

6/1/18

Benedictine University
Master of Science in Nursing (MSN) Program Systematic Evaluation Plan (SEP)

This plan aligns with the Commission on Collegiate Nursing Education (CCNE) *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (amended 2013) and has been reviewed and revised on 5/9/13, 12/12/13, 1/30/14, 2/25/14, 5/8/14, 10/22/14, 5/1/15, 5/8/15, 8/14/17, 9/27/17, 1/11/18, 3/7/18, 4/30/18, 5/25/18

Reformatted 4/8/15

| Standard I - Program Quality: Mission and Governance | | | | |
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| <p>The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.</p> | | | | |
| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
| <p>I-A. The mission, goals, and expected program outcomes are: congruent with those of the parent institution; and Consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.</p> | <p>Mission, goals, and expected program outcomes of Benedictine University (BenU), College of Education and Health Services (COEHS), and Department of Nursing and Health (DONH)</p> <p><i>Benedictine University Faculty Handbook (Faculty Handbook)</i></p> <p>BenU website, DONH web page, and MSN microsite</p> <p>COEHS, DONH, Curriculum, and MSN Program meeting minutes</p> <p><i>The Essentials of Master’s Education in Nursing</i> (AACN, 2011)</p> <p>American Nurses Association (ANA) <i>Nursing Administration Scope and Standards of Practice, 2nd Edition</i> (2016)</p> | <p>MSN Program Committee</p> <p>DONH Committee</p> | <p>Annually in August and with BenU and/or COEHS updates, curriculum revisions, and revised or newly released relevant nursing standards and guidelines</p> | <p>Review BenU, COEHS, and DONH documents</p> <p>Review BenU website, DONH web page, and MSN microsite</p> <p>Review relevant COEHS and DONH meeting minutes</p> <p>Review newly released or revised nursing standard and guidelines</p> |

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| | <p>American Organization of Nurse Executives (AONE) <i>Nurse Executive Competencies</i> (2015)</p> <p>NLN <i>Core Competencies</i> delineated in <i>The Scope of Practice for Academic Nurse Educators</i> (2012)</p> | | | |
| 2015-2016 ACADEMIC YEAR Outcomes and Actions | | | | |
| <p>As a result of the COEHS developing a College mission and vision, the DONH reviewed the COEHS mission and vision with DONH mission and RN to BSN and MSN program goals and expected program outcomes to determine congruence (COEHS minutes 4/28/15 and DONH minutes 9/15/15).</p> <p>University-wide Task Force on Mission, Vision, and C Statements (MVC) invited input through multiple venues including session at 1/13/16 "Start-Up" Gathering and Forums on Catholic and Benedictine Identity and sessions held on 1/29/16 (DONH minutes 1/26/16).</p> <p>DONH Vision Task Force revisited vision as planned at 10/22/14 DONH meeting. Task Force membership revised with plans to review DONH vision for alignment with COEHS vision that was adopted in spring 2015 (DONH minutes 9/15/15, 11/10/15, 12/18/15).</p> <p>MSN faculty engaged in discussion regarding MSN Expected Student Learning Outcome #10: Demonstrate competence in a chosen area of advanced practice (nurse educator or executive nurse leader) that promotes positive health care outcomes for individuals, populations, or systems. The faculty decided to revise the outcome in order to emphasize the expectation of clinical practice at the advanced level.</p> | | | | |
| 2016-2017 ACADEMIC YEAR Outcomes and Actions | | | | |
| <p>DONH Mission-Vision-Goals Task Force was reconvened including two faculty members from the BSN program and two faculty members from MSN program. DONH MVG Task Force revised the department's mission and vision statements for alignment with the new Benedictine University Mission and Vision statements, that had been adopted in Spring 2016 (DONH minutes 8/24/16, 10/11/16, 11/8/16, 12/6/16). DONH revised mission, vision, and goals were approved in 12/2016.</p> <p>DONH Committee approved to combine the RN to BSN program goals and MSN program goals to create the DONH goals, in alignment with the new Benedictine University Mission and Vision statements, the new BenU Commitment Statement, the COEHS Mission and Vision statements, and the <i>Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008) and <i>The Essentials of Master Education in Nursing Practice</i> (AACN, 2011).</p> <p>The DONH web page was updated adding the new DONH Mission and Vision statements and the Departmental Goals, which demonstrate congruency with the BenU mission and vision, and COHES mission and vision statements, and the AACN <i>Essentials</i> and Outcomes</p> <p>BenU Higher Learning Commission Accreditation visit conducted at Lisle campus November 2016. University received positive report with requirement for follow-up report 12/2018 relative to University-wide assessment process update.</p> <p>DONH submitted response to Qualified Faculty Policy required by HLC. All faculty teaching courses in the MSN program must hold a terminal</p> | | | | |

degree. However, if no qualified doctoral prepared faculty are available, an MSN prepared advanced practice nurse who holds an MSN degree and meets the tested experience criteria delineated in the policy may teach NRHL 507: Advanced health Assessment, NRHL 508: Advanced Pathophysiology, and NRHL 509: Advanced Pharmacology (DONH minutes 5/12/17).

The MSN Faculty Manual and MSN Faculty Orientation modules were reviewed and updated to align with the revised mission, vision, and character statement. The revised Manual was posted in *Engage* on 8/29/17.

The MSN program revised program outcome #10 to, Demonstrate competence in master's level clinical nursing practice. (*Essentials I*, VIII, IX). The revised outcome was updated in MSN course syllabi and all program documents.

Exit Assessment Hallmarks

Understanding of Hallmarks: 5.6

Lived Out in Interactions with Faculty and Staff : 5.6

Hallmarks Evident in Curriculum: 5.3

The MSN faculty analyzed the data and were please at the results given only a few Hallmarks had been integrated into course activities when the students were surveyed. The faculty agreed to trend the data for three years as a pilot prior to implementing an expected outcome.

Alumni Assessment Hallmarks

Understanding of Hallmarks: 5.3

Lived Out in Interactions with Faculty and Staff : 5.0

Hallmarks Evident in Curriculum: 4.9

The MSN faculty analyzed the data and were pleased at the results given integration of the Hallmarks had not begun for the alumni participating in the survey. The faculty agreed to trend the data for three years as a pilot prior to implementing an expected outcome

2017-2018 ACADEMIC YEAR

Outcomes and Actions

The DONH goals were revised creating leveled program goals that align with DONH Mission and Vision Statements. Reviewed and approved by DONH (DONH minutes 1/23/18).

| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
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| 1-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect: professional nursing standards and guidelines; and | <p><i>The Essentials of Master's Education in Nursing</i> (AACN, 2011)</p> <p><i>Guidelines and publications as noted in 1-A</i></p> <p>COEHS, DONH, Curriculum, MSN Program, and Nursing Advisory Committee meeting minutes</p> | <p>MSN Program Committee</p> <p>DONH Committee</p> | Annually in August and with BenU and COEHS updates, input from community of interest, curriculum revisions, and revised or newly released relevant nursing standards and guidelines | <p>Review BenU, COEHS, and DONH documents</p> <p>Review BenU website, DONH web page, and MSN microsite</p> <p>Review relevant COEHS and DONH meeting minutes</p> <p>Review newly released or</p> |

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| the needs and expectations of the community of interest. | | | | revised nursing standard and guidelines Review the curriculum matrix with release of new/revised relevant standards and guideline |
| 2015-2016 ACADEMIC YEAR Outcomes and Actions | | | | |
| <p>Suggestions for Advisory Committee membership were solicited from DONH faculty following completion of three year terms of members. MSN faculty recommended additional advisory committee members with experience in online graduate nursing education serve on the DONH Advisory Committee. Advisory Committee membership revised to reflect balance of local, statewide, national, and program perspectives. Meeting held 3/17/16.</p> <p>Program faculty reps joined Nursing Advisory Committee meeting of spring 2016. MSN faculty representative shared feedback with MSN faculty at MSN Program Committee meeting.</p> | | | | |
| 2016-2017 ACADEMIC YEAR Outcomes and Actions | | | | |
| <p>The mission, goals, and expected student outcomes were reviewed and revised and continue to reflect professional nursing standards and guidelines as well as the needs and expectations of the community of interest (DONH minutes approved 12/6/16).</p> <p>The new DONH mission and vision statements and the expected student outcomes were addressed at Advisory Committee meeting on 10/13/16.</p> <p>The RN to BSN faculty member and the MSN faculty member were included in the Advisory Committee to facilitate program representation.</p> <p>DONH Committee approved to combine the RN to BSN program goals and MSN program goals to create the DONH goals, in alignment with the new Benedictine University Mission and Vision statements, the new BenU Commitment Statement, the COEHS Mission and Vision statements, <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008) and <i>The Essentials of Master Education in Nursing</i> (AACN, 2011).</p> <p>The Advisory Committee provides input relevant to the DONH to reflect professional nursing standards and guidelines and the needs and expectations of the community of interest (meetings held 10/13/16 and 3/16/17).</p> | | | | |
| 2017-2018 ACADEMIC YEAR Outcomes and Actions | | | | |
| Advisory Committee Meetings held 10/17/17 and 3/8/18. | | | | |
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| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
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| 1-C. Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations. | <p><i>Benedictine University Faculty Handbook</i> expectations of teaching, scholarship, and service</p> <p>Faculty annual self-evaluations</p> <p>Faculty Goals Statement</p> <p>Assessments of teaching by chair, program director, faculty mentor, and/or faculty peers</p> <p>Individual Development and Educational Assessment (IDEA) Surveys</p> <p>DONH Committee meeting minutes</p> | <p>MSN Program Director</p> <p>DONH Chair</p> <p>MSN Program Committee</p> <p>DONH Committee</p> | Every two years and with revision to the <i>Benedictine University Faculty Handbook</i> | <p>Compare <i>Benedictine University Faculty Handbook</i> policies with DONH expected faculty outcomes</p> <p>Review relevant DONH meeting minutes</p> |
| 2015-2016 ACADEMIC YEAR Outcomes and Actions | | | | |
| Due for review AY18. | | | | |
| 2016-2017 ACADEMIC YEAR Outcomes and Actions | | | | |
| A new online MSN Faculty Orientation was launched in <i>Engage</i> and includes 3 modules aligned with the BenU mission, vision, and commitment statement; Benedictine Hallmarks; and the MSN faculty role and expectations. The MSN Faculty Manual was updated 5/9/17 and posted to the MSN Faculty Orientation. | | | | |
| 2017-2018 ACADEMIC YEAR Outcomes and Actions | | | | |
| <p>The University expected faculty outcomes are written and communicated to the faculty in the <i>Faculty Handbook</i> and include teaching excellence, scholarly and professional involvement and achievement, and service. The DONH faculty outcomes are delineated in the respective program's SEPs and are congruent with institutional expectations. The <i>Faculty Handbook</i> was updated in AY18.</p> <p>During a DONH meeting on 2/20/18, a discussion occurred regarding the faculty outcomes. A small taskforce was developed to review and propose revisions to individual and aggregate faculty outcomes relative to tenure, tenure-track, and professional faculty responsibilities for teaching, scholarship, and service as delineated in the 2017-2018 <i>Faculty Handbook</i> (9/5/2017).</p> <p>Faculty created one set of DONH faculty outcomes rather than program specific outcomes reflective of the ability of all doctoral prepared faculty to teach in either the RN to BSN or MSN programs consistent with their experiential qualifications. Categories in the revised document continue to include teaching excellence, scholarly and professional involvement and achievement, and university service. The revised DONH</p> | | | | |

| outcomes align with institutional expectations included in the <i>Faculty Handbook</i> and were approved at the DONH meeting of 5/10/18. The DONH will transition to the revised outcomes in AY19. | | | | |
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| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
| 1-D. Faculty and students participate in program governance. | DONH Bylaws DONH, Curriculum, MSN Program, and Nursing Advisory Committee meeting minutes MSN Program pages within <i>Engage</i> | Faculty Liaison to Student Representatives MSN Program Committee DONH Committee | Annually in November and ongoing | Review of DONH Bylaws biennially in October on even calendar years Review of relevant DONH meeting minutes Review of MSN Program pages within <i>Engage</i> |
| 2015-2016 ACADEMIC YEAR Outcomes and Actions | | | | |
| Faculty and students participate in program governance. All DONH faculty are members of the DONH committee, DONH curriculum committee, and respective program committee. | | | | |
| Faculty participated in revision of language of COEHS Faculty Review Panel policy. | | | | |
| Faculty served on search committees for Administrative Assistant for Assessment and Technology, RN to BSN faculty member, and MSN faculty member (DONH minutes of 8/26/15). | | | | |
| DONH faculty members participated in elections for campus-wide committee membership in fall 2015. | | | | |
| DONH Bylaws Task Force created in response to suggestion to add program faculty representatives to the Nursing Advisory Committee (DONH minutes 1/26/16, finalized 5/13/16). | | | | |
| DONH established annual operational goals/priorities AY16 (DONH minutes 9/15/15) and monitored progress (DONH minutes 12/18/15). | | | | |
| The University president formed a university mission/vision task force committee to review the University mission and vision. This task force held subsequent meetings with an opportunity for faculty input. | | | | |
| Student representatives attend monthly MSN Program Committee meetings (MSN Program Committee Meeting minutes 9/16/15, 10/20/15, 11/18/15, 1/20/16, 2/16/16, 4/20/16). | | | | |
| Student representatives for the MSN Program Committee added introductions on the MSN Program page housed within <i>Engage</i> . Monthly MSN meetings were revised to include specific questions that were distributed to all faculties via email one week prior to each meeting. The purpose was to increase faculty input and involvement in program governance. Topics to date have included clinical practicum, | | | | |

mission/vision/values, program assessment, and student writing (MSN Program Committee Meeting minutes 10/20/15, 11/18/15, 1/20/16, 2/16/16, 4/20/16).

The MSN faculty identified the need to revise and further formalize the role of the MSN student representatives. This will include revising the Student Representative Guidelines and revisions to the orientation process including role expectations of the student representative during the academic year. The MSN program director and a full-time MSN faculty liaison will provide the revised role orientation and education to the MSN student representatives.

MSN Faculty Search Committee was constituted and included the DONH chair, three DONH faculty, and one EdD faculty member (DONH minutes of 8/26/15).

MSN faculty served on the Administrative Assistant for Assessment and Technology Search Committee (DONH minutes of 8/26/15).

MSN faculty representation in COEHS governance includes participation in monthly COEHS meetings (COEHS minutes: 8/26/15, 9/29/15, 10/27/15, 11/17/15, 1/26/16, 2/23/16, 3/29/16-COEHS Faculty Research Symposium, and 4/26/16).

2016-2017 ACADEMIC YEAR

Outcomes and Actions

Faculty and students participate in program governance. All DONH faculty are members of the DONH committee, DONH curriculum committee, and respective program committee.

MSN faculty member continues to serve as co-chair of DONH Curriculum Committee. A replacement MSN co-chair was designated upon the resignation of MSN co-chair in 12/2016 (DONH minutes 12/6/16).

The Bylaws Revision Task Force continued its work. Bylaws were reviewed. Revisions were approved by the DONH Committee regarding the Continuing Professional Development committee and co-chairs of the DONH Curriculum Committee (DONH minutes 10/11/16, 11/8/16, 12/6/16).

The DONH Mission, Vision, and Goals Task Force was created and the new mission and vision and goals statements were created and approved by the DONH Committee.

A DONH faculty member served on the Registrar Search Committee (DONH minutes 3/8/16). A second DONH faculty member served as co-chair on the Provost Search Committee.

Faculty members continue to participate in elections for campus-wide committee membership in fall 2016.

DONH Scholarship Task Force comprised of faculty members teaching in both RN to BSN and MSN programs annually review applications and recommend disbursement of funds. DONH faculty vote to approve the slate of students receiving scholarships.

DONH established annual operational goals/priorities for AY17 (DONH minutes 10/11/16 and monitored progress 5/12/17).

MSN faculty representation in COEHS governance includes participation in monthly COEHS meetings (COEHS minutes 8/24/16, 9/27/16,

10/25/16, 11/22/16, 1/24/17, 2/21/17, 3/28/17 and COEHS Faculty Research Symposium 4/11/17).

The MSN Student Representative Guidelines were revised on 11/11/16.

Student representatives are recruited to attend monthly MSN Program Committee meetings in order to participate in formal program governance and provide input. Faculty were identifying and recruiting student representatives in early fall semester therefore no student representatives attended the September and October 2017 meetings.

Students who represent each of the concentrations will begin posting welcome messages to new students on the MSN program page concentration specific discussion forums.

Student representatives attended and participated in 80% of the MSN program meetings (11/16/16, 1/18/17, 3/15/17, 4/19/17). Student representatives were excused from the 2/21/17 meeting due to work conflicts.

Current student representatives requested to serve for the AY18 academic year and MSN faculty agreed.

2017-2018 ACADEMIC YEAR

Outcomes and Actions

Faculty and students participate in program governance. All DONH faculty are members of the DONH committee, DONH curriculum committee, and respective program committee.

Faculty members continue to participate in elections for campus-wide committee memberships in fall 2017.

Chair recognized increased scope of Scholarship Task Force activities in recent past. Requested Task Force draft changes to the DONH Bylaws to create a committee rather than task force (DONH minutes 8/24/17, 5/10/18). Activities would include facilitating DONH student awareness of available scholarships outside of BenU. BenU Simmers scholarship awarded to 52 DONH students; Curley scholarships awarded to 2 DONH students. MSN faculty serve on the committee.

DONH established annual operational goals/priorities AY18 (DONH minutes 8/24/17, 9/26/17) and monitored progress (DONH minutes 12/7/17, 5/10/18).

MSN faculty representation in COEHS governance includes participation in monthly COEHS meetings (COEHS minutes: 8/23/17, 9/26/17, 10/24/17, 11/21/17, 1/23/18, 2/20/18, and 4/24/18-COEHS Faculty Research Symposium coordinated by DONH chair).

The MSN faculty liaison provided the revised role orientation and education to the MSN student representatives in individualized training sessions. Student representatives for the MSN Program Committee updated their introductions and biographies, which were posted on the MSN program page (9/2017).

Student representatives attend monthly MSN Program Committee meetings (MSN Program Committee Meeting minutes 9/20/17, 10/17/17, 1/31/18, 2/21/18, 3/21/18, 4/18/18). MSN faculty included in the representative guidelines that MSN student representatives will serve for a one-year term rather than two-year terms. This allows for more students to participate in formal program governance and increasing the number of students who can engage in this leadership opportunity.

Monthly MSN meetings continue to include topical questions that are distributed to all faculty via email in advance of each meeting. The purpose is to increase adjunct faculty input and engagement in program governance (MSN Program Committee Meeting minutes 9/20/17, 10/17/17, 1/31/18, 3/21/18, 4/18/18).

Faculty Assembly meetings provide opportunities for shared governance and interprofessional collaboration (9/12/17, 10/10/17, 11/7/17, 2/6/18, 3/6/18, 4/10/18, 5/3/18).

A COEHS faculty representative on the University Prioritization Committee represents MSN faculty. The committee was initiated in the fall 2017 by the provost. The committee work summary and recommendations are expected in spring semester.

| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
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| 1-E. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications. | Marketing/ recruitment/ admission materials BenU website, DONH web page, and MSN microsite <i>BenU Graduate Catalog</i> Course syllabi MSN Curriculum Planner MSN Program pages in <i>Engage</i> | Administrative Assistant for Assessment and Technology Wiley Partners MSN Program Director DONH Chair MSN Program Committee | Annually in January and with any change in policies | Review of documents used in marketing, recruiting, and admission materials Review of BenU website, DONH web page, MSN microsite Review <i>BenU Graduate Catalog</i> Review Course syllabi Review MSN curriculum planner Review MNS Program pages |

**2015-2016 ACADEMIC YEAR
Outcomes and Actions**

Program website, documents, and publications are reviewed annually and updated as needed to maintain currency.

The BenU website, DONH web page, and MSN microsite are effective methods for communicating changes to constituents. The MSN program director annually reviews the MSN content within the *Graduate Catalog* and as needed.

The MSN program adheres to all policies delineated in the *Graduate Catalog*. A link to the *Graduate Catalog* is posted on the MSN Program page making it readily accessible to MSN students.

Success Strategies was revised to include an activity to introduce, familiarize, and foster students' use of the MSN Program page given it is a key mechanism for communication with students. Student representatives agreed to welcome new students and describe their role with each offering of *Success Strategies*. In addition, an activity was added to the first course in the MSN curriculum, NRHL 501: Health Promotion and Interprofessional Collaboration, to reinforce students' use of the MSN Program page and to foster their engagement with one another and in

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| <p>program governance.</p> <p>Netiquette statement used by the Moser Center was reviewed and will be added to the MSN course syllabi for August 2016 (DONH Curriculum minutes 5/13/16).</p> |
| <p>2016-2017 ACADEMIC YEAR Outcomes and Actions</p> |
| <p>Program website, documents, and publications are reviewed annually. Minor updates were made to the MSN admission letter to include information regarding practicum preparation. In addition, the Wiley individual responsible for collecting transfer credit documentation, for review by the MSN program director, was updated.</p> <p>The curriculum planner was updated to include a notation when students receive access to the Practicum Dropbox course.</p> <p>The major document revision this academic year was the department mission and vision to align with the revised University mission, vision, and commitment statement. The updated mission and vision have been updated in publications including on the Dept. of Nursing and Health web page and in the MSN Faculty Manual. Revisions are in progress and updates will be completed in the summer semester to the <i>Success Strategies</i> orientation.</p> |
| <p>2017-2018 ACADEMIC YEAR Outcomes and Actions</p> |
| <p>Program website, documents, and publications are reviewed annually. The following updates were made.</p> <ul style="list-style-type: none"> • The revised MSN Expected Student Learning Outcome #10 was updated in all program materials, <i>Success Strategies</i>, and the MSN course syllabus template. • The MSN program director and Wiley Student Services Coordinator updated the MSN Program page and reorganized content for the continued purpose of easier access and navigation by the MSN students. • The “Funding Your Education” link was broken on the DONH webpage. The Administrative Assistant for Assessment and Technology was notified via email on 1/13/18 to repair the link, which was completed on 1/18/18. • Wiley partners were provided all necessary information and documents relative to the revised MSN curriculum including a detailed email sent on 1/18/18 regarding all updates needed to the MSN microsite. • The MSN Program page was reviewed. The links entitled, “Foundation Classes”, “Nurse Educator Concentration”, and “Nurse Executive Leader Concentration” (located under the “Group Pages” header) include information found on the curriculum planners. Given this duplication, these links were removed on 1/24/18. • The MSN program flyer was updated to reflect the revised curriculum. Wiley partners were reminded to ensure the flyer adheres to the new BenU branding guidelines via email on 1/12/18. • The MSN Virtual Open House (VOH) slides were updated to reflect the revised curriculum and were utilized at the 12/5/17 VOH. • MSN curriculum planners revised to align with the new BenU branding guidelines and the revised curriculum including new course names, number, and pre-requisites. The revised planner will be used for students entering the program in summer semester 2018. The revised planners were posted on the MSN Program page clearly noting they apply to students beginning the program in summer semester 2018. <p>The School of Graduate, Adult and Professional Education (SGAPE) web pages were reviewed and the content was accurate and up to date.</p> |

The Course Data and Program Data forms that delineate the revised MSN curriculum were sent to the DONH chair on 1/6/18 to review and approve and she forwarded to the Dean who approved on 1/18/18.

MSN content within the *BenU Graduate Catalog (Graduate Catalog)* is reviewed annually by the MSN program director and revisions are reported to the MSN faculty. The review was completed and revisions were sent to the Registrar's Office on 3/31/17. Updates included:

- a simplified listing of prerequisites in the MSN course description; and
- updating the list of program faculty.

The MSN program director chairs the BenU Graduate Curriculum and Standards Committee. The committee reviewed all policies during AY17. All policies relevant to the MSN program are accurate and up to date.

The MSN course syllabus template was reviewed and the content is up to date and aligns with university requirements. Individual course syllabi are reviewed and updated as needed. The MSN faculty review course content during course preparation prior to the first day of the course. Any broken links or course issues are resolved.

| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
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| I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These policies are fair and equitable; published and accessible; and reviewed and revised as necessary to foster program improvement. | <i>BenU Graduate Catalog</i> Marketing/recruitment/admission materials BenU website, DONH web page, and MSN microsite MSN Program pages in <i>Engage</i> | Administrative Assistant for Assessment and Technology Wiley Partners MSN Program Director MSN Program Committee DONH Committee | Annually in January | Review of <i>BenU Graduate Catalog</i> policies and MSN content Review of marketing/recruitment/admission materials Review of DONH web page and MSN microsite Review of MSN Program pages in <i>Engage</i> |

**2015-2016 ACADEMIC YEAR
Outcomes and Actions**

The content within the *Graduate Catalog* was reviewed and continues to be accurate. The *Catalog* is linked on the MSN Program page and is available on the BenU website. The following revisions will be needed for the AY17 *Catalog* (DONH minutes of 8/26/15, 9/15/15).

- Update tuition.
- Add Benedictine University recognizes the Commission on Graduates of Foreign Nursing Schools (CGFNS) as a credentialing body of

foreign nursing education.

- Update faculty to include Margaret Young, Constance Hill, Camille McNicholas, and Marilyn Wideman; remove Cara Wallace.
- Update Accreditation content to indicate the program is accredited through 12/31/2025.

MSN students are required to read and acknowledge understanding, acceptance, and adherence to the BenU Academic Honesty Policy during the first week of every course in the MSN curriculum. Faculty review participating and follow up with any students who have not completed the course requirement.

Per direction of University president, a statement was added to the MSN syllabus template stating, "Students are expected to be partners in their educational experience and to periodically monitor their progress in the course. Students may check grade status through the *Engage* grades link."

BenU Corporate Compliance approved that MSN students employed at Memorial Medical Center may waive health and safety requirements if completing all of their clinical experiences on site (fall 2015).

2016-2017 ACADEMIC YEAR

Outcomes and Actions

The content within the *Graduate Catalog* was reviewed and continues to be accurate. The *Catalog* is linked on the MSN Program page and is available on the BenU website. The following revisions were made for the AY18 *Catalog*.

- Updated faculty members and credentials.
- Curriculum changes will be submitted as an addendum to the *Graduate Catalog* once approved by the College of Education and Health Services Curriculum Committee.

MSN students are required to read and acknowledge understanding, acceptance, and adherence to the BenU Academic Honesty Policy during the first week of every course in the MSN curriculum. Faculty review participating and follow up with any students who have not completed the course requirement.

2017-2018 ACADEMIC YEAR

Outcomes and Actions

The *Graduate Catalog* houses all academic policies. The MSN program director reviews the content within the *Graduate Catalog* annually. All academic policies are fair, equitable, published, and accessible. They are congruent and support achievement of the mission, goals, and expected student outcomes. The *Graduate Catalog* is linked on the MSN Program page and is accessible to students on the BenU website. The MSN program director worked with the Registrar's Office to ensure an erratum was posted to the AY18 *Catalog* detailing the revised curriculum.

MSN students are required to read and acknowledge understanding, acceptance, and adherence to the BenU Academic Honesty Policy during the first week of every course in the MSN curriculum. Faculty review participating and follow up with any students who have not completed the course requirement.

| Standard II - Program Quality: Institutional Commitment and Resources | | | | |
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| The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enable the achievement of the mission, goals, and expected program outcomes. | | | | |
| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection or Review | Assessment Methods |
| II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed. | DONH budget DONH Committee and MSN Program Committee minutes SKYfactor/Benchworks Exit Assessment data Faculty resources Physical resources | MSN Program Director DONH Chair DONH Dean DONH Committee | Annually in September | Analysis of DONH budget Review of relevant DONH meeting minutes Review of SKYfactor/Benchworks Exit Assessment data |
| 2015-2016 ACADEMIC YEAR Outcomes and Actions | | | | |
| Fiscal and physical resources are reviewed according to the MSN SEP and are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. | | | | |
| University president hired at start of academic year 8/2015) announced transparency in budgeting as one of four major goals. Letter from President (10-27-15) noted '15-'16 departmental budgets were adjusted to last year's actual spending levels (DONH minutes 11/10/15). | | | | |
| Faculty informed of budget update (Chair report at monthly meetings and workshop 5/13/16). Chair submitted strong rationale for filling vacated position of Coordinator of MSN Program Operations. Hiring for position was approved and filled (DONH minutes 3/8/16). Chair reported submitting 3-year plan for faculty replacements including three faculty for MSN program. One faculty requested to reduce number of hours taught by adjunct faculty. Two additional faculty requested relative to anticipated enrollment increases with proposed post-master's certificates (DONH minutes 1/26/16, 3/8/16). | | | | |
| COEHS space needs were submitted to provost by COEHS dean. Department chairs and COEHS dean are continuing to monitor allocation of space (DONH minutes 1/26/16). | | | | |
| MSN faculty serving as course coordinators received stipends for mentoring faculty and making course revisions (DONH minutes of 8/26/15, 11/10/15). | | | | |
| DONH paid the registration fee for faculty choosing to attend the annual Sigma Theta Tau evidence-based practice conference (DONH minutes of 8/26/15). | | | | |

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| Four laptops purchased and distributed to faculty in May 2016 per DONH laptop computer replacement plan. |
| 2016-2017 ACADEMIC YEAR Outcomes and Actions |
| <p>Fiscal and physical resources are reviewed according to the MSN SEP and are sufficient to enable the program to fulfill its mission, goals, and expected outcomes.</p> <p>Budget update provided by chair at regularly scheduled DONH meetings (DONH minutes 8/24/16)</p> <p>Registration fee paid for faculty choosing to attend the Annual Sigma Theta Tau Evidence-Based Practice Conference in October 2016.</p> <p>Consultant hired by BenU to assess space needs across all campuses. Chair of School of Education serves as COEHS rep.</p> <p>Faculty serving as course coordinators receive stipend for work of mentoring faculty teaching the same course and for course revisions. Faculty consensus that amount of time required to update course and mentor adjunct faculty does not consistently reach the level to merit receiving an annual course coordinator stipend. Agreement that course coordinator contracts are only needed for courses requiring major revisions. Potentially a contract can be submitted every other year for a given course (DONH minutes of 10/18/16.)</p> <p>The institution underwent an extensive financial budget review process to better align with strategic priorities. As a result, the COEHS was asked to reduce the AY17 operational budget. (DONH minutes of 2/21/17).</p> |
| 2017-2018 ACADEMIC YEAR Outcomes and Actions |
| <p>Fiscal and physical resources are reviewed according to the MSN SEP and are sufficient to enable the program to fulfill its mission, goals, and expected outcomes.</p> <p>The university is undergoing a strategic prioritization process under the leadership of the provost. A committee of staff and faculty have been selected to serve on the University Prioritization Task Force.</p> <p>Two MSN full-time faculty have been hired for AY18. One is a replacement for a full-time tenure track MSN faculty member who resigned in December 2016 and the other is to fill an additional full-time tenure track MSN faculty position approved by the dean, provost, and University president.</p> <p>Additional office space needed to appropriately address needs of local full time faculty and that of distance faculty who visit campus one-two times a semester. DONH chair solicits input from the DONH faculty and provides input to the University Facilities Committee regarding space needs.</p> <p>Faculty have sufficient resources including the new faculty mentoring programs, library resources, and faculty development grants.</p> <p>Technology resources are adequate for on campus and online courses through continued support of <i>Engage</i> and D2L.</p> |

| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
|--|--|---|---|---|
| II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs. | Academic Advising Services Academic Support Services Bookstore Library Wiley partners BenU Technical support <i>Engage</i> Personal Support Center (PSC) Online <i>Success Strategies</i> DONH, Curriculum, and MSN Program Committee meeting minutes Individual Development and Educational Assessment (IDEA) surveys, IDEA Group Summary Reports (GSRs), MSN SKYfactor/Benchworks Exit and Alumni Assessments Qualitative student feedback | MSN Program Director MSN Program Committee DONH Committee | Biannually in November | Review of relevant DONH meeting minutes Analysis of relevant survey data |
| 2015-2016 ACADEMIC YEAR Outcomes and Actions | | | | |
| <p>Language added to MSN syllabi encouraging students to contact their course instructor if they want writing support and free access to Smarthinking. Additionally, a faculty member can also request access for students they identify as needing additional writing assistance.</p> <p>The University science outreach librarian presented a review of faculty and student services at MSN Program Committee meeting held on 2/6/16. The science outreach librarian will continue to develop resources as needed.</p> <p>The process for accessing E Reserves was improved, as a result, the "Accessing E Reserves" instructions were revised and posted in the "Getting Started" of all MSN courses that include E Reserves.</p> | | | | |

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| <p>Writing resources were added to the MSN program page and to NRHL 501: Health Promotion and Interprofessional Collaboration in April 2016.</p> <p><i>Success Strategies</i> orientation was updated adding an activity whereby students access the MSN Program page. This update was made to familiarize students with the resources and discussion forums available and promote their use throughout students' enrollment.</p> <p>Wiley support staff is responsive to the MSN program director, student, and faculty requests. The MSN program director and the Coordinator of MSN Program Operations (Coordinator) have weekly meetings with Wiley representatives.</p> | | | | |
| <p>2016-2017 ACADEMIC YEAR Outcomes and Actions</p> | | | | |
| <p>Due for review in FY18.</p> <p>Wiley support staff is responsive to the MSN program director, student, and faculty requests. The MSN program director and the Coordinator have weekly meetings with Wiley representatives.</p> | | | | |
| <p>2017-2018 ACADEMIC YEAR Outcomes and Actions</p> | | | | |
| <p>The University science outreach librarian attends an MSN Program meeting each semester in order to provide library updates. She continues to create resources as basis (MSN Program meeting 9/20/17, 3/21/18).</p> <p>E-reserves that allow students to access required journal article readings were replaced with library permalinks embedded within the MSN courses' required reading lists. This improvement improves students' access to required readings.</p> <p>Wiley support staff is responsive to the MSN program director, student, and faculty requests. The MSN program director and the Coordinator have weekly meetings with Wiley representatives.</p> <p><i>Success Strategies</i> orientation is reviewed annually and revised as needed; the last update occurred in 8/2017. The MSN Program page used to communicate with students and faculty is reviewed annually and updated as needed; last updated in spring 2018.</p> <p>The <i>Engage</i> Learning Management System was updated in AY17 and will be updated again in spring AY18. <i>Engage</i> support is available 24-7 to faculty and students.</p> <p>Wiley admissions staff support a Virtual Open House for prospective MSN students three times a year and include the MSN program director, MSN faculty representative, and an MSN student representation (7/25/2017, 12/5/17. 4/3/18).</p> <p>MSN students continue to have free access to Smarthinking writing support.</p> | | | | |
| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
| II-C The chief nurse | Chair curriculum vitae | DONH Chair | Annually | Comparison of ACP, chair self-evaluation, and IDEA |

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| <p>administrator: is a registered nurse (RN);</p> <p>holds a graduate degree in nursing; holds a doctoral degree if the nursing unit offers a graduate program in nursing; is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes; is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and</p> <p>provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.</p> | <p>Written job description in <i>Benedictine University Faculty Handbook</i></p> <p>Dean's evaluation</p> <p>IDEA Department Chair Evaluation</p> <p>Goal statement and annual self-evaluation</p> | <p>Dean COEHS</p> | | <p>Department Chair Evaluation data in relation to <i>Benedictine University Faculty Handbook</i></p> |
| <p>2015-2016 ACADEMIC YEAR Outcomes and Actions</p> | | | | |
| <p>Holds a graduate degree in nursing: DONH chair holds an MSN degree; Holds a doctoral degree if the nursing unit offers a graduate program in nursing: DONH chair holds an EdD degree; Is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes: yes; Is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes: yes; and Provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes; yes.</p> | | | | |
| <p>2016-2017 ACADEMIC YEAR Outcomes and Actions</p> | | | | |
| <p>As above - meets expectation of Element II-C. Full summary of accomplishments submitted annually with Academic Career Prospectus (September) and self-evaluations. Tenure portfolio submitted 9/2016. Granted tenure and advancement in rank to professor 5/2017.</p> | | | | |

| 2017-2018 ACADEMIC YEAR Outcomes and Actions | | | | |
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| As above - meets expectations of Element II-C. Full summary of accomplishments submitted annually with Faculty Goals Statement (Replaced Academic Career Prospectus). | | | | |
| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
| <p>II-D. Faculty members are:</p> <p>sufficient in number to accomplish the mission, goals, and expected program outcomes;</p> <p>academically prepared for the areas in which they teach; and</p> <p>experientially prepared for the areas in which they teach.</p> | <p>Calculation of FTE mix of full-time and adjunct faculty</p> <p>Faculty to student ratios</p> <p>Faculty curriculum vitae</p> <p>Faculty ACP</p> <p>Faculty teaching assignments</p> <p>IDEA surveys, IDEA GSRs, and SKYfactor/Benchworks Exit and Alumni Assessments</p> | <p>MSN Program Director</p> <p>DONH Chair</p> <p>COEHS Dean</p> | <p>Annually in September</p> | <p>Review of teaching assignments in relation to <i>Benedictine University Faculty Handbook</i> responsibilities, and academic and experiential qualifications</p> <p>Review faculty to student ratios</p> <p>Review Faculty ACP forms submitted to dean and chair annually in August</p> <p>Analysis of relevant survey data</p> |
| 2015-2016 ACADEMIC YEAR Outcomes and Actions | | | | |
| <p>One full-time MSN faculty resigned effective May 31, 2015. Position approved for replacement and filled. All MSN faculty have earned a terminal degree.</p> <p>DONH faculty established operational goals and priorities for AY16 (DONH minutes of 9/15/15). All faculty members will meet mandatory continuing education requirements for IL RN re-licensure in May 2016.</p> | | | | |
| 2016-2017 ACADEMIC YEAR Outcomes and Actions | | | | |
| <p>Two tenure-track MSN full-time positions were approved; one to replace a faculty member who resigned and one is an added position. A search committee conducted interviews and hired faculty to begin in AY18.</p> <p>All MSN faculty have terminal degrees.</p> <p>All faculty teaching courses in the MSN program must hold a terminal degree. However, if no qualified doctoral prepared faculty are available, an MSN prepared advanced practice nurse who holds an MSN degree and meets the tested experience criteria delineated in the policy may teach NRHL 507: Advanced health Assessment, NRHL 508: Advanced Pathophysiology, and NRHL 509: Advanced Pharmacology (DONH minutes 5/12/17).</p> | | | | |

| 2017-2018 ACADEMIC YEAR Outcomes and Actions | | | | |
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| Faculty teaching in the MSN program are academically and experientially qualified and are sufficient in number to accomplish the mission, goals, and expected MSN program outcomes. Each holds a terminal degree and a current RN license. Several faculty hold specialty certification/s. | | | | |
| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
| II-E. Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes. | Preceptor resume/curriculum vitae and licensure Preceptor database Preceptor orientation materials in the MSN Practicum Manual Student evaluations of preceptor and site | MSN Coordinator of Program Operations MSN Program Director | Prior to student enrollment in NRHL 625: Learning and Curriculum Development in Nursing Practice or NRHL 626: Nursing Leadership and Systems Thinking Throughout courses with associated practicum Every two years | Review of preceptor qualifications in relation to established MSN program preceptor criteria Course faculty feedback based on faculty/preceptor/student meetings Faculty review of student feedback of preceptor and practicum site |
| 2015-2016 ACADEMIC YEAR Outcomes and Actions | | | | |
| Preceptor criteria were reviewed by the MSN faculty as a result of students' submission of potential preceptors who hold a master degree in a discipline other than nursing (MBA, health care administration); faculty reviewed the preceptor criteria and reaffirmed preceptors must hold an MSN degree given they are extensions of the faculty who are being prepared for MSN roles. | | | | |
| Preceptor criteria are in place for the MSN program and all preceptors are evaluated by the program director to ensure they meet criteria. The process for students to upload the preceptor resume (and all other practicum documents) has been revised allowing students to upload files individually to clearly delineated dropboxes rather than having to collate documents into one file. This change simplifies the process, reduces cost for students who cannot scan documents, and streamlines the review process by the MSN program. | | | | |
| A student/preceptor database continues to be maintained. | | | | |
| 2016-2017 ACADEMIC YEAR Outcomes and Actions | | | | |
| Due for review in AY18. | | | | |
| 2017-2018 ACADEMIC YEAR Outcomes and Actions | | | | |
| Preceptors have the expertise to support student achievement of expected outcomes. The MSN program has established the following | | | | |

preceptor criteria to ensure preceptors are educationally and experientially qualified to serve in the role.

Preceptors are:

- licensed to practice as a registered nurse (without provision or condition) in the state where the practicum will be undertaken; NOTE: preceptors working in military settings including veteran's hospitals may hold licensure in a state other than the state where the practicum will be undertaken;
- a graduate from an accredited nursing program having earned a master's or doctoral degree in nursing;
- employed for a minimum of one year in an advanced nursing role (manager, educator, researcher, nurse practitioner) at the selected practicum site;
- a strong verbal and written communicator;
- able to work collaboratively with the student and course faculty member to facilitate achievement of the student's individual goals, role immersion, and capstone project; and
- interested and willing to facilitate the graduate student in their academic and practicum endeavors.

The Coordinator, under the supervision of the MSN program director, maintains the MSN Practicum Dropbox courses. These courses are established based upon the start date of practicum for student cohorts and provide access to required practicum documents and a process for submitting completed documents. The practicum documents include the Clinical Affiliation Agreement, preceptor's resume, health and safety documentation or Employer Waiver, and the Student Preceptor Agreement form. This final form documents that student and preceptor have reviewed the MSN Practicum Manual, which serves as their orientation. The Coordinator completes a NURSYS license verification for each preceptor. The MSN program director discusses and reviews the practicum documentation with the Coordinator to ensure all criteria have been fulfilled. It is expected the student will work with the same preceptor throughout the entire practicum experience. If a student must change his/her preceptor, the student is required to resubmit the preceptor practicum documents for the newly identified individual and the new preceptor must be approved by the MSN program director prior to the student beginning work with him/her.

The MSN Practicum Manual clearly defines the roles of the preceptor with respect to teaching, supervision, and student evaluation. These roles are congruent with the mission, goals, and expected student outcomes as well as relevant professional nursing standards and guidelines. Faculty conduct student/preceptor/faculty meetings a minimum of three times (four times for students residing in the state of WA) during the practicum experience to ensure preceptor performance meets expectations. These meetings also allow the preceptor to provide formative assessment data regarding the students' performance, which the faculty use to evaluate students.

| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
|--|---|--|---|--|
| II-F. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and | Faculty development grants, summer research grants, and sabbaticals <i>Benedictine University Faculty Handbook: Faculty Development Committee, Section 1.6.2.7</i> DONH Faculty Activity Report | DONH Faculty DONH Chair Dean COEHS DONH Committee | Annually in September | Faculty report of receipt of faculty development grant, summer research grant, and sabbatical Review of <i>Benedictine University Faculty Handbook</i> Review of relevant DONH |

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| expected faculty outcomes. | | | | meeting minutes Review of DONH Faculty Activity Report |
| 2015-2016 ACADEMIC YEAR Outcomes and Actions | | | | |
| <p>New tenure track faculty are assigned a University mentor and attend monthly new faculty forums.</p> <p>Faculty Development opportunities available through the University include but are not limited to <i>Writing Across the Curriculum Seminars, Faculty Colloquium Series, Center for Civic Leadership, Science and Sociability, Conversatio, Center for Teaching and Learning Excellence, Visiting Scholar in Catholic Thought Lecture Series, and Library Series.</i></p> <p>Nurse Tim is available to all full-time DONH faculty.</p> <p>Faculty can apply for faculty development funds three times a year to attend professional development conferences or present at conferences. Faculty then report salient points and share documents from the conference at MSN program and DONH meetings.</p> <p>Faculty orientation modules were created in <i>Engage</i> for new faculty to orient to the University and MSN nursing program.</p> <p>At the May 13, 2016 DONH meeting, a Continuing Professional Development Committee was created to develop guidelines and criteria that will meet the Illinois Nurse Practice Act stipulations for the distribution of CE credits for scholarship activities conducted at the University.</p> <p>The MSN faculty are developing a faculty orientation that aligns with the University mission and Hallmarks. It will include three modules: Module I focuses on mission, vision, and commitment statement, Module II focuses on the Benedictine Hallmarks, and Module III focuses on teaching in the MSN program. Module III will include full-time faculty videos (DONH meeting of 11/10/15).</p> | | | | |
| 2016-2017 ACADEMIC YEAR Outcomes and Actions | | | | |
| <p>Faculty Development opportunities available through the University include but are not limited to <i>Writing Across the Curriculum Seminars, Faculty Colloquium Series, Center for Civic Leadership, Science and Sociability, Conversatio, Center for Teaching and Learning Excellence, Visiting Scholar in Catholic Thought Lecture Series, and Library Series.</i></p> <p>New tenure track faculty are assigned a University mentor and attend monthly new faculty forums.</p> <p>Faculty development opportunities are made available through NetVUE Grant funding, <i>Writing Across the Curriculum Seminars, Faculty Colloquium Series, Center for Civic Leadership, Science and Sociability, Conversatio, Center for Teaching and Learning Excellence, Visiting Scholar in Catholic Thought Lecture Series, and Friday Afternoons in the Library Series.</i></p> <p>The Department of Nursing initiated a Continuing Professional Development (CPD) task force. Bylaws were created and approved at the DONH meeting 12/6/16. Two events that offered CE credits to nursing faculty and students were conducted in March and April 2017. The Pedagogy conference will take place in Minnesota on June 1-4, 2017. Thanks to a generous Abbey Endowment Grant, there is <i>no cost</i> for</p> | | | | |

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| Benedictine University faculty, staff, and administrators to attend. |
| 2017-2018 ACADEMIC YEAR Outcomes and Actions |
| <p>The University mission, goals, and expected outcomes promote faculty teaching, scholarship, service, and practice. Numerous seminars, forums, workshops, and programs are available to develop in the faculty role.</p> <p>Faculty Development opportunities available through the University include but are not limited to <i>Writing Across the Curriculum Seminars, Faculty Colloquium Series, Center for Civic Leadership, Science and Sociability, Conversatio, Center for Teaching and Learning Excellence, Visiting Scholar in Catholic Thought Lecture Series, and Library Series.</i></p> <p>The MSN program has set a goal to promote faculty collaboration on scholarly activities.</p> <p>Faculty engage in numerous individual scholarship activities such as research endeavors, submitting manuscripts for publication, presenting, and grant writing.</p> <p>Service is encouraged through committee work, department meeting participation, University service, and serving as a representative of the University at regional, national, or international venues.</p> <p>Clinical practice is supported.</p> <p>New faculty are assigned mentors and participate in the Faculty Mentoring program.</p> <p>The nursing faculty continue to collaborate and offer continuing education opportunities.</p> <p>There was a change to faculty grant funding eliminating the summer grants program and limiting sabbaticals to one or two per year.</p> |

| Standard III- Program Quality: Curriculum and Teaching-Learning Practices | | | | |
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| The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes. | | | | |
| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection or Review | Assessment Methods |
| III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals, and with the roles for which the program is preparing its graduates. | Course syllabi MSN Program, Curriculum, and DONH Committee minutes MSN Crosswalk Curriculum development and revision documents | MSN Program Committee Curriculum Committee DONH Committee | Annually in August | Review by MSN faculty Review of relevant DONH meeting minutes |
| 2015-2016 ACADEMIC YEAR Outcomes and Actions | | | | |
| The MSN curriculum reflects clear statements of expected student outcomes and is congruent with the BenU and DONH missions, MSN program goals, and with the roles for which the program is preparing its graduates. MSN course objectives clearly align with and flow from the <i>MSN Expected Student Learning Outcomes</i> . | | | | |
| Course coordinators are responsible for course revisions and report updates at Program, Curriculum, and DONH meetings and document revisions on an annual report form submitted in April of each year to the DONH chair (DONH meeting 3/11/15). BenU Hallmarks were added to the MSN course syllabi. | | | | |
| 2016-2017 ACADEMIC YEAR Outcomes and Actions | | | | |
| The MSN faculty created a crosswalk of the MSN courses, selected course objectives, and the BenU Hallmarks in order to develop a course activity associated with the Hallmark with emphasis on its application to master's level nursing practice. Beginning implementation of the Benedictine Hallmarks into courses initiated in October 2016. Three questions related to the Hallmarks were added to the Exit Assessment beginning fall 2016. Following notes the MSN courses and associated Hallmarks. | | | | |
| Foundation Courses | | | Hallmark | |
| Success Strategies Orientation | | | Love of Christ and Neighbor & Prayer | |
| NRHL 502: Ethical and Culturally Competent Health Care Professional | | | Hospitality | |
| NRHL 503: Evidence based Nursing Practice: Research and Process Improvement | | | Discipline | |

| NRHL 505: Health Care Policy and Advocacy | | Community | | |
|---|---|---|---|---|
| NRHL 506: Quality Improvement and Safety in Health Care Systems | | Stewardship | | |
| Nurse Educator Concentration | | | | |
| NRHL 621: Instructional Strategies in Nursing Practice | | Humility | | |
| NRHL 625: Curriculum Development for the Nurse Educator | | Obedience | | |
| NRHL 630: Evaluation Methods and Strategies for the Nurse Educator | | Stability | | |
| Nurse Executive Leader Concentration | | | | |
| NRHL 624: Advanced Knowledge of Health Care Systems | | Humility | | |
| NRHL 628: Financial Management and Resource Allocation in Health Care Systems | | Community & Obedience & Stability | | |
| Both Concentrations | | | | |
| NRHL 635: Evidence-Based Nursing Capstone | | Conversatio | | |
| 2017-2018 ACADEMIC YEAR | | | | |
| Outcomes and Actions | | | | |
| Hallmarks integration completed. | | | | |
| | | | | |
| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
| <p>III-B. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).</p> <p>Baccalaureate program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008).</p> <p>Master's program curricula incorporate professional standards and guidelines as appropriate.</p> | <p>MSN curriculum mapping</p> <p>Course syllabi Course assignments</p> <p><i>The Essentials of Master's Education in Nursing (AACN, 2011)</i></p> <p><i>AONE Nurse Executive Competencies (2015)</i></p> <p><i>ANA Nursing Administration Scope and Standards of Practice, 2nd Edition (2016)</i></p> <p>NLN <i>Core Competencies</i> delineated in <i>The Scope of Practice for Academic Nurse Educators (2012)</i> MSN Program, Curriculum, and DONH Committee</p> | <p>MSN Program Committee</p> <p>DONH Curriculum Committee</p> <p>DONH Committee</p> | <p>Annually in August</p> | <p>Analysis of curriculum</p> <p>Review of courses</p> <p>Review of relevant DONH meeting minutes</p> <p>Analysis of relevant survey data</p> |

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|--|--|--|--|--|
| <p>a. All master's degree programs incorporate <i>The Essentials of Master's Education in Nursing</i> (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.</p> | <p>minutes IDEA surveys, IDEA GSRs, and SKYfactor/Benchworks Exit and Alumni Assessments</p> | | | |
| <p>2015-2016 ACADEMIC YEAR Outcomes and Actions</p> | | | | |
| <p>The curricula for the MSN program are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).</p> <p>The MSN curriculum aligns to <i>The Essentials of Master Education in Nursing Practice</i> (AACN, 2011).</p> <p>MSN faculty discussed the planned clinical learning experiences currently distributed across the final three courses in each of the concentrations. The faculty support removing practicum in the final three courses and concentrating it in two final courses in the curriculum - a new course and a revised NRHL 635: Evidence-based Nursing Practice Capstone Project course thereby allowing students to solely focus on developing master's level clinical practice competence (DONH minutes 8/25/15).</p> <p>The faculty initiated a review of national/online nurse educator and nurse executive leader programs' clinical practice requirements. MSN faculty presented to the DONH its plan to revise the planned clinical learning experiences component of the curriculum (DONH minutes of 11/10/15).</p> <p>The MSN faculty recommend a change to MSN Expected Student Learning Outcome #10 to better reflect the direct care role of the nurse educator concentration and strengthen alignment with the advanced practice competencies delineated in <i>Essential IX</i>.</p> <p>Identified the need to strengthen genetics/genomics into curriculum. MSN faculty completed a crosswalk of the curriculum to identify courses where this content could be strengthened.</p> | | | | |
| <p>2016-2017 ACADEMIC YEAR Outcomes and Actions</p> | | | | |
| <p>The curricula for the MSN program are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).</p> <p>The MSN curriculum aligns to <i>The Essentials of Master Education in Nursing Practice</i> (AACN, 2011). Major course revisions will roll out annually in the fall semester.</p> <p>Genetics/genomics content added in NRHL 502: Ethically and Culturally Competent Health Care Professional for October 2016 course offering</p> | | | | |

and will be incorporated into NRHL 509: Advanced Pharmacology for fall 2017.

MSN faculty decided to integrate informatics and emergent technologies content and remove NRHL 504: Health Care Informatics and Emergent Technologies from the foundation to free up three semester credits so the new practicum course could be added without lengthening the MSN program. Following are the MSN courses and associated *Essential V* broad areas.

| MSN Course | <i>Essential V</i> Broad Areas |
|---|--|
| NRHL 502: Ethical and Culturally Competent Health Care Professional | Use of patient care and other technologies to deliver and enhance care |
| NRHL 503: Evidence Based Nursing Practice: Research and Process Improvement | Data management to analyze and improve outcomes of care |
| NRHL 505: Health Care Policy and Advocacy | Health information management for evidence-based care and health education |
| NRHL 506: Quality Improvement and Safety in Health Care Systems | Communication technologies to integrate and coordinate care Facilitation and use of electronic health records to improve patient care |

Revised MSN Expected Student Learning Outcome #10 to, Demonstrate competence in master's level clinical nursing practice. (*Essentials I, VIII, IX*)

Relevant nursing standards and guidelines were reviewed to ensure the MSN program is using the most current documents (April 2017)

The CCNE Frequently Asked Questions: Clinical Practice Experiences document was used to inform revisions to the planned clinical learning experiences requirement of the MSN program. The curricular revision includes integration of informatics content in selected foundation courses and removal of NRHL 504: Health Care Informatics and Emergent Technologies from the foundation in order to free up 3 semester credit hours for a newly developed practicum course. Practicum will be removed from the final three courses within each concentration and instead be housed in a new course and a revised NRHL 635: Evidence-Based Nursing Practice Capstone Project. Approved by the DONH faculty May 12, 2017.

The MSN program director and two MSN faculty met with the Wiley Academic Services team to develop a timeline for course revisions. Students admitted in summer 2018 will be the first group to matriculate in the revised curriculum.

Faculty are in the process of creating the new clinical practice courses to be implemented in summer 2018. Syllabi, assignments, project and clinical evaluation tools have been completed.

Substantive revisions to NRHL 502: Ethically and Culturally Competent Health Care Professional, NRHL 506: Quality Improvement and Safety in Health Care Systems, and NRHL 620: Building Effective Communication and Relationships were completed and reviewed by the program director on April 1, 2017. The revised courses will roll out in the fall 2017 semester.

2017-2018 ACADEMIC YEAR

Outcomes and Actions

The curricula for the MSN program are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).

The MSN curriculum aligns to *The Essentials of Master Education in Nursing Practice (AACN, 2011)*.

Didactic content within the MSN nurse educator concentration is informed by the NLN Core Competencies delineated in *The Scope of Practice for Academic Nurse Educators (2012)*. The MSN Nurse Educator Concentration provides direct care clinical practice experiences that advance the knowledge and clinical expertise of students in the concentration. The MSN nurse educator concentration includes separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology.

Didactic content within the MSN nurse executive leader concentration is informed by the AONE *Nurse Executive Competencies (2015)* and *ANA Nurse Administration: Scope and Standards of Practice, 2nd Edition (2016)*. The MSN Nurse Executive Leader Concentration provides direct care clinical practice experiences that advance the knowledge and clinical expertise of students in the concentration.

Discussions ensued in October 2016 to revise the practicum courses to focus on advancing clinical practice. In order to make this change, the entire curriculum underwent review (Curriculum meeting 10/11/16). A table was drafted to outline all of the current courses and the proposed new courses (see table dated 10/11/16, 11/28/16).

NRHL 504: Health Care Informatics and Emergent Technologies was removed from the foundation and the content integrated into the foundation courses as noted above. Prior to these changes being made, the expected student outcomes and *The Essentials of Master Education in Nursing Practice (AACN, 2011)* were reviewed and the changes were aligned with both (2/8/17).

The revised courses that include informatics content were offered beginning in fall 2017.

This process decreased the foundation courses to 15 credit hours (from 18 credit hours) to allow for the creation of the new practicum courses without an increase in the total program hours.

The practicum hours were increased from the current 120 hours to 140 hours. Course descriptions were developed for the new practicum courses (Curriculum meeting 12/6/16, 1/24/17, 4/11/17, and 5/12/17). The revised practicum courses were approved at the 5/12/17 curriculum meeting then subsequently approved by the College Curriculum Committee and the Dean (Curriculum meeting 8/24/17).

Final revisions are underway to remove the practicum hours from NRHL 625: Learning and Curriculum Development in Nursing practice, NRHL 630: Evaluation Strategies and Methods in Nursing Practice, NRHL 626: Nursing Leadership and Systems Thinking; and NRHL 628: Financial Management and Resource Allocation in Health Care Systems. The revised and new courses have been numbered and named selected (Curriculum meeting 1/23/18). Updated practicum forms and rubrics are under development.

Timelines for submission of the revised and new courses were established during a meeting with Wiley on 1/25/18. The projection is for the revised curriculum to begin in summer 2018.

The 3-P courses i.e. NRHL 507: Advanced Health Assessment, NRHL 508: Advanced Pathophysiology and NRHL 509: Advanced Pharmacology are

currently under review for revisions (MSN workshop 12/7/17). The courses will include more case studies. The courses are under development, will be reviewed by the faculty during the spring 2018 term and will be offered beginning in the fall 2018 (MSN meeting 2/7/17).

Increasing technology in courses has been discussed frequently in the DONH meetings (12/7/17). A lunch and learn to discuss new methods of technology that would augment the MSN online courses will be take place in August 2018.

Curriculum discussions are ongoing during the bi-weekly MSN full time faculty meetings (9/14/16, 9/28/16, 10/12/16, 10/26/16, 11/16/16, 11/30/16; 1/25/17, 2/8/17, 2/20/17, 3/22/17, 4/12/17, 4/26/17, 9/13/17, 10/11/17, 10/25/17, 11/8/17; 1/10/18, 1/24/18). Curriculum issues are also addressed at the MSN monthly meetings, which include adjunct faculty and student representatives (9/21/16, 10/18/16, 11/16/16, 1/18/17, 2/21/17, 3/15/17, 4/19/17, 9/20/17, 10/17/17, 1/31/18, 2/21/18).

| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
|---|--|---|---|--|
| <p>III-C. The curriculum is logically structured to achieve expected student outcomes.</p> <p>Baccalaureate curricula build upon a foundation of the arts, sciences, and humanities.</p> <p>Master’s curricula build on a foundation comparable to baccalaureate level nursing knowledge.</p> | <p>Course syllabi and Course schedule MSN Crosswalk</p> <p>MSN Program, Curriculum, and DONH Committee minutes</p> <p>Curriculum development and revision documents</p> <p>IDEA surveys, IDEA GSRs, SKYfactor/Benchworks Exit and Alumni Assessments</p> | <p>MSN Program Committee</p> <p>DONH Curriculum Committee</p> <p>DONH Committee</p> | <p>Annually in March</p> | <p>Analysis of curriculum</p> <p>Review of courses and related curriculum documents</p> <p>Review of relevant DONH meeting minutes</p> <p>Analysis of relevant survey data</p> |

**2015-2016 ACADEMIC YEAR
Outcomes and Actions**

The curriculum is logically structured to achieve expected student outcomes. Students complete foundation courses, with a grade of “B” or better required, prior to concentration courses. Planned clinical learning experiences are completed at the end of the curriculum allowing students to apply all they have learned throughout the MSN program to their professional nursing practice as well as develop master’s level clinical nursing competence.

Students admitted to the MSN program must hold a BSN degree from a regionally accredited college or university. As a result, students enter the MSN program possessing a foundation in the arts, sciences, and humanities acquired in their BSN program. The structure of the curriculum is reviewed according to the MSN SEP and revisions to it are made in based on program and data and input from faculty and students.

| 2016-2017 ACADEMIC YEAR Outcomes and Actions | | | | |
|---|--|---|---|---|
| <p>The curriculum is logically structured to achieve expected student outcomes. Students complete foundation courses, with a grade of "B" or better required, prior to concentration courses. Planned clinical learning experiences are completed at the end of the curriculum allowing students to apply all they have learned throughout the MSN program to their professional nursing practice as well as develop master's level clinical nursing competence.</p> <p>Students admitted to the MSN program must hold a BSN degree from a regionally accredited college or university. As a result, students enter the MSN program possessing a foundation in the arts, sciences, and humanities acquired in their BSN program.</p> <p>The structure of the curriculum is reviewed according to the MSN SEP and revisions to it are made in based on program and data and input from faculty and students.</p> | | | | |
| 2017-2018 ACADEMIC YEAR Outcomes and Actions | | | | |
| <p>The curriculum is logically structured to achieve expected student outcomes. Students complete foundation courses, with a grade of "B" or better required, prior to concentration courses. Planned clinical learning experiences are completed at the end of the curriculum allowing students to apply all they have learned throughout the MSN program to their professional nursing practice as well as develop master's level clinical nursing competence.</p> <p>NRHL 504: Healthcare Informatics and Emergent Technologies will be removed from the foundation and the content integrated into selected foundation courses and emphasized again in selected concentration courses.</p> <p>Students admitted to the MSN program must hold a BSN degree from a regionally accredited college or university. As a result, students enter the MSN program possessing a foundation in the arts, sciences, and humanities acquired in their BSN program.</p> <p>The structure of the curriculum is reviewed according to the MSN SEP and revisions to it are made in based on program and data and input from faculty and students.</p> | | | | |
| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
| III-D. Teaching-learning practices and environments support the achievement of expected student outcomes. | IDEA surveys, IDEA GSRs, and SKYfactor/Benchworks Exit and Alumni Assessments MSN Program, Curriculum, and DONH Committee minutes | MSN Program Committee Curriculum Committee DONH Committee | Annually in March | Review of relevant DONH meeting minutes Analysis of relevant survey data |

| 2015-2016 ACADEMIC YEAR Outcomes and Actions | | | | |
|---|--|---|---|--|
| <p>The MSN curriculum continues to be delivered in a fully online asynchronous learning environment, which meets the needs of adult learners. A variety of teaching-learning practices are utilized including discussion forums, team assignments, experiential learning, quizzes, written assignments, and planned clinical learning experiences.</p> <p>Concentration specific discussion forums were created on the MSN program page allowing for increased student engagement. Posting to these discussions forums was added as course activity in NRHL 501: Health Promotion and Interprofessional Collaboration, and MSN student representatives will welcome students within the forums.</p> <p>As a result of discussion about students' proficiency in library database searches, instructional PDF's and tutorials will be added to the library tab in <i>Engage</i>. In addition, an Ebrary link was added to the library link within <i>Engage</i> along with instructions for accessing e-books.</p> <p>MSN faculty have increased the use of self-made videos into courses.</p> | | | | |
| 2016-2017 ACADEMIC YEAR Outcomes and Actions | | | | |
| <p>The MSN curriculum continues to be delivered in a fully online asynchronous learning environment, which meets the needs of adult learners. A variety of teaching-learning practices are utilized including discussion forums, team assignments, experiential learning, quizzes, written assignments, and planned clinical learning experiences.</p> | | | | |
| 2017-2018 ACADEMIC YEAR Outcomes and Actions | | | | |
| <p>The MSN curriculum continues to be delivered in a fully online asynchronous learning environment, which meets the needs of adult learners. A variety of teaching-learning practices are utilized including discussion forums, team assignments, experiential learning, quizzes, written assignments, and planned clinical learning experiences.</p> | | | | |
| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
| <p>III-E. The curriculum includes planned clinical practice experiences that:</p> <p>enable students to integrate new knowledge and demonstrate attainment of program outcomes; and are evaluated by faculty.</p> | <p>NRHL 625: Learning and Curriculum Development in Nursing Practice, NRHL 626: Nursing Leadership and Systems Thinking, NRHL 628: Financial Management and Resource Allocation in Health Care Systems, NRHL630: Evaluation Strategies and Methods in Nursing Practice, and NRHL 635: Evidence-Based Nursing</p> | <p>MSN Program Committee</p> <p>DONH Curriculum Committee</p> <p>DONH Committee</p> | <p>Annually in February</p> | <p>Graded assignments in NRHL 625: Learning and Curriculum Development in Nursing Practice, NRHL 626: Nursing Leadership and Systems Thinking, NRHL 628: Financial Management and Resource Allocation in Health Care Systems, NRHL 630: Evaluation Strategies and Methods in Nursing Practice, and NRHL 635:</p> |

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|--|--|--|--|---|
| | Practice Capstone Project course syllabi and course content in <i>Engage</i> MSN Practicum Log Student/Preceptor/Faculty meetings Student and preceptor feedback forms IDEA surveys, IDEA GSRs, and SKYfactor/Benchworks Exit and Alumni Assessments | | | Evidence-Based Nursing Practice Capstone Project. Analysis of relevant survey data |
| 2015-2016 ACADEMIC YEAR Outcomes and Actions | | | | |
| <p>Explored development of a COEHS affiliation agreement appropriate to all students across the COEHS that engage in planned clinical learning experiences (DONH minutes of 9/15/15).</p> <p>Developed a new database to track practicum contracts, which facilitates contract renewals and reduces students' submission of a contract when one is already in place.</p> <p>Revisions to the practicum courses and documents were made to add clarity and ensure students are advancing their clinical practice in addition to developing, implementing, and evaluating the capstone project.</p> <p>SKYfactor/Benchworks 2015 Exit Assessment data, specific to clinical practice experiences, consistently exceeds the expected outcome of a mean of 5.5 or higher.</p> <p>Q027. Instruction and Curriculum - How satisfied are you with: Faculty oversight of clinical experiences. Mean=6.44 Q029. Instruction and Curriculum - How satisfied are you with: Preceptor availability. Mean=6.49 Q030. Instruction and Curriculum - How satisfied are you with: Final clinical practicum course. Mean=6.21 Q031. Instruction and Curriculum - How satisfied are you with: Effectiveness of preceptors. Mean=6.51 Q044. Administration and Support Services - Satisfaction with: Value of clinical site experience. Mean=6.64</p> <p>Scale: (1) Very dissatisfied, (2) Moderately dissatisfied, (3) Slightly dissatisfied, (4) Neutral, (5) Slightly satisfied, (6) Moderately satisfied, (7) Very satisfied, Not applicable</p> <p>Q083. Master's-Level Nursing Practice - To what degree did the MSN program enhance your ability to use: Knowledge of illness and disease management to provide evidence-based care. Mean=6.04 Q084. Master's-Level Nursing Practice - To what degree did the MSN program enhance your ability to use: Advanced knowledge of environmental and population characteristics to improve health care. Mean=6.02 Q085. Master's-Level Nursing Practice - To what degree did the MSN program enhance your ability to use: Theories and evidence-based</p> | | | | |

knowledge in leading the healthcare team to deliver appropriate health care. Mean=6.25
 Q086. Master's-Level Nursing Practice - To what degree did the MSN program enhance your ability to integrate: Evidence from nursing and other sciences as the foundation for practice. Mean=6.29

Scale: (1) Not at all, (2), (3), (4) Moderately, (5), (6), (7) Extremely, Not applicable

The focus of the faculty discussion at the 10/20/15 MSN monthly meeting was on advancing clinical practice and the input will be used to guide curricular revisions.

**2016-2017 ACADEMIC YEAR
 Outcomes and Actions**

COEHS Affiliation Agreement Task Force created to explore a standardized COEHS affiliation agreement across programs. Determined separate department agreement required. DONH chair assembled task force of DONH program directors and RN to BSN Coordinator in Springfield to draft DONH specific agreement. Agreement accepted by BenU legal counsel for RN to BSN and MSN students at all clinical/practicum sites (DONH minutes 10/11/16, 11/8/16, 12/6/16).

Revise the *Student Feedback of Preceptor and Site* form removing the yes/no questions related to recommending the preceptor and site to another MSN student and instead ask students to describe how the preceptor and site did/did not facilitate achievement of expected student learning outcomes.

**2017-2018 ACADEMIC YEAR
 Outcomes and Actions**

The MSN curriculum includes planned clinical practice experiences that enable students to integrate new knowledge and demonstrate attainment of program outcomes. These experiences are evaluated by faculty. The planned clinical learning experiences allow students to demonstrate achievement of the master's competencies as delineated in *Essential IX*. The clinical practice experiences are designed to ensure students are competent to enter nursing practice at the master's level.

The MSN faculty conducted an extensive review of the practicum component of the MSN curriculum in AY16 and embarked on a revision beginning in AY17. The practicum hours have been increased from 120 to 140-clock hours distributed 70/70 across two practicum courses. The MSN Practicum Manual and all associated practicum documents will be updated to reflect the revised practicum courses. The Practicum Dropbox Courses will be update when the revised materials are completed. Following are the revised practicum course descriptions.

NRHL 653: Advanced Nursing Practice: Clinical Immersion

This course builds upon the synthesis of prior knowledge and skills that promote the advancement of professional clinical nursing practice. The student applies nursing research and evidence-based practice to develop advanced clinical competency in a defined area of nursing practice. The course requires 70 practicum clock hours of clinical learning experience in the practice setting and the development of a nursing project proposal. Pre-requisites: NRHL 647 or NRHL 648. 3 semester hours

NRHL 655: Advanced Nursing Practice: Capstone Project Implementation

This course provides opportunities for the student to apply knowledge and skills learned throughout the program into nursing practice. Under the direction of the faculty and guidance from the preceptor, students complete a nursing project that demonstrates their cumulative learning, nursing practice abilities, and professional growth that reflects master's nursing practice. The project validates

students' ability to synthesize and apply new knowledge and skills to real-world clinical issues and problems. The course requires 70 practicum clock hours of clinical learning experiences in the practice setting. Pre-requisites: NRHL 653. 3 semester hours

MSN faculty provide ongoing guidance and oversight to the MSN students engaged in planned clinical learning experiences, which are facilitated by the preceptor. The preceptors provide formative and summative information to the faculty, which is used to evaluate students' achievement of the course objectives and MSN Expected Student Learning Outcomes. It is anticipated with the launch of the revised curriculum, the preceptor will also provide information and feedback that faculty will use to evaluate students' achievement of the 15 foundational practice competencies as articulated in *Essential IX*. SKYfactor/Benchworks 2017 Exit Assessment data, specific to clinical practice experiences, consistently exceeds the MSN program's expected outcome of a mean of 5.5 or higher.

SKYfactor/Benchworks scale for the following questions: (1) Very dissatisfied, (2) Moderately dissatisfied, (3) Slightly dissatisfied, (4) Neutral, (5) Slightly satisfied, (6) Moderately satisfied, (7) Very satisfied, Not applicable

Q027. Instruction and Curriculum - How satisfied are you with: Faculty oversight of clinical experiences - mean 6.28

Q029. Instruction and Curriculum - How satisfied are you with: Preceptor availability -mean 6.5

Q030. Instruction and Curriculum - How satisfied are you with: Final clinical practicum course - mean 6.19

Q031. Instruction and Curriculum - How satisfied are you with: Effectiveness of preceptors- mean 6.55

Q044. Administration and Support Services - Satisfaction with: Value of clinical site experience - mean 6.56

SKYfactor/Benchworks scale for the following questions: (1) Not at all, (2), (3), (4) Moderately, (5), (6), (7) Extremely, Not applicable

Q083. Master's-Level Nursing Practice - To what degree did the MSN program enhance your ability to use: Knowledge of illness and disease management to provide evidence-based care - mean 6.09

Q084. Master's-Level Nursing Practice - To what degree did the MSN program enhance your ability to use: Advanced knowledge of environmental and population characteristics to improve health care - mean 6.17

Q085. Master's-Level Nursing Practice - To what degree did the MSN program enhance your ability to use: Theories and evidence-based knowledge in leading the healthcare team to deliver appropriate health care - mean 6.31

Q086. Master's-Level Nursing Practice - To what degree did the MSN program enhance your ability to integrate: Evidence from nursing and other sciences as the foundation for practice - mean 6.38

SKYfactor/Benchworks 2017 Alumni Assessment data, specific to clinical practice experiences, consistently exceeds the MSN program's expected outcome of a mean of 5.5 or higher.

SKYfactor/Benchworks scale for the following questions: (1) Not at all, (2), (3), (4) Moderately, (5), (6), (7) Extremely

Q084. How important is this skill/ability and this knowledge to a successful nursing career? Use knowledge of illness and disease management to provide evidence-based care - mean 6.70

Q085. How important is this skill/ability and this knowledge to a successful nursing career? Use advanced knowledge of environmental and population characteristics to improve health care - mean 6.59

Q086. How important is this skill/ability and this knowledge to a successful nursing career? Use theories and evidence-based knowledge in leading the healthcare team to deliver appropriate health care - mean 6.59

Q087. How important is this skill/ability and this knowledge to a successful nursing career? Integrate evidence from nursing and other

sciences as the foundation for practice - mean 6.53

Q122. To what extent did the MSN program enhance this skill/ability and your knowledge base in this area? Use knowledge of illness and disease management to provide evidence-based care - mean 6.00

Q123. To what extent did the MSN program enhance this skill/ability and your knowledge base in this area? Use advanced knowledge of environmental and population characteristics to improve health care - mean 6.07

Q124. To what extent did the MSN program enhance this skill/ability and your knowledge base in this area? Use theories and evidence-based knowledge in leading the healthcare team to deliver appropriate health care - 6.21

Q125. To what extent did the MSN program enhance this skill/ability and your knowledge base in this area? Integrate evidence from nursing and other sciences as the foundation for practice - mean 6.04

| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
|--|--|---|---|---|
| III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest. | IDEA surveys, IDEA GSRs, and SKYfactor/Benchworks Exit and Alumni Assessments DONH, Curriculum, MSN Program, and Nursing Advisory Committee meeting minutes | MSN Program Committee Curriculum Committee DONH Committee | Annually in March | Analysis of relevant survey data Review of relevant DONH meeting minutes |
| 2015-2016 ACADEMIC YEAR Outcomes and Actions | | | | |
| DONH Advisory Committee meeting held on 3/17/16; feedback/input reported to DONH. | | | | |
| DONH faculty began discussions on seamless progression of RN to BSN graduates into MSN program (DONH Curriculum minutes 9/15/15). Curriculum changes are discussed at various meetings including MSN program, DONH Curriculum, DONH, COEHS Curriculum and Standards, Graduate Curriculum and Standards, and Nursing Advisory. | | | | |
| MSN faculty recommended to the DONH chair that additional advisory committee members with experience in online graduate nursing education serve on the DONH Advisory Committee. Advisory Committee membership revised to reflect balance of local, statewide, national, and program perspectives. Meeting held 3/17/16. Additional members were appointed to the Advisory committee in March 2016 and included representatives from practice and leadership. | | | | |
| MSN faculty explored the feasibility of an MSN MPH dual degree (DONH/Curriculum minutes of 9/15/15) and consulted with the Nursing Advisory Committee to obtain their input. | | | | |
| Faculty representatives from the RN-BSN and MSN programs will attend the Nursing Advisory committee meetings beginning in March 2016. Faculty representatives will hold a one-year term on the committee allowing for faculty to participate and seek input. (DONH meeting 1/26/16). The Advisory Committee was asked to provide input into curriculum and advise on new concentrations (Advisory minutes 3/17/16). | | | | |

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| <p>MSN faculty examined Advisory Committee input and utilized it to make adjustments and revisions to the curriculum as appropriate. Certificate programs were discussed May 13, 2016. Implementation will be delayed until the practicum revisions are completed.</p> |
| <p>2016-2017 ACADEMIC YEAR Outcomes and Actions</p> |
| <p>Biannual meeting of DONH Advisory Committee held 10/13/16 and 3/16/17; feedback/input reported to DONH through program faculty representative. Advisory Committee supported RN to BSN to MSN and had on substantive feedback regarding DONH plan to develop a Professional Development Committee In order to provide CE hours that would meet IL Practice Act criteria for license renewal. DONH CE programs would not go through ANA review process that may be required of specialty organizations to meet CEU criteria for certification. Dr. Ludwig-Beymer noted possible confusion of attendees relative to differences in CE (10/13/16).</p> <p>Chair brought forth examples of program progress models implemented across the country. Faculty initiated discussion of a variety of options with goal of maintaining cost and 12-month timeframe for RN to BSN program completion and allowing program graduates to complete BenU MSN program in a reduced timeframe and at a lesser cost. Received support from Advisory Committee (Advisory Committee minutes 10/13/16, 3/16/17, 10/12/17, 3/8/18). Plan to launch revision concurrent with launch of online delivery of RN to BSN program. Task force of RN to BSN and MSN faculty established to bring recommendations to DONH. Final accepted proposal by DONH curriculum committee, COEHS curriculum committee, COEHS Dean, and BenU Provost:</p> <p>Completion of NRHL 365: Health Promotion for Families, Communities, and Populations and NRHL 392: Nurse Leadership and Interprofessional Collaboration with a grade of "B" or better will allow students to waive NRHL 501: Health Promotion and Interprofessional Collaboration when admitted into the Benedictine University MSN Program.</p> <p>Completion of NRHL 375: Healthcare Policy, Regulation and Advocacy with a grade of "B" or better will allow students to waive NRHL 505: Health Care Policy and Advocacy when admitted into the Benedictine University MSN Program.</p> <p>Seamless plan allows for RN to BSN to MSN completion in less than three years and savings of MSN tuition for 6 semester credit hours (RN to BSN minutes 2/14/17, 3/14/17, 4/18/17, 5/9/17; DONH minutes - spring semester 2017). RN to BSN Courses incorporating Master's Essentials into two new RN to BSN courses (NRHL 365: Health Promotion for Families, Communities, and Populations and NRHL 392: Nurse Leadership and Interprofessional Collaboration from NRHL 501: Health Promotion and Interprofessional Collaboration) and (NRHL 375: Healthcare Policy, Regulation and Advocacy from NRHL 505: Health Care Policy and Advocacy). Students achieving a "B" or better will be allowed to waive credit of associated MSN course when admitted into MSN program.</p> <p>MSN faculty examined Advisory Committee input from 10/13/16 and 3/6/17 meetings and utilized it to make adjustments and revisions to the curriculum as appropriate.</p> |
| <p>2017-2018 ACADEMIC YEAR Outcomes and Actions</p> |
| <p>Biannual meeting of DONH Advisory Committee held 10/12/17 and 3/8/18; feedback/input reported to DONH through program faculty representative.</p> <p>MSN faculty examined Advisory Committee input from 10/12/17 and 3/8/18 meetings to make adjustments and revisions to the curriculum as</p> |

| <p>appropriate.</p> <p>Membership in the Nursing Advisory Committee is reviewed periodically and new members are solicited as needed.</p> <p>MSN faculty examined Advisory Committee input from 10/12/17 and 3/3/18 meetings and utilized it to make adjustments and revisions to the curriculum as appropriate.</p> | | | | |
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| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
| <p>III-G. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes.</p> <p>Evaluation policies and procedures for individual student performance are defined and consistently applied.</p> | <p>MSN Program, Curriculum, and DONH Committee meeting minutes</p> <p>Course syllabi</p> | <p>MSN Faculty</p> <p>MSN Program Committee</p> <p>Curriculum Committee</p> <p>DONH Committee</p> | <p>Annually in March</p> | <p>Faculty grading of assignments in each MSN course in the curriculum</p> <p>Review of relevant DONH meeting minutes</p> |
| <p>2015-2016 ACADEMIC YEAR Outcomes and Actions</p> | | | | |
| <p>MSN course syllabi clearly delineate grading criteria, evaluation methods, and grading scale.</p> <p>New late assignment and resubmission paper policy added to syllabi and <i>Engage</i> platform (August 2015).</p> <p>MSN faculty periodically review the rubrics for each MSN course and make adjustments as need and ensure revised content aligns with course objectives.</p> | | | | |
| <p>2016-2017 ACADEMIC YEAR Outcomes and Actions</p> | | | | |
| <p>MSN course syllabi clearly delineate grading criteria, evaluation methods, and grading scale.</p> <p>After further discussion during the May 11, 2017 workshop was decided that an 8-week course does not lend itself to a formal mid-course evaluation. However, faculty are encouraged to use formative evaluation throughout the course.</p> <p>In AY18, add discussion at monthly MSN meetings to discuss evaluation processes and best practice in formative evaluation.</p> | | | | |
| <p>2017-2018 ACADEMIC YEAR Outcomes and Actions</p> | | | | |
| <p>MSN course syllabi clearly delineate grading criteria, evaluation methods, and grading scale.</p> | | | | |

| <p>Discussion grading rubric is currently under review by MSN faculty. Discussed at MSN Curriculum meetings 12/17, 1/18, 2/18, 3/18. Plan includes finalizing draft and presenting to the adjunct faculty in AY 19.</p> <p>A robust discussion occurred at the MSN monthly meeting in April, 2018 regarding formative assessment. The adjunct faculty identified numerous ways in which formative assessment is utilized to promote student learning and achievement of individual and aggregate student outcomes.</p> | | | | |
|--|--|---|---|--|
| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
| <p>III-H. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.</p> | <p>IDEA surveys, IDEA GSRs, SKYfactor/Benchworks Exit and Alumni Assessments</p> <p>MSN, Curriculum, and DONH committee meeting minutes</p> <p>Student representation at program meetings</p> <p>Informal student feedback</p> | <p>MSN Program Committee</p> <p>DONH Curriculum Committee</p> <p>DONH Committee</p> | <p>Annually in March</p> | <p>Analysis of relevant survey data</p> <p>Review of relevant DONH meeting minutes</p> |
| <p>2015-2016 ACADEMIC YEAR Outcomes and Actions</p> | | | | |
| <p>Curriculum and teaching-learning practices are evaluated according to the MSN SEP and discussed at MSN program and DONH Curriculum meetings. Faculty are in the process of mapping the curriculum to assess for any redundancies or gaps that will need to be addressed.</p> <p>MSN faculty utilize IDEA course surveys to evaluate current teaching practices and make adjustments to their instruction. IDEA GSR for spring-fall 2015 demonstrated a response rate of 71%.</p> <p>Student representatives attend MSN curriculum meetings and provide input on issues and peer concerns.</p> <p>NRHL 680: Synthesis and Transformation of Knowledge Capstone Practicum was offered for the last time in January 2016. The inaugural curriculum has been completed.</p> | | | | |
| <p>2016-2017 ACADEMIC YEAR Outcomes and Actions</p> | | | | |
| <p>Curriculum and teaching-learning practices are evaluated according to the MSN SEP and discussed at MSN program and DONH Curriculum meetings. Faculty are in the process of mapping the curriculum to assess for any redundancies or gaps that will need to be addressed.</p> | | | | |

MSN faculty utilize IDEA course surveys to evaluate current teaching practices and make adjustments to their instruction. Student representatives attend MSN curriculum meetings and provide input on issues and peer concerns.

**2017-2018 ACADEMIC YEAR
Outcomes and Actions**

Curriculum and teaching-learning practices are evaluated according to the MSN SEP and discussed at MSN program and DONH Curriculum meetings. Faculty are in the process of mapping the curriculum to assess for any redundancies or gaps that will need to be addressed.

MSN faculty utilize IDEA course surveys to evaluate current teaching practices and make adjustments to their instruction.

Student representatives attend MSN curriculum meetings and provide input on issues and peer concerns.

As a result of the practicum revisions, selected concentration courses will be revised to remove practicum. MSN faculty are exploring inclusion of additional experiential learning specifically in the nurse educator concentration.

MSN faculties utilize IDEA course surveys to evaluate current teaching practices and make revision to curriculum. The IDEA surveys are conducted in each course (every 8 weeks). A plan was created to increase response rates in fall of 2016. The Administrative Assistant of Assessment and Technology posts the survey information in each course. Faculty post several reminders to students to complete the IDEA survey. Response rates are available throughout the survey window allowing faculty to encourage students to participate to achieve a minimum of 65% participation. The survey structure allows students to provide narrative comments and constructive feedback relative to course content and instruction. Survey data and comments are available to the individual faculty, the program director, and the chair of the DONH. The director utilizes the IDEA survey data for faculty development.

The IDEA platform has been migrated to campus labs effective October 2017. The nursing program participated in the pilot process and noted issues with students maintaining updated passwords. The Administrative Assistant of Assessment and Technology will initiate a course announcements reminding students to update their password so that they can readily access the survey. The IDEA platform issues were discussed at the DONH meetings (12/7/17, 1/23/17, 2/20/18).

| Standard IV- Program Effectiveness: Assessment and Achievement of Program Outcomes | | | | |
|---|---|--|--|--|
| <p>The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes and other outcomes identified by the program. Actual aggregate student outcomes are consistent with the mission, goals, and expected student outcomes. Data on program effectiveness are used to foster ongoing program improvement.</p> | | | | |
| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection or Review | Assessment Methods |
| IV-A. A systematic process is used to determine program effectiveness. | <p>IDEA surveys, IDEA GSRs, and SKYfactor/Benchworks Exit and Alumni Assessments</p> <p>DONH Faculty Activity Report</p> <p>Benchmark assignment spreadsheet</p> <p>Program completion spreadsheet</p> <p>DONH Committee, Curriculum Committee, and MSN Program Committee minutes</p> | <p>MSN Program Director</p> <p>MSN Program Committee</p> <p>DONH Committee</p> | Annually in October | <p>Analysis of relevant survey data</p> <p>Review of relevant DONH meeting minutes</p> |
| 2015-2016 ACADEMIC YEAR Outcomes and Actions | | | | |
| <p>The MSN program utilizes a written and comprehensive SEP that delineates processes and quantitative and qualitative data used to determine program effectiveness. It allows the program to evaluate actual program outcomes as compared to expected outcomes and the data is used to drive program improvement.</p> <p>SKYfactor/Benchworks Exit Assessment launched every eight weeks as MSN students complete the program. The survey link is distributed to students enrolled in the final course in the program, NRHL 635: Evidence-Based Nursing Practice Capstone Project.</p> <p>SKYfactor/Benchworks Alumni Assessment launched May 2016.</p> <p>An SEP calendar and monthly reporting schedule was established through the work of a DONH taskforce with the goal of enhanced faculty involvement in the SEP process. The taskforce presented their recommendations, faculty supported the plan, and faculty selected CCNE standards and elements they would be responsible for reviewing and reporting based upon the SEP calendar (DONH minutes 3/8/16, 5/13/16).</p> <p>DONH faculty member designated as SEP resource person to assist faculty in writing their SEP reports (DONH minutes 8/26/15).</p> <p>Individual reports became cumbersome and were not sequential. A new reporting form was established that can be used throughout the academic year, which facilitates comprehensive collating of faculty reports and monitoring program effectiveness.</p> | | | | |

| An aggregate SEP report was created to be used for end of year reporting. SEP reporting will occur at the final DONH meeting of each semester (DONH meeting 11/10/15 and 5/2016). | | | | |
|---|--|-----------------------|---|---------------------------|
| 2016-2017 ACADEMIC YEAR Outcomes and Actions | | | | |
| The MSN program utilizes a written and comprehensive SEP that delineates processes and quantitative and qualitative data used to determine program effectiveness. It allows the program to evaluate actual program outcomes as compared to expected outcomes and the data is used to drive program improvement. | | | | |
| SKYfactor/Benchworks Exit Assessment launched every eight weeks as MSN students complete the program. The survey link is distributed to students enrolled in the final course in the program, NRHL 635: Evidence-Based Nursing Practice Capstone Project. | | | | |
| SKYfactor/Benchworks Alumni Assessment launched May 2017. | | | | |
| An SEP calendar and monthly reporting schedule are followed to ensure review and reporting each academic year. MSN faculty reported updates at DONH meetings 12/6/16 and 5/12/17. | | | | |
| 2017-2018 ACADEMIC YEAR Outcomes and Actions | | | | |
| The MSN program utilizes a written and comprehensive SEP that delineates processes and quantitative and qualitative data used to determine program effectiveness. It allows the program to evaluate actual program outcomes as compared to expected outcomes and the data is used to drive program improvement. | | | | |
| SKYfactor/Benchworks Exit Assessment launched every eight weeks as MSN students complete the program. The survey link is distributed to students enrolled in the final course in the program, NRHL 635: Evidence-Based Nursing Practice Capstone Project. | | | | |
| SKYfactor/Benchworks Alumni Assessment launched May 2018. | | | | |
| Clear timelines are included and the SEP is periodically reviewed and revised. In addition, the MSN program has a SEP calendar that details dates for reporting at MSN and DONH meetings. MSN faculty reported SEP updates at DONH meetings 12/7/17 and 5/10/18. | | | | |
| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
| IV-B. Program completion rates demonstrate program effectiveness. | MSN graduate program completion spreadsheet | MSN Program Director | Annually in October | Analysis of relevant data |
| | MSN student tracking spreadsheet | MSN Program Committee | | |
| | MSN Program and DONH Committee meeting minutes | DONH Committee | | |

| |
|---|
| <p>Expected Outcome 70% of students who begin the MSN program and who do not voluntarily withdraw will complete the program within six years with a cumulative GPA of 3.0 or higher on a 4.0 scale</p> <p>NOTE: Data table for program completion rates may be found on page 52.</p> |
| <p>2015-2016 ACADEMIC YEAR Outcomes and Actions</p> |
| <p>The MSN program completion expected outcome is consistent with the BenU Graduate Catalog policy entitled, Program Continuity/Time Limit that states graduate students have up to six years to complete their program and must have a cumulative GPA of 3.0 or higher in order to graduate. The MSN program completion rate is calculated by tracking students' date of enrollment in the first MSN course, typically aligning with the term of admission, to the date of degree conferral. Data are used to calculate program completion rates at years two, three, four, five, and six of matriculation in the MSN program. Students who have withdrawn from the program for identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education are excluded when calculating completion rates.</p> <p>All students are required to have a cumulative GPA of 3.0 or higher in order to be in academic good standing and graduate.</p> <p>The MSN program director completes a graduation audit for all MSN students applying to graduate, and evaluates and documents the cumulative GPA on the graduation audit form. To date, no MSN student has applied to graduate with a cum. GPA below 3.0.</p> <p>MSN faculty examined those students who voluntary withdraw from the program; the highest attrition occurred during the first three courses in the curriculum. The attrition rate is steadily decreasing and since moving to the revised curriculum with the nurse educator and nurse executive leader concentrations, the rate has been 6% or lower (2013-present).</p> <p><i>Summary Statement:</i> The actual outcome exceeds the expected outcome for program completion.</p> |
| <p>2016-2017 ACADEMIC YEAR Outcomes and Actions</p> |
| <p>The MSN program completion expected outcome is consistent with the BenU Graduate Catalog policy entitled, Program Continuity/Time Limit that states graduate students have up to six years to complete their program and must have a cumulative GPA of 3.0 or higher in order to graduate. The MSN program completion rate is calculated by tracking students' date of enrollment in the first MSN course, typically aligning with the term of admission, to the date of degree conferral. Data are used to calculate program completion rates at years two, three, four, five, and six of matriculation in the MSN program. Students who have withdrawn from the program for identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education are excluded when calculating completion rates.</p> <p>All students are required to have a cumulative GPA of 3.0 or higher in order to be in academic good standing and graduate.</p> <p>The MSN program director completes a graduation audit for all MSN students applying to graduate, and evaluates and documents the cumulative GPA on the graduation audit form. To date, no MSN student has applied to graduate with a cum. GPA below 3.0.</p> <p>Program completion rates by the end of year six of matriculation in the MSN program range from 94%-96% exceeding the 70% benchmark.</p> |

The most common reason students report withdrawing from the MSN program is due to "other" (60%). Of the 60%, 33% report "personal reasons" and 62% do not report a reason.

Summary Statement: The actual outcome exceeds the expected outcome for program completion.

**2017-2018 ACADEMIC YEAR
Outcomes and Actions**

The MSN program completion expected outcome is consistent with the BenU Graduate Catalog policy entitled, Program Continuity/Time Limit that states graduate students have up to six years to complete their program and must have a cumulative GPA of 3.0 or higher in order to graduate. The MSN program completion rate is calculated by tracking students' date of enrollment in the first MSN course, typically aligning with the term of admission, to the date of degree conferral. Data are used to calculate program completion rates at years two, three, four, five, and six of matriculation in the MSN program. Students who have withdrawn from the program for identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education are excluded when calculating completion rates.

All students are required to have a cumulative GPA of 3.0 or higher in order to be in academic good standing and graduate.

The MSN program director completes a graduation audit for all MSN students applying to graduate, and evaluates and documents the cumulative GPA on the graduation audit form. To date, no MSN student has applied to graduate with a cum. GPA below 3.0.

At the end of six years, the program completion rates in the MSN program range from 92%-96% exceeding the 70% benchmark.

Summary Statement: The actual outcome exceeds the expected outcome for program completion.

| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
|---|--|---|--|----------------------------------|
| IV-C. Licensure and certification pass rates demonstrate program effectiveness. | Not applicable. | | | |
| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
| IV-D. Employment rates demonstrate program effectiveness. | SKYfactor/Benchworks Exit and Alumni Assessments MSN Program and DONH Committee meeting minutes | MSN Program Director MSN Program Committee DONH Committee | Data collection occurs with each offering of NRHL 635: Evidence-Based Nursing Practice Capstone Project Annually in October | Analysis of relevant survey data |

| | | | | |
|--|---|---|--|--|
| Expected Outcome 70% of graduates who seek employment will be employed within 12 months of program completion | | | | |
| NOTE: Data table for employment rates may be found on page 53. | | | | |
| 2015-2016 ACADEMIC YEAR Outcomes and Actions | | | | |
| The SKYfactor/Benchworks Alumni Assessment for 2014-2015 demonstrated 100% of students reported being employed. Survey participation was 124/135 (92%). | | | | |
| <i>Summary Statement:</i> The actual outcome exceeds the expected outcome for employment. | | | | |
| 2016-2017 ACADEMIC YEAR Outcomes and Actions | | | | |
| The SKYfactor/Benchworks Alumni Assessment for 2015-2016 demonstrated 98% of students reported being employed and 2% were not employed, seeking employment. Survey participation was 154/189 (81%). | | | | |
| <i>Summary Statement:</i> The actual outcome exceeds the expected outcome for employment. | | | | |
| 2017-2018 ACADEMIC YEAR Outcomes and Actions | | | | |
| The SKYfactor/Benchworks Alumni Assessment for 2016-2017 demonstrated 98% of students reported being employed and 2% were not employed, seeking employment. Survey participation was 133/156 (85%). | | | | |
| <i>Summary Statement:</i> The actual outcome exceeds the expected outcome for employment. | | | | |
| Key Element | | | | |
| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
| IV-E. Program outcomes demonstrate program effectiveness. | IDEA surveys, IDEA GSRs, and SKYfactor/Benchworks Exit and Alumni Assessments DONH Faculty Activity Report MSN Program and DONH Committee meeting minutes Benchmark assignment spreadsheet | MSN Program Director MSN Program Committee DONH Committee | Annually in October | Analysis of relevant survey data. Analysis of aggregate data from the benchmark assignments |
| Expected Outcomes | | | | |
| Student Learning 80% of students will achieve a minimum of 80% on benchmark assignments: NRHL 503: Evidence-Based Nursing Practice: Research and Process Improvement - Focused Scholarly Review of Nursing Research | | | | |

NRHL 505: Health Care Policy and Advocacy - Tool Kit: "Mock" Policy Design and S.W.O.T. Analysis
 NRHL 621: Instructional Strategies in Nursing Practice- Teaching/Learning Plan (nurse educator concentration)
 NRHL 624: Advanced Knowledge of Health Care Systems - Executive Summary (nurse executive leader concentration)
 NRHL 635: Evidence-Based Nursing Practice Capstone Project - Evidence-Based Capstone Paper and Slide Presentation

Student Satisfaction with Courses

IDEA GSR scores will meet or exceed IDEA database average scores for progress on relevant objectives, excellence of teacher, excellence of course, and summary evaluation

Student Satisfaction with Program

MSN students will express satisfaction with overall program effectiveness and in meeting expected student learning outcomes at a mean of 5.5 or higher on the SKYfactor/Benchworks Exit Assessment

Alumni Satisfaction with Program

MSN alumni will express satisfaction with overall program effectiveness and in meeting expected student learning outcomes at a mean of 5.5 or higher on the SKYfactor/Benchworks Alumni Assessment

NOTE: Detailed data analysis and tables normally included in the SEP may be found in the CIPR and CIPR Appendices IV-E-2, IV-E-4, IV-E-6, and IV-E-8.

2015-2016 ACADEMIC YEAR Outcomes and Actions

Student Learning

Benchmark assignment data ranged from 86-98% demonstrating the actual outcome exceeds the expected outcome.

Student Satisfaction with Courses

Comparison of MSN and IDEA database scores for spring 2014-fall 2014 (58% response rate) in the areas of Progress on Relevant Objectives, Teacher Excellence, Course Excellence, and Summary Evaluation: MSN program ranged from 4.3 to 4.4 and IDEA database ranged from 3.8-4.2. The data demonstrate the actual outcome exceeded the expected outcome.

Student Satisfaction with Program

Overall Satisfaction: 6.22

Overall Learning: 6.44

Overall Program Effectiveness: 6.23

The actual outcomes exceeded the expected outcome (mean of 5.5 in Overall Satisfaction, Overall Learning, and Overall Program Effectiveness). Response rate of 92%.

Alumni Satisfaction with Program

Overall Satisfaction: 5.99

Overall Learning: 6.10

Overall Program Effectiveness: 5.87

The actual outcomes exceeded the expected outcome (mean of 5.5 in Overall Satisfaction, Overall Learning, and Overall Program

| |
|--|
| Effectiveness). Response rate of 37%. |
| 2016-2017 ACADEMIC YEAR Outcomes and Actions |
| <p>Student Learning Benchmark assignment data ranged from 89-100% demonstrating the actual outcome exceeds the expected outcome.</p> <p>Student Satisfaction with Courses Comparison of MSN and IDEA database scores for spring 2015-fall 2015 (71% response rate) in the areas of Progress on Relevant Objectives, Teacher Excellence, Course Excellence, and Summary Evaluation: MSN program ranged from 4.4 to 4.5 and IDEA database ranged from 3.8-4.2. The data demonstrate the actual outcome exceeded the expected outcome.</p> <p>Student Satisfaction with Program Overall Satisfaction: 6.45 Overall Learning: 6.58 Overall Program Effectiveness: 6.41 The actual outcomes exceeded the expected outcome (mean of 5.5 in Overall Satisfaction, Overall Learning, and Overall Program Effectiveness). Response rate of 82%.</p> <p>Alumni Satisfaction with Program Overall Satisfaction: 6.52 Overall Learning: 6.47 Overall Program Effectiveness: 6.34 The actual outcomes exceeded the expected outcome (mean of 5.5 in Overall Satisfaction, Overall Learning, and Overall Program Effectiveness). Response rate of 33%.</p> |
| 2017-2018 ACADEMIC YEAR Outcomes and Actions |
| <p>Student Learning Benchmark assignment data ranged from 92-99% demonstrating the actual outcome exceeds the expected outcome.</p> <p>Student Satisfaction with Courses Comparison of MSN and IDEA database scores for spring 2016-fall 2016 (51% response rate) in the areas of Progress on Relevant Objectives, Teacher Excellence, Course Excellence, and Summary Evaluation: MSN program ranged from 4.3 to 4.4 and IDEA database ranged from 3.8-4.2. The data demonstrate the actual outcome exceeded the expected outcome.</p> <p>Student Satisfaction with Program Overall Satisfaction: 6.28 Overall Learning: 6.44 Overall Program Effectiveness: 6.26 The actual outcomes exceeded the expected outcome (mean of 5.5 in Overall Satisfaction, Overall Learning, and Overall Program Effectiveness). Response rate of 85%.</p> |

Alumni Satisfaction with Program

Overall Satisfaction: 6.29

Overall Learning: 6.33

Overall Program Effectiveness: 6.14

The actual outcomes exceeded the expected outcome (mean of 5.5 in Overall Satisfaction, Overall Learning, and Overall Program Effectiveness). Response rate of 22%.

Current efforts to increase participation in the Alumni Assessment include 1) Include a reminder on the Exit Assessment that the Alumni Assessment will be sent in approximately 1 year; 2) Ask students on the Exit Assessment their preferred email address 3) Post announcements on social media that Alumni Assessment is launching; and 4) Send strategic email reminders once survey has launched.

| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
|---|---|---|---|--|
| IV-F. Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness. | <i>Benedictine University Faculty Handbook</i> Faculty ACP Faculty Annual Reviews DONH Faculty Activity Report Aggregate Faculty Data Spreadsheet IDEA surveys and IDEA GSRs | MSN Program Director DONH Chair COEHS Dean MSN Program Committee DONH Committee | Annually in October | Per the <i>Benedictine University Faculty Handbook</i> and analysis of individual and aggregate faculty data |

Expected Outcomes**Teaching Excellence**

80% of NRHL courses will rank within the categories of similar, higher, or much higher on excellence of the teacher outcome compared to the IDEA database

Education/Degree

100% of faculty hold a MSN degree, 80% of faculty hold a terminal degree

Scholarship: Presentations

80% of full-time faculty will submit an abstract to a regional or national meeting on a biennial basis

Scholarship: Publications

80% of full-time faculty will submit one publication on a biennial basis

Professional Development/Continuing Education

100% of full-time faculty will participate in professional development on an annual basis

University Service

100% of full-time faculty will serve on DONH committees

50% of full-time faculty will serve on BenU committees (after first year as tenure-track)

NOTE: Detailed data analysis and data tables may be found in the CIPR and Appendices IV-F-2. Examples of individual faculty accomplishments: AY15-AY18 may be found in CIPR Appendix IV-F-3.

2015-2016 ACADEMIC YEAR**Outcomes and Actions****Teaching Excellence**

IDEA GSR data indicate 87% of NRHL courses rank within the categories of similar, higher, or much higher on excellence of the teacher compared to the IDEA database demonstrating the actual outcome exceeded the expected outcome.

Education/Degree

One-hundred percent (100%) of MSN faculty hold an MSN and a terminal degree demonstrating the actual outcome met/exceeded the expected outcome.

Scholarship: Presentations

One-hundred percent (100%) of MSN faculty submitted an abstract to a regional or national meeting on a biennial basis demonstrating the actual outcome exceeded the expected outcome.

Scholarship: Publications

One-hundred percent (100%) of MSN faculty submitted one publication on a biennial basis demonstrating the actual outcome exceeded the expected outcome.

Professional Development/Continuing Education

One-hundred percent (100%) of MSN faculty participated in professional development on an annual basis demonstrating the actual outcome met the expected outcome.

University Service

One-hundred percent (100%) of full-time faculty served on DONH committees and 100% participated on BenU committees demonstrating the actual outcome met/exceeded the expected outcome.

2016-2017 ACADEMIC YEAR**Outcomes and Actions****Teaching Excellence**

IDEA GSR data indicate 81% of NRHL courses rank within the categories of similar, higher, or much higher on excellence of the teacher compared to the IDEA database demonstrating the actual outcome exceeded the expected outcome.

Education/Degree

One-hundred percent (100%) of MSN faculty hold an MSN and a terminal degree demonstrating the actual outcome met/exceeded the expected outcome.

Scholarship: Presentations

One-hundred percent (100%) of MSN faculty submitted an abstract to a regional or national meeting on a biennial basis demonstrating the actual outcome exceeded the expected outcome.

Scholarship: Publications

One-hundred percent (100%) of MSN faculty submitted one publication on a biennial basis demonstrating the actual outcome exceeded the expected outcome.

Professional Development/Continuing Education

One-hundred percent (100%) of MSN faculty participated in professional development on an annual basis demonstrating the actual outcome met the expected outcome.

University Service

One-hundred percent (100%) of full-time faculty served on DONH committees and 100% participated on BenU committees demonstrating the actual outcome met/exceeded the expected outcome.

DONH goals revised at August 2016 DONH meeting to advance scholarship:

1. Advance faculty scholarship through collaboration and partnerships.
2. Identify and apply for appropriate grant funding to support achievement of departmental and program goals and initiatives.

DONH Continuing Professional Development Committee identified as an appropriate means to advance faculty scholarship. Bylaws written and approved by DONH (DONH minutes 8/24/16, 12/6/16) Activities planned for AY18 (DONH minutes 2-21-17).

Inaugural newsletter created for Upsilon-at-Large chapter of Sigma Theta Tau International.

2017-2018 ACADEMIC YEAR**Outcomes and Actions****Teaching Excellence**

IDEA GSR data indicate 84% of NRHL courses rank within the categories of similar, higher, or much higher on excellence of the teacher compared to the IDEA database demonstrating the actual outcome exceeded the expected outcome.

Education/Degree

One-hundred percent (100%) of MSN faculty hold an MSN and a terminal degree demonstrating the actual outcome met/exceeded the expected outcome.

Scholarship: Presentations

One-hundred percent (100%) of MSN faculty submitted an abstract to a regional or national meeting on a biennial basis demonstrating the

actual outcome exceeded the expected outcome.

Scholarship: Publications

One-hundred percent (100%) of MSN faculty submitted one publication on a biennial basis demonstrating the actual outcome exceeded the expected outcome.

Professional Development/Continuing Education

One-hundred percent (100%) of MSN faculty participated in professional development on an annual basis demonstrating the actual outcome met the expected outcome.

University Service

One-hundred percent (100%) of full-time faculty served on DONH committees and 100% participated on BenU committees demonstrating the actual outcome met/exceeded the expected outcome.

Special DONH meeting called for advancing scholarship and reviewing faculty outcomes (DONH minutes 2/20/18). Table of faculty interests was created. Spreadsheet of potential sources of grant funding was compiled from info submitted by faculty. Purpose was to enhance collaborative scholarly activities among faculty having similar research interests.

Program faculty outcomes were reviewed and revised to reflect full DONH faculty rather than separate program faculty outcomes. Categories remained the same and aligned with BenU *Faculty Handbook* for teaching excellence, scholarly and professional involvement and achievement, and university service. Expectations for professional faculty were distinguished from those of tenure and tenure-track faculty relative to scholarship (DONH minutes 2/20/18, 4/10/18, 5/10/18).

DONH (with shared STTI Chapter) sponsored an Evidence-based practice event in honor of former DONH faculty member Dr. Mark Wyatt. Three DONH faculty shared their research as podium presentations. BenU poster presentations provided by five BenU DONH faculty, four MSN alumni, one current MSN student, and 31 RN to BSN students. Podium and poster presentations addressed a variety of topics including facilitating nursing student success; improving healthcare outcomes through patient-centered care initiatives; and enhancing the clinical environment to benefit patients, families, and staff (4/25/18).

| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
|---|---|---|--|---|
| IV-G. The program defines and reviews formal complaints according to established practices. | <i>BenU Graduate Catalog</i> university formal complaint policy found on the BenU website | MSN Program Director DONH Chair COEHS Dean MSN Program Committee DONH Committee | Annually in October Upon formal complaint | Adherence to the Benedictine University formal complaint policy |

| 2015-2016 ACADEMIC YEAR Outcomes and Actions | | | | |
|--|--|--|---|---|
| <p>The MSN program adheres to the formal complaints policies delineated in the <i>Graduate Catalog</i>. The policies are readily available to students through the University website and through a link to the <i>Graduate Catalog</i> is posted on the MSN Program page.</p> <p>No formal complaints have been initiated.</p> | | | | |
| 2016-2017 ACADEMIC YEAR Outcomes and Actions | | | | |
| <p>The MSN program adheres to the formal complaints policies delineated in the <i>Graduate Catalog</i>. The policies are readily available to students through the University website and through a link to the <i>Graduate Catalog</i> is posted on the MSN Program page</p> <p>No formal complaints have been initiated.</p> | | | | |
| 2017-2018 ACADEMIC YEAR Outcomes and Actions | | | | |
| <p>The MSN program adheres to the formal complaints policies delineated in the <i>Graduate Catalog</i>. The policies are readily available to students through the University website and through a link to the <i>Graduate Catalog</i> is posted on the MSN Program page.</p> <p>No formal complaints have been initiated.</p> | | | | |
| Key Element | Document or Indicator of Evidence | Responsible Persons | Frequency of Data Collection and Review | Assessment Methods |
| IV-H. Data analysis is used to foster ongoing improvement. | All data sources as noted throughout the SEP | MSN Program Director MSN Program Committee DONH Curriculum Committee DONH Committee | Annually in October | Analysis of relevant survey data Review of relevant DONH meeting minutes |
| 2015-2016 ACADEMIC YEAR Outcomes and Actions | | | | |
| <p>Data analysis is used to foster program improvement.</p> <p>The MSN faculty identified an opportunity to promote the role of the student representative specifically in eliciting input from peers. The faculty liaison will explore strategies with the representative, obtain input from the faculty, and draft revised student representative guidelines (initially developed in 2014).</p> <p>IDEA GSR data demonstrate participation rates below 65%. Encourage adjunct faculty to post course announcements reminding students to</p> | | | | |

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| participate in the IDEA course survey process. IDEA content will be added to Week 7 and 8 course content. |
| 2016-2017 ACADEMIC YEAR Outcomes and Actions |
| Data analysis is used to foster program improvement. |
| The student representative guidelines were updated and approved in September 2016. Student representatives began posting welcome announcements to newly admitted students on the MSN Program page concentration specific discussion forums. Student representatives attended and participated in MSN program meetings (11/16/16, 1/18/17, 2/21/17 (excused), 3/15/17, 4/19/17). |
| Implement an individual analysis of students who do not earn an 80% or higher on benchmark assignments in order to identify and implement additional strategies to promote student learning and achievement of expected student learning outcomes. Evaluate effectiveness of strategies. |
| 2017-2018 ACADEMIC YEAR Outcomes and Actions |
| Data analysis is used to foster program improvement. |
| Additional strategies implemented to promote student learning include the inclusion of a stellar sample paper in first three courses in the MSN curriculum to promote writing and application of course content, language added to the syllabus providing students with a rationale re: the sample papers and their focused use in foundation courses, and additional resources in NRHL 503: Evidence Based Nursing Practice: Research and Process Improvement. Data analysis demonstrate fewer students earning below an 80% in NRHL 501: Health Promotion and Interprofessional Collaboration. |

Table IV-B-1 MSN Program Completion Rates (* partial data)

| Year | # of MSN Students Admitted | # Voluntarily Withdrew | # Matriculates | Year 2 Grads | Year 3 Grads | Year 4 Grads | Year 5 Grads | Year 6 Grads | Total Grads to Date | Year 7+ Grads |
|------|----------------------------|------------------------|----------------|--------------|--------------|--------------|--------------|--------------|---------------------|---------------|
| 2009 | 165 | 41 (25%) | 124 | 73 (59%) | 31 (25%) | 8 (6%) | 2 (2%) | 3 (2%) | 117 (94%) | 3 (2%) |
| 2010 | 189 | 37 (20%) | 152 | 110 (72%) | 23 (15%) | 6 (4%) | 6 (4%) | 1 (1%) | 146 (96%) | 1 (1%) |
| 2011 | 264 | 50 (19%) | 214 | 150 (71%) | 32 (15%) | 5 (2%) | 7 (3%) | 3 (1%) | 197 (92%) | |
| 2012 | 198 | 30 (15%) | 168 | 105 (63%) | 25 (15%) | 6 (3%) | 2 (1%) | | 138* (82%) | |
| 2013 | 199 | 12 (6%) | 187 | 111 (59%) | 33 (18%) | 9 (5%) | | | 153* (82%) | |
| 2014 | 201 | 8 (4%) | 193 | 118 (61%) | 20 (10%) | | | | 138* (71%) | |
| 2015 | 208 | 9 (4%) | 199 | 111 (56%) | | | | | 111* (56%) | |
| 2016 | 221 | 3 (1%) | 218 | 15* (7%) | | | | | 15* (7%) | |
| 2017 | 213 | 1 (0.5%) | 212 | | | | | | | |
| 2018 | 75* | 0 (0%) | 75* | | | | | | | |

MSN Employment Rates (* partial data)

| Year (Response Rate) | Total Employed within 12 Months of Program Completion | Total Seeking Employment |
|-------------------------|--|--------------------------|
| 2014-2015 (87%) | 108/108 (100%) | 0/0 (0%) |
| 2015-2016 (90%) | 135/138 (98%) | 3/138 (2%) |
| 2016-2017 (97%) | 126/129 (98%) | 3/129 (2%) |
| 2017-2018 (%) | 66/69* (96%) | 3/69* (4%) |