leadership</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU505 Advanced Topics: Evidence-Based Practice</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU510 Advanced Topics: Diverse Populations</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU515 Nursing and Interdisciplinary Theory</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU525 Project Seminar</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU530 Health care Policy and Economics</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU535 Curriculum, Pedagogy, and Evaluation</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU542 Pathophysiology</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU544 Advanced Health Assessment</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU545 Advanced Pharmacology</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU550 CNL: Clinical Outcomes and Care Management</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU555 Educator Responsibilities and Roles</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU560 Research Methods</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU570 CNL Residency</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU590 Advanced Nursing Project</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU591 Advanced Nursing Project</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NU592 Advanced Nursing Project</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

A distinctive community of learners is established through the offering of core courses as well as courses in the student’s area of concentration (CNL or NE). In the MENP track, developing a community of learners will be facilitated through a cohort model of education. In spring 2009, a chapter of Sigma Theta Tau International Honor Society of Nursing has been established for Millikin nursing students. The Nu Pi chapter in Springfield voted to accept Millikin University into the chapter. To be a member of Sigma Theta Tau, nurses must hold a baccalaureate or higher degree, demonstrate
leadership characteristics, and meet minimum scholarship requirements. Initiating eligible students and faculty into this prestigious organization will promote a community of learners not only with Millikin colleagues but also with Springfield area colleagues, and in a broad sense, the organization connects them with other outstanding nurses worldwide. Millikin hosted the Sigma Theta Tau initiation ceremony at the Decatur Club on May 6, 2010, and inducted the first group of Millikin students into the professional organization.

Assessment Methods
CNL and NE students for the MSN program were accepted for the first time in the fall of 2006, and a process for systematic collection of assessment data has been initiated. Established learning outcomes for each course contribute to student achievement of the program learning outcomes. During the 2008-2009 academic year, data were collected from the following sources:

- Community Advisory Group
- Aggregate Data on Residency Outcomes
- EBI Survey (Educational Benchmarking)
- Exit Survey (online)
- Alumni Survey
- Employer Survey

With few exceptions, results of the above assessments were reported to the Nursing Curriculum Committee in early Fall 2010 for analysis, discussion, and decision-making by the entire nursing faculty. Results of the assessment reports are included in the Appendices.

Trend Data
Results from the above assessment reports and trend data are presented in the following discussion:

Community Advisory Group. The Community Advisory Group met May 19, 2010, in the Leighty-Tabor Science Center with representatives from eleven clinical agencies attending. Dr. Cheryl Hilgenberg, Department Chair, addressed the group and encouraged their comments and suggestions about the BSN and MSN programs. The meeting provided an opportunity for nurses from clinical practice sites and nursing faculty to network and discuss issues of mutual interest. Changes in the health care delivery and the implications for nursing education were discussed. Dr. Marilyn Prasun reported that eight students have graduated from the CNL track and all but one has passed the CNL certification exam. No concerns were voiced, and many positive statements about the MU nursing students and graduates were made.

Aggregate Data on Residency Outcomes.
Aggregate Data on Residency Outcomes were analyzed to assess the MSN program. Scores from Practice Performance Evaluations were analyzed. Each item could be rated on a scale of 1 to 5, with 5 being superior and 1 being poor performance. The ratings for the CNLs on the 31 items on the evaluation ranged from a low of 4.00 on five items to a high of 5.00 on thirteen items. Scores on all items were well above the 3.0 benchmark set.
by the School of Nursing faculty. The overall mean for the data collected in 2009 was 4.78, compared to the overall mean in 2008 of 3.85. In analyzing the data, the faculty noted that there were fewer students in the CNL track this year, but were pleased with the performance of the students. There was consensus that no changes needed to be made at the present time. It is difficult to compare the 2008 and 2009 results with the 2007 data because the Practice Performance Evaluations in 2007 used only a three-point rating system. The faculty declined to make any changes until more data accumulated to present a clearer understanding of student performance. Faculty observation and informal evaluation of student performance as well as informal feedback from employers indicate that students are successful in their advanced roles.

Similarly, the rating of NE Practice Performance Evaluation used a scale of 1 to 5 with 5 indicating superior performance. Ratings for the Nurse Educators on the 30 items ranged from a low of 3.67 on the item stating the students “Identified resources for diverse learners and facilitated their individual learning needs” to a high of 4.75 on two items: “Demonstrated the ability to write program outcomes, …and select appropriate activities and evaluation strategies” and “Provides timely and constructive feedback to learners.” All items were above the benchmark of 3.0 set by the School of Nursing faculty, and an improvement over last year when one item was at the benchmark of 3.0. The mean for the 2009 data was 4.21 compared to a mean of 2.96 in 2008. The NE Practice Performance Evaluation in 2007 used a 3 point scale, rather than the current 5 point scale so it is not helpful to compare current data with that reported in 2007. The School of Nursing has hired a high percentage of the Millikin MSN graduates as adjunct nursing instructors and continues to be very pleased with their level of performance and professionalism.

Educational Benchmarking Survey. The EBI survey is administered every two years at Millikin to determine student satisfaction with the program and allows comparison with all other programs nationwide that participate in the survey and also allows comparison with six participating peer and aspiration schools selected by the School of Nursing Director, Dr. Deborah Slayton. The 2008-2009 academic year presented the first opportunity for the MSN students to participate in the EBI survey.

The Millikin EBI 2009 MSN Report focused on data presented in the Priority Matrix of the EBI survey report. Seventeen factors comprise the Priority Matrix (factors identified by EBI as those most important to overall student satisfaction), and each item in the survey is rated from 1 to 7, with 7 representing the highest level of satisfaction. Perhaps the most informative data is the student ranking of Millikin compared to all other participating institutions. The item rated highest by the Millikin MSN students was “Quality of faculty and instruction” with a mean of 6.42. The mean for all of the 111 participating programs was 5.10, ranking Millikin 42 out of 111. The lowest rated item was “Financial aspects of health care” with a mean of 5.14, compared to 5.35 for all participating institutions, placing Millikin at number 77 out of 111 institutions. The faculty analyzed the low score on student satisfaction with the focus on financial aspects of health care, and realized that faculty had emphasized policy rather than the economic and financial aspects of health care delivery. Ways to strengthen the financial aspect of health care in various courses was discussed including more intentional focus by faculty
on financial issues, inviting guest speakers from the community with expertise in health care finance, and collaborating with colleagues in Tabor School of Business to strengthen important financial concepts that would be helpful for MSN students. The Curriculum Committee decided that MSN faculty members would examine the courses they teach and intentionally strengthen the financial aspects as appropriate in each course.

**Exit Survey.** Exit Survey data were collected on MSN December 2008 graduates through the online questionnaire. The survey focused on the extent to which students were meeting MU and School of Nursing outcomes. Students rated a total of 18 items on a scale of 1 to 5, with 5 indicating the highest rating. The lowest mean rating of 3.33 was on the item stating “To what degree do you participate in the development of evidence-based practice or research studies in your practice?” The highest mean score was 5.0 was received for two items: “To what degree did the School of Nursing promote your involvement in patient advocacy?” and “To what degree did the School of Nursing achieve its goal of making you a life-long learner who is able to actively shape the future of nursing and health care?” All scores were above the 3.0 benchmark determined by the School of Nursing faculty. The overall mean for the 2008 survey was 4.39 compared to a mean of 4.41 in 2007. In analyzing the items and the overall results of the Exit Survey, the faculty voted not to make curricular changes because of the consistency and overall high scores.

**Alumni Survey.** Online surveys are sent to all alumni approximately two and a half years after graduation from the program. The first class graduated December 2007, and data from the first alumni survey were collected in summer 2009. Results of the survey indicated a high level of satisfaction among the Millikin MSN alumni. Alumni were asked to rate items from 1 to 5, with 5 indicating the highest score. The lowest score was 4.0 received on three items, and the highest rating of 5.0 was received on three items with an overall mean rating of 4.60 on the 18 items. Faculty discussed and analyzed individual items. Because of having only one year of data and given that the scores were well above the benchmark of 3.0 set by the faculty, there was agreement that no changes be made at this time.

**Employer Survey.** The results of the first Employer Survey for MSN graduates was collected and compiled in May 2009. The survey was comprised of eleven items related to performance of MSN graduates in the work setting. Employers rated each item from 1 to 5, with 5 being the highest rating. Scores ranged from 3.0 on the statement regarding the MSN graduates demonstration of involvement “in the advancement of professional nursing (through development of and participation in research, participation in professional organizations, and leadership roles within the global community)” to a high of 4.33 on three items: “Demonstrates leadership that enhances patient centered outcomes…,” “Demonstrates advanced nursing knowledge used for quality improvement of patient outcomes in diverse populations…,” “Provide nursing leadership through the health care delivery system by ensuring evidence-based educational and/or patient outcomes.” The overall mean for all eleven items was 4.0; with one item at the benchmark of 3.0 and the remaining ten items at 4.0 or above. 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 based on only one year of data.

The trend data gathered from the years of the MSN program are positive and show consistency for the two years of data analyzed. Using the School of Nursing standard, all the assessment indicators fall into the category of “green light.”

**Initiatives for Change**

Even though the assessment indicators are positive, assessment summaries and information from additional sources provided data that could be used for continued program development. In the past year, the processes for admission have become more streamlined and systematic. Beginning in January one specific faculty member has been named to manage the admission process and set up interviews. Also, new forms and procedures for fall and spring registration have been put into place for a consistent approach to registration as well as for adding and dropping classes. New courses for the pre-licensure MENP students have been developed by and are ready for the first group of MENP students starting in July 2010. An important change that the faculty teaching the existing MSN courses have discussed at length is that starting in Fall 2010, the courses will have not only the licensed BSN nurses in the courses, but also the pre-licensure MENP students. This will change the dynamics in the classroom and offers exciting opportunities for collaborative learning between the licensed and pre-licensure students in the MSN courses.
## Appendix A

**Rubric for Performance Assessment and Standards**

School of Nursing Rubric for Performance Assessment  
Master of Science in Nursing

<table>
<thead>
<tr>
<th>Rating</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate leadership that enhances patient centered outcomes through management of the care environment and evidence-based care.</strong></td>
<td>Consistently goes beyond expectations in demonstrating leadership that enhances patient centered outcomes through management of the care environment and evidence-based care.</td>
<td>Demonstrates strong leadership that enhances patient centered outcomes through management of the care environment and evidence-based care.</td>
<td>Competently demonstrates leadership that enhances patient centered outcomes through management of the care environment and evidence-based care.</td>
<td>Marginally demonstrates leadership that enhances patient centered outcomes through management of the care environment and evidence-based care.</td>
<td>Unable to demonstrate leadership that enhances patient centered outcomes through management of the care environment and evidence-based care.</td>
</tr>
<tr>
<td><strong>Develop advanced nursing knowledge for quality improvement of patient outcomes in diverse populations and health care delivery effectiveness through interdisciplinary teams.</strong></td>
<td>Consistently goes beyond expectations and demonstrates mastery in developing advanced nursing knowledge for quality improvement of patient outcomes in diverse populations and health care delivery effectiveness through interdisciplinary teams.</td>
<td>Demonstrates strong ability to develop advanced nursing knowledge for quality improvement of patient outcomes in diverse populations and health care delivery effectiveness through interdisciplinary teams.</td>
<td>Competently develops advanced nursing knowledge for quality improvement of patient outcomes in diverse populations and health care delivery effectiveness through interdisciplinary teams.</td>
<td>Marginally able to develop advanced nursing knowledge for quality improvement of patient outcomes in diverse populations and health care delivery effectiveness through interdisciplinary teams.</td>
<td>Unable to develop advanced nursing knowledge for quality improvement of patient outcomes in diverse populations and health care delivery effectiveness through interdisciplinary teams.</td>
</tr>
<tr>
<td><strong>Provide nursing leadership through the health care delivery system including expanding the independent role of the nurse, ensuring evidence-based educational outcomes, engaging in political processes, and improving access to health care.</strong></td>
<td>Consistently goes beyond expectations in demonstrating masters of leadership skills in the health care delivery system including expanding the independent role of the nurse, ensuring evidence-based educational outcomes, engaging in political processes, and improving access to health care.</td>
<td>Provides strong leadership through the health care delivery system including expanding the independent role of the nurse, ensuring evidence-based educational outcomes, engaging in political processes, and improving access to health care.</td>
<td>Provides competent leadership through the health care delivery system including expanding the independent role of the nurse, ensuring evidence-based educational outcomes, engaging in political processes, and improving access to health care.</td>
<td>Marginally provides leadership through the health care delivery system including expanding the independent role of the nurse, ensuring evidence-based educational outcomes, engaging in political processes, and improving access to health care.</td>
<td>Unable to provide nursing leadership through the health care delivery system including expanding the independent role of the nurse, ensuring evidence-based educational outcomes, engaging in political processes, and improving access to health care.</td>
</tr>
</tbody>
</table>
Standards

Mean scores will be evaluated according to the following standards:

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

Yellow Light—
2.5 to 2.9 = Marginal performance

Red Light—
Below 2.5 = Not acceptable
Appendix B

Community Advisory Group

Millikin University
School of Nursing
Community Advisory Group
Wednesday, May 19, 2010

MINUTES

CALL TO ORDER: The meeting was called to order by Cheryl Hilgenberg, Chair, at 11:30 a.m. in LTSC # 112.

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

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

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

Everyone went around the room and introduced themselves.

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

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

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

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

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

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

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

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

SCHOOL OF NURSING
UPDATE

Undergraduates
- MU SON has had an increase in freshman and transfer applicants.
• We will be partnering with Central Illinois Placement (CIP) to try out the new online clinical scheduling.
  o The CIP program will coordinate agencies and Schools of Nursing’s clinical schedules.
  o There is no charge for the service until May 2011 and then agencies will have to make a decision on whether or not to continue.
  o The goal of the program is to reduce redundancy which will save time and money.
  o Disadvantage is the inputting of all the information and fitting in the non traditional time slots.
  o Advantage is the ability to expand 25% more sites by using this system. One can see open opportunities of sites to use.
• MU SON has a 94% retention rate of freshman.
• The average ACT score in the SON is higher

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

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

COMMUNITY AGENCY REPORTS:

Health care trends and implications for practice:
Memorial Medical Center (MMC)
• Memorial Medical Center just purchased a 1.5 million
A dollar robot that can count and package up to 500 different types of medications.

- A new unit has been added that provides 22 private beds.
- Robotic surgery is now being used.
- To decrease the risk of infection, the surgery area of the hospital will be reducing the number of students who can go into surgery.
- MMC is promoting quality and safety through their Health Care Reform program and suggested that Millikin consider adding it to the undergraduate curriculum.

**Imboden Creek Gardens**

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

**St. Mary’s Hospital**

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

**CHIC**

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

**ANNOUNCEMENTS:** None

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

Respectfully submitted,
Cheryl Hilgenberg, Chair
**Appendix C**

*Aggregate Data on Residency Outcomes*

**Millikin University**  
**School of Nursing MSN Program**  
**Clinical Nurse Leader (CNL) - Practice Performance Evaluation**

Name: ______________________________  Date: __________  Course: __________

Name of Agency _____________________  Preceptor: ___________________

Name of Evaluator:______________________________

This evaluation form is designed to provide feedback regarding the student’s ability in the clinical setting within the CNL role. Please evaluate the following competencies utilizing the established numeric scale:  
1= Poor, 2= Below Average, 3= Average, 4= Above Average, 5= Superior. If a student did not fulfill a competency please select not applicable (N/A).

<table>
<thead>
<tr>
<th><strong>CNL Role</strong></th>
<th><strong>Competencies</strong></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocate</td>
<td>Identify clinical and cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality and client-centered care.</td>
<td>2.75 (0.5)</td>
<td>3.89 (0.601)</td>
<td>4.5 (0.71)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N=9</td>
<td></td>
<td>N=4</td>
</tr>
<tr>
<td></td>
<td>Communicates with nurses and other healthcare professionals who provide care to the same clients in that setting and in other settings.</td>
<td>2.44 (0.527)</td>
<td>3.80 (0.422)</td>
<td>5.00 (0.0)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N=10</td>
<td></td>
<td>N=3</td>
</tr>
<tr>
<td></td>
<td>Reviews and evaluates patient care guidelines/protocols and implements a guideline to address patient care issues and readiness for discharge.</td>
<td>3.00 (0.0)</td>
<td>4.10 (0.568)</td>
<td>4.0 (0.0)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N=10</td>
<td></td>
<td>N=2</td>
</tr>
<tr>
<td></td>
<td>Identifies, disseminates and applies evidence for practice and for changing practice.</td>
<td>2.88 (0.354)</td>
<td>4.00 (0.471)</td>
<td>4.67 (0.57)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N=10</td>
<td></td>
<td>N=3</td>
</tr>
<tr>
<td></td>
<td>Reviews policies within the health care organization and identifies opportunities for development or change.</td>
<td>2.88 (0.354)</td>
<td>3.67 (0.50)</td>
<td>4.33 (1.15)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N=9</td>
<td></td>
<td>N=3</td>
</tr>
<tr>
<td></td>
<td>Identifies potential equity and justice issues within the health care setting related to client care.</td>
<td>2.5 (0.548)</td>
<td>4.0 (0.50)</td>
<td>4.5 (0.71)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N=9</td>
<td></td>
<td>N=2</td>
</tr>
<tr>
<td></td>
<td>Identifies health care issues and presents evidence based recommendations for change.</td>
<td>2.71 (0.488)</td>
<td>4.11 (0.601)</td>
<td>4.67 (0.57)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N=9</td>
<td></td>
<td>N=3</td>
</tr>
<tr>
<td>CNL Role</td>
<td>Competencies</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Member of Profession</strong></td>
<td>Analyses the care of a patient cohort and the care environment in light of ANA Nursing Standards of Care and the Code of Ethics.</td>
<td>2.33</td>
<td>4.00</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Actively participates in agency unit and or organization wide committee(s)</td>
<td>2.83</td>
<td>3.89</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Team Manager</strong></td>
<td>Designs, coordinates and evaluates plans of care for a cohort of patients incorporating patient/family input and team members.</td>
<td>2.43</td>
<td>3.88</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>Monitors and delegates care in the patient care setting.</td>
<td>2.43</td>
<td>3.67</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Participate and presents to the multidisciplinary team evidence based recommendations that improve patient care outcomes and efficiency</strong></td>
<td></td>
<td>2.86</td>
<td>3.80</td>
<td>4.67</td>
</tr>
<tr>
<td><strong>Participate in a multidisciplinary team meeting with incorporation of the patient and or family as part of the team meeting.</strong></td>
<td></td>
<td>2.75</td>
<td>4.17</td>
<td>5.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CNL Role</th>
<th>Competencies</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information Manager</strong></td>
<td>Uses patient data to develop and implement patient care for a cohort of patients.</td>
<td>2.75</td>
<td>4.10</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Evaluates the impact of available and new technology on nursing staff, patients and family.</td>
<td>2.33</td>
<td>3.71</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Systems Analyst</strong></td>
<td>Participates in establishing and reviewing interdisciplinary patient care plans with the health care team.</td>
<td>2.43</td>
<td>3.60</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>Applies evidence-based practice as basis for client care decisions.</td>
<td>2.88</td>
<td>4.22</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Works with quality improvement team to improve patient safety and outcomes</td>
<td>2.78</td>
<td>3.60</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>Identifies and analyzes barriers and facilitators within the organization’s microsystem as they relate to a cohort population</td>
<td>2.57</td>
<td>4.00</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Clinician</strong></td>
<td>Plans and delegates care for the patients with multiple chronic health problems, identifying nursing interventions to impact outcomes of care.</td>
<td>2.43</td>
<td>3.90</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>Uses existing database to evaluate aggregate care outcomes for a designed microsystem with a focus on nursing interventions.</td>
<td>2.43</td>
<td>3.56</td>
<td>4.0</td>
</tr>
<tr>
<td>Outcomes Manager</td>
<td>Competencies</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Contributes to interdisciplinary plans of care based on best practice guidelines</td>
<td>2007 2.50 (0.535)</td>
<td>2008 4.00 (0.471)</td>
<td>2009 5.0 (0.0)</td>
<td>N= 10</td>
</tr>
<tr>
<td>and current evidence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinates care for a group of patients based on evidence-based guidelines</td>
<td>2007 2.50 (0.548)</td>
<td>2008 3.90 (0.738)</td>
<td>2009 5.0 (0.0)</td>
<td>N= 10</td>
</tr>
<tr>
<td>and quality care standards.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revises patient care based on analysis of outcomes and evidence-based knowledge.</td>
<td>2007 2.57 (0.535)</td>
<td>2008 3.88 (0.354)</td>
<td>2009 5.0 (0.0)</td>
<td>N= 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzes unit resources and establishes priorities for maximizing outcomes.</td>
<td>2007 2.40 (0.548)</td>
<td>2008 3.78 (0.441)</td>
<td>2009 4.67 (0.57)</td>
<td>N= 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducts a patient care team research review to examine patient outcomes.</td>
<td>2007 2.43 (0.535)</td>
<td>2008 3.56 (0.527)</td>
<td>2009 4.5 (0.71)</td>
<td>N= 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CNL Role</th>
<th>Competencies</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>N=</th>
<th>N=</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator</td>
<td>Presents a case study or journal research article at a unit meeting or grand rounds.</td>
<td>2007 2.8 (0.447)</td>
<td>2008 4.00 (0.707)</td>
<td>2009 5.0 (0.0)</td>
<td>N= 5</td>
<td>N= 1</td>
</tr>
<tr>
<td></td>
<td>Provides health education for an individual patient or cohort based on risk profile.</td>
<td>2007 2.43 (0.535)</td>
<td>2008 3.70 (0.483)</td>
<td>2009 5.0 (0.0)</td>
<td>N= 10</td>
<td>N= 3</td>
</tr>
<tr>
<td></td>
<td>Creates or reviews an educational module with patient and families and or staff.</td>
<td>2007 2.67 (0.516)</td>
<td>2008 3.89 (0.333)</td>
<td>2009 5.0 (0.0)</td>
<td>N= 9</td>
<td>N= 3</td>
</tr>
<tr>
<td></td>
<td>Participates and or develops a health education plan for a unit-specific issue common to multiple clients.</td>
<td>2007 2.80 (0.447)</td>
<td>2008 4.11 (0.33)</td>
<td>2009 5.0 (0.0)</td>
<td>N= 9</td>
<td>N= 3</td>
</tr>
<tr>
<td></td>
<td>Implements and evaluates the health education plan, the role of the team, learning methods, client interactions and client outcomes.</td>
<td>2007 2.33 (0.516)</td>
<td>2008 3.89 (0.33)</td>
<td>2009 4.0 (0.0)</td>
<td>N= 9</td>
<td>N= 3</td>
</tr>
<tr>
<td></td>
<td>Develops and implements a professional development session for nursing and ancillary staff.</td>
<td>2007 2.20 (0.447)</td>
<td>2008 4.0 (0.50)</td>
<td>2009 5.0 (0.0)</td>
<td>N= 9</td>
<td>N= 3</td>
</tr>
</tbody>
</table>

Total Score
2007 63.67 (24.20) [Note 1-3 scale]

Competencies 3.85 (0.3)
Competencies 4.78 (0.3)
Comments:

Student: ____________________________ Date: ______________
Preceptor: __________________________ Date: ______________

Faculty: ____________________________ Date: ______________

Requirements: (check box) □ Met □ Not Met

Approved September 5, 2007; Revised October 1, 2008
### Millikin University
### School of Nursing MSN Program
### Nurse Educator (NE) - Practice Performance Evaluation

Name: __________________________ Date: ________ Course: __________

Name of Agency __________________________ Preceptor: __________________________

Name of Evaluator: __________________________

This evaluation form is designed to assist in the evaluation of a student’s ability in the clinical setting within the Nurse Educator role. Please evaluate the following competencies utilizing the established numeric scale: 1= Poor, 2= Below Average, 3= Average, 4= Above Average, 5= Superior. If a student did not fulfill a competency please select not applicable (N/A).

<table>
<thead>
<tr>
<th>NE Role</th>
<th>Competencies</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
<td>Implements a variety of teaching strategies appropriate to the learner needs.</td>
<td>2.67</td>
<td>3.33</td>
<td>4.21</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>[Note 1-3 scale]</td>
<td>0.5</td>
<td>0.89</td>
<td>0.89</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Implements teaching strategies based on educational theory and evidence based practice.</td>
<td>2.56</td>
<td>3.67</td>
<td>4.37</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.52</td>
<td>1.52</td>
<td>0.68</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Engages in self-reflection and continued learning to improve teaching practices.</td>
<td>2.91</td>
<td>4.0</td>
<td>4.2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.30</td>
<td>1.73</td>
<td>0.78</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Utilizes informational technology skillfully to facilitate and support the teaching-learning process.</td>
<td>2.56</td>
<td>3.33</td>
<td>4.06</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.52</td>
<td>2.08</td>
<td>0.87</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Utilizes oral, written and electronic communication, to convey ideas in a variety of contexts</td>
<td>2.60</td>
<td>3.33</td>
<td>4.0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.51</td>
<td>2.08</td>
<td>0.89</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Creates opportunities for learners to develop their critical thinking and clinical reasoning skills.</td>
<td>2.78</td>
<td>3.33</td>
<td>4.25</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.44</td>
<td>2.08</td>
<td>0.77</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Is enthusiastic and motivates students to learn.</td>
<td>2.82</td>
<td>4.00</td>
<td>4.22</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.40</td>
<td>1.0</td>
<td>0.80</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Established positive working relationships with students, faculty and the clinical agency to promote positive learning environments.</td>
<td>2.73</td>
<td>5.0</td>
<td>4.24</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.47</td>
<td>0.0</td>
<td>0.83</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Demonstrates a sound practice knowledge base needed to help learners prepare for nursing practice.</td>
<td>2.70</td>
<td>3.67</td>
<td>4.31</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.48</td>
<td>1.52</td>
<td>0.79</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Instructs learners in a well-organized, clear, concise manner while ensuring learning objectives have been met.</td>
<td>2.57</td>
<td>3.00</td>
<td>4.44</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.52</td>
<td>2.0</td>
<td>0.63</td>
<td>16</td>
</tr>
<tr>
<td>NE Role</td>
<td>Competencies</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
<td>N=</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>Socialization</td>
<td>Provides learners with opportunity to clarify and address questions.</td>
<td>2.70 (-)</td>
<td>3.67 (-)</td>
<td>4.20 (-)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Identified individual learning styles and unique learning needs of multicultural, educationally disadvantaged, physically challenged and at risk students.</td>
<td>2.38 (-)</td>
<td></td>
<td>3.8 (-)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Identified resources for diverse learners and facilitated their individual learning needs.</td>
<td>2.14 (-)</td>
<td></td>
<td>3.67 (-)</td>
<td>0</td>
</tr>
<tr>
<td>NE Role</td>
<td>Competencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaged in appropriate counseling strategies that helped learners meet their professional goals.</td>
<td>2.43 (-)</td>
<td>3.5 (-)</td>
<td>4.63 (-)</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Created learning environments that focused on socialization to the role of nursing.</td>
<td>2.56 (-)</td>
<td>4.5 (-)</td>
<td>4.0 (-)</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Assisted learners to develop the ability to engage in thoughtful self and peer evaluation.</td>
<td>2.63 (-)</td>
<td>4.5 (-)</td>
<td>4.21 (-)</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Models professional behaviors for learners, such as, engagement in lifelong learning activities, dissemination of information and advocacy.</td>
<td>2.80 (-)</td>
<td>3.67 (2.3)</td>
<td>4.33 (-)</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Assessment/Evaluation</td>
<td>Uses current literature to provide evidence-based learner assessments and evaluations.</td>
<td>2.70 (-)</td>
<td>4.5 (-)</td>
<td>4.08 (-)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Provides timely and constructive feedback to learners.</td>
<td>2.60 (-)</td>
<td>5.00 (-)</td>
<td>4.75 (-)</td>
<td>2</td>
</tr>
<tr>
<td>Curriculum/Outcomes</td>
<td>Demonstrates the ability to write program outcomes, competency statements, learning objectives and selecting appropriate activities and evaluation strategies.</td>
<td>2.63 (-)</td>
<td>5.00 (-)</td>
<td>4.75 (-)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Examines learner outcomes and identifies course/program strengths and weaknesses.</td>
<td>2.60 (-)</td>
<td></td>
<td>4.5 (-)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Makes appropriate recommendations for revision of course curriculum based on theory, current evidence and learner needs.</td>
<td>2.67 (-)</td>
<td></td>
<td>4.43 (-)</td>
<td>0</td>
</tr>
<tr>
<td>Change Agent/Leader</td>
<td>Participates in interdisciplinary activities/meetings which facilitate learner educational needs.</td>
<td>2.88 (-)</td>
<td>3.5 (-)</td>
<td>4.43 (-)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Demonstrates leadership skills in the educational environment.</td>
<td>2.73 (-)</td>
<td>3.67 (-)</td>
<td>4.06 (-)</td>
<td>3</td>
</tr>
</tbody>
</table>
| Quality Improvement | Actively seeks opportunities for professional development within the educator role. | 2007 2.70 (0.483)  
2008 3.67 (1.52)  
2009 3.94 (0.89) | N= 3  
N= 3  
N=17 |
|------------------|-------------------------------------------------------------------------------------------------|----------------|----------------|
| Uses feedback gained from self, student and faculty to improve role effectiveness. | 2007 2.64 (0.505)  
2008 5.0 (0.00)  
2009 4.13 (0.80) | N= 2  
N= 2  
N=16 |
| Reviews and analyzes previous course/program data and current data to determine course/program quality. | 2007 2.5 (0.535)  
2008  
2009 4.25 (0.957) | N=0  
N=0  
N=4 |

| NE Role | Competencies | 2007 2.73 (0.467)  
2008 5.0 (0.00)  
2009 3.85 (0.80) | N= 2  
N= 2  
N=13 |
|---------|--------------|----------------|----------------|
| Scholarship | Demonstrates a spirit of inquiry about teaching, student development and evaluation methods. | 2007 2.73 (0.467)  
2008 5.0 (0.00)  
2009 3.85 (0.80) | N= 2  
N= 2  
N=13 |
| Environment | Identifies how social, economic, political and institutional forces influence nursing education. | 2007 2.5 (0.535)  
2008 4.5 (0.707)  
2009 4.12 (0.857) | N= 2  
N= 2  
N=17 |
| Demonstrates the values of respect, collegiality, professionalism and caring as a nurse educator. | 2007 2.73 (0.467)  
2008 3.67 (2.3)  
2009 4.26 (0.81) | N= 3  
N= 3  
N=23 |

**Total Score**

2007 67.73 (14.96) **[Note 1-3 scale]**

2008 81.67 (48.5) Competencies 2.96 (1.19)

2009 69.5 (34.37) Competencies 4.21 (0.74)

Comments:

Student: _____________________________________________  Date: __________

Preceptor: ___________________________________________  Date: __________

Faculty: _____________________________________________  Date: __________

Requirements: (check box)  □ Met  □ Not Met

Approved September 5, 2007; Revised October 1, 2008
Appendix D

Educational Benchmarking Survey

EBI: Educational Benchmarking Report 2009
MSN Program

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

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

In the 2009 report, a total of 12 MSN students were surveyed in the 2008-2009 academic year; all 12 returned surveys for a 100% response rate. Overall, 111 institutions with MSN programs participated in the EBI survey with a 53% response rate from all students surveyed. This assessment report will focus on the Priority Matrix which provides the most comprehensive view of the data and “establishes those factors that are most important to Overall Satisfaction” (EBI MSN report, p. 14). The MSN program was initiated in 2006; therefore, academic year 2008-2009 was the first year of data collection for graduating MSN students and trend data for factors in the Priority Matrix will be available for reporting in future years. Mean ratings from all institutions participating in 2009 is presented to provide useful context for analyzing the current Millikin data, but trend data for all institutions will not be reported because the number and types of institutions that participate varies from year to year. A rating of 1.00 is low satisfaction and a rating of 7.00 is the highest possible level of satisfaction. The complete detailed report can be viewed in the office of Dr. Deborah Slayton, School of Nursing Director, in LTSC 101.

It is important to note that there are several items where no data are reported from Millikin. Factors 9 through 16 apply to Advanced Practice Nurses (APNs) only. Advanced Practice Nurses refer to certified nurse practitioners, nurse midwives, clinical nurse specialists, and nurse anesthesia providers who are eligible for licensure by the state of Illinois as Advanced Practice Nurses. At the current time, the clinical nurse leader and nurse educator tracks in the Millikin MSN program are not defined as advanced practice nurse roles for purposes of licensure. The
ranking is random for the approximately 25 schools participating in the survey that do not have Advanced Practice programs and is irrelevant to assessment of the Millikin MSN program.

### EBI Millikin MSN First Year Data

<table>
<thead>
<tr>
<th>Factor</th>
<th>2009 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall program effectiveness</td>
<td>5.44</td>
</tr>
<tr>
<td>Quality of faculty and instruction</td>
<td>6.42</td>
</tr>
<tr>
<td>Quality and availability of curriculum</td>
<td>6.24</td>
</tr>
<tr>
<td>Administration and academic advising</td>
<td>6.26</td>
</tr>
<tr>
<td>Quality of support services</td>
<td>6.06</td>
</tr>
<tr>
<td>Learning outcomes from core masters: Role development</td>
<td>6.03</td>
</tr>
<tr>
<td>Learning outcomes from core masters: Core knowledge</td>
<td>6.36</td>
</tr>
<tr>
<td>Learning outcomes from core masters: Financial aspects of health care</td>
<td>5.14</td>
</tr>
<tr>
<td>Learning outcomes from core masters: Research aspects</td>
<td>6.65</td>
</tr>
<tr>
<td>Learning outcomes from didactic/clinical: Advanced Health Assessment (for APNs only)</td>
<td>0.00</td>
</tr>
<tr>
<td>Learning outcomes from didactic/clinical: Differentiation of findings (for APNs only)</td>
<td>0.00</td>
</tr>
<tr>
<td>Learning outcomes from didactic/clinical: Acute and chronic conditions (for APNs only)</td>
<td>0.00</td>
</tr>
<tr>
<td>Learning outcomes from didactic/clinical: Prescription drugs (for APNs only)</td>
<td>0.00</td>
</tr>
<tr>
<td>Learning outcomes from didactic/clinical: Patient care (for APNs only)</td>
<td>0.00</td>
</tr>
<tr>
<td>Learning outcomes from didactic/clinical: Course work (for APNs only)</td>
<td>0.00</td>
</tr>
<tr>
<td>Learning outcomes from didactic/clinical: Clinical laboratory procedures (for APNs only)</td>
<td>0.00</td>
</tr>
<tr>
<td>Learning outcomes from didactic/clinical: Clinical epidemiological principles (for APNs only)</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### Comparison of Millikin with All Participating Institutions in 2009

<table>
<thead>
<tr>
<th>Factor</th>
<th>Millikin Mean</th>
<th>All Institutions Weighted Mean</th>
<th>MU Rank Within the 111 Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall program effectiveness</td>
<td>5.44</td>
<td>5.10</td>
<td>42</td>
</tr>
<tr>
<td>Quality of faculty and instruction</td>
<td>6.42</td>
<td>5.96</td>
<td>22</td>
</tr>
<tr>
<td>Quality and availability of curriculum</td>
<td>6.24</td>
<td>6.09</td>
<td>42</td>
</tr>
<tr>
<td>Administration and academic advising</td>
<td>6.26</td>
<td>5.69</td>
<td>15</td>
</tr>
<tr>
<td>Quality of support services</td>
<td>6.06</td>
<td>5.70</td>
<td>28</td>
</tr>
<tr>
<td>Learning outcomes from core masters: Role development</td>
<td>6.03</td>
<td>5.91</td>
<td>51</td>
</tr>
<tr>
<td>Learning outcomes from core masters: Core</td>
<td>6.36</td>
<td>5.99</td>
<td>21</td>
</tr>
</tbody>
</table>
### Knowledge

| Learning outcomes from core masters: Financial aspects of health care | 5.14 | 5.35 | 77 |
| Learning outcomes from core masters: Research aspects | 6.65 | 5.70 | 2  |
| Learning outcomes from didactic/clinical: Advanced health assessment (for APNs only) | 0.00 | 0.00 | 103 |
| Learning outcomes from didactic/clinical: Differentiation of findings (for APNs only) | 0.00 | 0.00 | 103 |
| Learning outcomes from didactic/clinical: Acute and chronic conditions (for APNs only) | 0.00 | 0.00 | 103 |
| Learning outcomes from didactic/clinical: Prescription drugs (for APNs only) | 0.00 | 0.00 | 103 |
| Learning outcomes from didactic/clinical: Patient care (for APNs only) | 0.00 | 0.00 | 103 |
| Learning outcomes from didactic/clinical: Course work (for APNs only) | 0.00 | 0.00 | 103 |
| Learning outcomes from didactic/clinical: Clinical laboratory procedures (for APNs only) | 0.00 | 0.00 | 103 |
| Learning outcomes from didactic/clinical: Clinical epidemiological principles (for APNs only) | 0.00 | 0.00 | 103 |

Data from the first graduating MSN students are somewhat difficult to analyze. Students are clearly very satisfied with their learning related to research, with the academic advising, with the quality of faculty and instruction, and with overall program effectiveness. The high ratings on these items rank Millikin in the top half of programs participating in the 2009 survey. This is encouraging data from the first graduating students.

After the MSN program was initiated in fall 2006, a white paper was published in 2007 by the Commission on Collegiate Nursing Education (CCNE) recommending that knowledge related to health assessment, pharmacology, and physiology and pathophysiology be taught in separate distinct courses rather than integrated into other courses. Acting on this recommendation, the School of Nursing faculty revised the MSN curriculum to reflect the CCNE recommendations. The MSN Committee examined the curriculum and recommended major changes that were approved 4-16-08, and were subsequently approved by the Nursing Curriculum Committee (4-23-08) and the Nurse Faculty Committee (4-23-08). The new courses were piloted the first time in fall 2008, and also approved by the university Council on Curriculum. Therefore, the first students entering the program in 2006 who responded to this survey would not have taken separate advanced courses in health assessment, pharmacology, and physiology.

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

Respectfully submitted,

Cheryl Hilgenberg,
Professor School of Nursing
Appendix E

MSN Exit Survey

Millikin University School of Nursing MSN Exit Survey
Summary for December 2008 MSN graduates (N = 3)

Class Descriptors:

✓ All 3 (100%) of the December 2008 MSN graduates responded to the on-line questionnaire.
✓ All three were female.
✓ The two MSN tracks were represented as follows: One hundred percent (n = 3) were clinical nurse leaders.
✓ All three were admitted directly to the MSN program.
✓ All three students identified themselves as white (non-Hispanic/Latino).
✓ The ages ranged from 44 to 60, with the mean age = 51 years.

Asking primarily about professional success:

✓ At the time of the completion of the survey, one graduate (33 %) identified being employed within the professional field of nursing in the major area of her MSN. Two (67 %) were employed within the professional field of nursing outside of the major area of their MSN.
✓ The number of hours employed per week ranged from 32 to 40, with the mean number of hours = 36.
✓ The MSN graduates’ employment position titles encompassed the following:
  o One was a staff nurse at the time of graduation.
  o One was designated “Clinical Nurse III.”
  o One was designated “Orthopedic Nurse Leader”.
✓ One MSN graduate indicated that she ultimately planned to earn a doctoral degree in nursing.
✓ The certifications presently held by the MSN graduates included the following:
  o ANCC Medical-Surgical Nursing
✓ The certifications the MSN graduates planned to pursue included the following:
  o CNL
  o ANCC Medical-Surgical Nursing
  o Orthopedic
✓ The professional salaries presently earned by the MSN graduates were as follows:
  o One (33 %) earning greater than $40,000 but less than or equal to $50,000;
  o One (33 %) earning greater than $50,000 but less than or equal to $60,000; and
  o One (33 %) earning greater than $60,000 but less than or equal to $70,000.
The respondents reported that the percentage that their annual salaries constituted of their household incomes as follows:

- One (33 %) income made up 25 % – 50 % of their household income; and
- Two (67 %) incomes made up 76% - 100% of their household incomes.

**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>Total “professional success” indices = 3.87 (2008)</th>
<th>2008 mean score</th>
<th>2007 mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To what degree do you demonstrate leadership that enhances patient-centered outcomes through management of the care environment and reliance upon evidence-based nursing practice?</td>
<td>4.67</td>
<td>4.38</td>
</tr>
<tr>
<td>2</td>
<td>To what degree do you develop advanced nursing knowledge for quality improvement of patient outcomes in diverse populations and health care delivery effectiveness through interdisciplinary collaboration?</td>
<td>3.67</td>
<td>3.57</td>
</tr>
<tr>
<td>3</td>
<td>To what degree do you provide nursing leadership through the health care delivery system including expanding the independent role of the nurse, ensuring evidence-based educational outcomes, engaging in political processes, and improving access to health care?</td>
<td>3.67</td>
<td>4.14</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>4.00</td>
<td>4.63</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>3.33</td>
<td>4.57</td>
</tr>
</tbody>
</table>
**Asking primarily about a life of personal meaning and value:**

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

<table>
<thead>
<tr>
<th>Question</th>
<th>2008 mean score</th>
<th>2007 mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total “life of personal meaning and value” indices = 4.61 (2008)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total “life of personal meaning and value” indices = 4.54 (2007)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 To what degree did the Millikin University School of Nursing contribute to your development of a personal life of meaning and value?</td>
<td>4.67</td>
<td>4.63</td>
</tr>
<tr>
<td>7 To what degree did the Millikin University School of Nursing encourage your involvement in professional and community activities?</td>
<td>4.67</td>
<td>4.50</td>
</tr>
<tr>
<td>8 To what degree did the Millikin University School of Nursing guide you to understand and respond to legal/ethical issues in your professional practice?</td>
<td>4.50</td>
<td>4.50</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>2008 mean score</th>
<th>2007 mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total “democratic citizenship” indices = 4.50 (2008)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total “democratic citizenship” indices = 4.26 (2007)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 To what degree did the Millikin University School of Nursing promote your involvement in patient advocacy?</td>
<td>5.00</td>
<td>4.50</td>
</tr>
<tr>
<td>10 To what degree did the Millikin University School of Nursing promote your involvement in</td>
<td>4.00</td>
<td>3.63</td>
</tr>
</tbody>
</table>
To what degree did the Millikin University School of Nursing promote your commitment to the public’s health?  

<table>
<thead>
<tr>
<th>Question</th>
<th>2008 mean score</th>
<th>2007 mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 To what degree did the Millikin University School of Nursing promote your commitment to the public’s health?</td>
<td>4.67</td>
<td>4.25</td>
</tr>
<tr>
<td>12 To what degree did the Millikin University School of Nursing promote your involvement in the advancement of professional nursing (through participation in professional organizations and leadership roles in your community)?</td>
<td>4.33</td>
<td>4.38</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></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13 To what degree did the School of Nursing foster the development of you into a leader committed to advancing professional nursing excellence?</td>
<td>4.67</td>
<td>4.75</td>
</tr>
<tr>
<td>14 To what degree did the School of Nursing prepare you to be a nursing leader who integrates knowledge, skills, and values in your professional practice within a global community?</td>
<td>4.67</td>
<td>4.50</td>
</tr>
<tr>
<td>15 To what degree did the School of Nursing achieve its goal of making you a life-long learner who is able to actively shape the future of nursing and health care?</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>16 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>4.67</td>
<td>4.50</td>
</tr>
<tr>
<td>17 To what degree did the School of Nursing prepare you for additional formal education?</td>
<td>4.67</td>
<td>4.25</td>
</tr>
<tr>
<td>18 To what degree would you be likely to recommend the</td>
<td></td>
<td></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

- **GENERAL:** “Extend the program to 2 years instead of 18 months because [it would] allow [us] to cover extra important material for both track[s].

- **A. Professional Values:** Honoring diversity and human dignity, social justice, patient and professional autonomy
  
  - The education I received at Millikin has helped me advance as a professional. As an ADN, I had not received the background on these particular topics.

- **B. Core Knowledge:** Legal and ethical influences, change, health promotion, risk reduction, health maintenance & restoration, advocacy
  
  - One of the major functions of the CNL is being a patient advocate. Much time was spent on this topic.

- **C. Skills:** Nursing process, leadership, communication, resource management, critical thinking, research, evidence and theory-based practice
  
  - I now have a strong background regarding research, evidence and theory-based practice. The classes in the MSN program gave me a strong sense of these particular topics. It seemed as though each class integrated some aspect of these topics.

Please provide us with the names and telephone contact information of any individuals you believe would be good candidates for the MSN program.

What were the greatest barriers you faced when deciding to attend Millikin University and/or begin an MSN program?

- The amount of work that has to be done to successfully obtain a MSN degree. Millikin made it doable for me. I have a busy family life and work full-time. I was able to be successful by decreasing my work hour to 32 per week. The faculty is excellent and very supportive. The
expectations are explained in advance and I was able to make adjustments in my schedule to get my studies complete within the required time line.

- Time commitment while working full-time. It was difficult to enter the MSN program and join a cohort that had already completed one semester.
- Time constraints imposed by working full time and trying to complete an 18 month program in 16 months.

*Summarized by Deb Slayton*
Appendix F

MSN Alumni Survey

Results of the School of Nursing Alumni Survey
Summer 2009: For MSN graduates, December 2007

The School of Nursing graduate alumni survey was implemented for the first time Summer, 2009 (18 months following the graduation of the first eight students from the MSN class in December, 2008). The survey assesses the mission, program goals, and student learning outcomes. The alumni survey is given to graduate students approximately 1 ½ years and 5 ½ years after graduation. Beginning summer of 2007, the alumni surveys were piloted electronically for the first time in an effort to increase the participation of individuals of an internet-savvy generation. The alumni survey request is sent annually via postcards with the survey e-mail site on it. In 2008, the School of Nursing began a Facebook page for alumni. At that time, the invitation to participate was also provided on that site.

Descriptors:
- N = 4.
- All respondents were female.
- All respondents were “White (not Hispanic origin);”
- Mean age was 39 years of age with a range from 27 – 51.
- All of the respondents hold licenses in Illinois.

Professional Success:
- All are currently employed within the selected field of their MSN.
- Fifty percent plan to earn a Doctoral Degree in nursing as their highest educational degree.
- Fifty percent hold certifications as Clinical Nurse Leaders.
- They identify their annual salary as follows:
  - One (1) -- 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
  - Two (2) -- Greater than $60,000
Comparative MSN Alumni Surveys (Results: 2009)

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></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indice: Professional Success (this is the mean of the following 5 items in total)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.75</td>
</tr>
<tr>
<td>1 To what degree do you demonstrate the core knowledge, competencies, and values of professional nursing in your practice?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.75</td>
</tr>
<tr>
<td>2 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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.75</td>
</tr>
<tr>
<td>3 To what degree do you demonstrate a commitment to ongoing personal and professional development through formal and informal experiences in your practice?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.00</td>
</tr>
<tr>
<td>4 To what degree do you inform your nursing practice with research, evidence-based practice, and continuing professional education?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.75</td>
</tr>
<tr>
<td>5 To what degree do you participate in the development of evidence-based practice or research studies in your practice?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.50</td>
</tr>
</tbody>
</table>
### Life of personal meaning and value:

<table>
<thead>
<tr>
<th>Indice: Life of Personal Meaning and Value (this is the mean of the following 3 items in total)</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 To what degree did the Millikin University School of Nursing contribute to your development of a personal life of meaning and value?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.75</td>
</tr>
<tr>
<td>2 To what degree did the Millikin University School of Nursing encourage your involvement in professional and community activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.50</td>
</tr>
<tr>
<td>3 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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.00</td>
</tr>
</tbody>
</table>

### Democratic citizenship:

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

<table>
<thead>
<tr>
<th>Indice: Democratic citizenship (this is the mean of the following 4 items in total)</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 To what degree did the Millikin University School of Nursing promote your involvement in patient advocacy?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.00</td>
</tr>
<tr>
<td>2 To what degree did the Millikin University School of Nursing promote your involvement in legislative/campaign</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.00</td>
</tr>
</tbody>
</table>
3 To what degree did the Millikin University School of Nursing promote the infusion of public health concepts in your life? 4.00

4 To what degree did the Millikin University School of Nursing promote your involvement in the advancement of professional nursing (through participation in professional organizations and leadership roles in your community)? 4.50

Program/curriculum:

<table>
<thead>
<tr>
<th></th>
<th>Indice: Program/Curriculum (this is the mean of the following 6 items in total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To what degree did the School of Nursing help to develop within you a commitment to professional nursing excellence? 4.75</td>
</tr>
<tr>
<td>2</td>
<td>To what degree did the School of Nursing prepare you to synthesize knowledge, skills, and values for professional practice in a global community? 4.50</td>
</tr>
<tr>
<td>3</td>
<td>To what degree did the School of Nursing prepare you to be a life-long learner able to envision and shape the future of nursing and health care? 4.75</td>
</tr>
<tr>
<td>4</td>
<td>To what degree did the School of Nursing prepare you for your current employment (if not currently employed, for your most recent employment)? 4.50</td>
</tr>
<tr>
<td>5</td>
<td>To what degree did the School of Nursing prepare you for additional formal education 4.00</td>
</tr>
</tbody>
</table>
6 | To what degree would you be likely to recommend the Millikin University School of Nursing to friends or acquaintances? | 4.75

Comments (1) 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.”

- As I look back, being a guinea pig in the first MSN class was very satisfying – even if frustrating at times. I am proud to have been engaged in my master’s study there when the planning was happening concurrently with the implementation. I learned a lot about the educational process of how things get done in academia.
Appendix G

Employer Surveys

Millikin University School of Nursing
Employer Survey Results from May, 2009
BSN and MSN Graduates

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Demonstrate the core knowledge, competencies, and values of professional nursing?</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 yr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>2</td>
<td>5 yr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.50</td>
</tr>
<tr>
<td>3</td>
<td>1 yr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>4</td>
<td>5 yr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.50</td>
</tr>
<tr>
<td>4</td>
<td>1 yr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>4</td>
<td>5 yr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.50</td>
</tr>
<tr>
<td>4</td>
<td>1 yr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>Use the nursing process to assess, plan, implement, evaluate, and revise patient care?</td>
<td>5 yr</td>
<td></td>
<td></td>
<td>4.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>5</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>
<td>2009</td>
</tr>
<tr>
<td></td>
<td>Communicate, advocate, and collaborate effectively with diverse patients, families, peers, and other professionals?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td></td>
<td>Effectively use knowledge of social, ethical, and political issues?</td>
<td>1 yr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td></td>
<td>Demonstrate leadership skills and accountability?</td>
<td>1 yr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td></td>
<td>Participate in the development and use of evidence-based practice or research studies?</td>
<td>1 yr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Demonstrate proficiency in basic technical nursing skills?</td>
<td>1 yr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.33</td>
</tr>
</tbody>
</table>


**Employer Surveys Assessment of MSN Millikin Graduate (2009)**

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 3.0 is the benchmark.

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Demonstrate leadership that enhances patient centered outcomes through management of the care environment and evidence-based practice?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>4.33</strong></td>
</tr>
<tr>
<td>11</td>
<td>Demonstrate advanced nursing knowledge used for quality improvement of patient outcomes in diverse populations and health care delivery effectiveness through interdisciplinary teams?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>4.33</strong></td>
</tr>
<tr>
<td>12</td>
<td>Provide nursing leadership through the health care delivery system by expanding the independent role of the nurse?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>4.00</strong></td>
</tr>
<tr>
<td>13</td>
<td>Provide nursing leadership through the health care delivery system by ensuring evidence-based educational and/or patient outcomes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>4.33</strong></td>
</tr>
<tr>
<td>14</td>
<td>Provide nursing leadership through the health care delivery system by engaging in political processes and improving access to health care?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>4.00</strong></td>
</tr>
<tr>
<td>15</td>
<td>Develop or participate in research studies that effectively add to the body of evidence-based nursing knowledge?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>4.00</strong></td>
</tr>
<tr>
<td>16</td>
<td>Respond to and promote understanding of legal/ethical issues in professional practice?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>4.00</strong></td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>3.00</strong></td>
<td></td>
</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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>4.00</strong></td>
<td></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></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Employer Surveys Assessment of “General Millikin Nursing Graduate Items” (May, 2009)**

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

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

BOTH means are above the benchmark of 3.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>4.00</strong></td>
</tr>
<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></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>4.00</strong></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></td>
<td></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

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

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

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

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

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

Please feel free to add any other comments suggestions:

- “Stay the course” and continue to advance the preparation of your nursing school program.