

**Benedictine University**  
**RN to BSN 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, 6/1/15, 8/31/15, 7/12/16, 11/1/16, 9/22/17, 11/9/17, 2/27/18, 3/7/18, 4/20/18, 5/10/18, 5/25/18

Reformatted 4/8/15

<b>Standard I - Program Quality: Mission and Governance</b>				
<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:</p> <p>congruent with those of the parent institution; and</p> <p>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</i></p> <p>BenU website, DONH web page, and program web page</p> <p>COEHS, DONH, Curriculum, and RN to BSN meeting minutes</p> <p>New student orientation documents and PowerPoint slides</p> <p><i>AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008)</i></p>	<p>RN to BSN 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 BSN program webpage</p> <p>Review relevant COEHS and DONH meeting minutes</p> <p>Review newly released or revised nursing standards and guidelines</p>

	<p>American Nurses Association's (ANA) <i>Guide to Nursing's Social Policy Statement: Understanding the Profession from Social Contract to Social Covenant</i> (2013), ANA's <i>Guide to Code of Ethics for Nurses: Interpretation and Application, 2<sup>nd</sup> Edition</i> (2015), and ANA's <i>Nursing: Scope and Standards of Practice, 3<sup>rd</sup> Edition</i> (2015)</p> <p>Seminal publications: Institute of Medicine Core Competencies in the IOM report <i>Health Professions Education: A Bridge to Quality</i> (2003) and <i>Quality and Safety Education for Nurses (QSEN) Core Competencies</i> (2003)</p>			
<b>2015-2016 ACADEMIC YEAR Outcomes and Actions</b>				
<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 MSN and RN to BSN program goals and expected program outcomes to determine congruence (COEHS minutes 4/28/15 and DONH minutes 9/15/15). Further review indicated if new BenU President initiates review/revision of BenU mission and/or vision.</p> <p>University-wide Task Force on Mission, Vision, and Character 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 mtg. 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>Higher Learning Commission Multi-site visit report prepared by DONH chair/RN to BSN program director and submitted in preparation for visits at two program delivery sites; Memorial Medical Center in Springfield (9/30/15) and Morton College in Cicero (11/23/15). Purpose of visit was to confirm program quality relative to institutional planning, facilities, instructional oversight, institutional staffing and faculty support, student support, evaluation and assessment, continuous improvement, and marketing and recruiting information. Positive outcome to both visits shared by reviewer (DONH minutes 8/26/15, 9/15/15, 11/10/15, 12/18/15).</p>				
<b>2016-2017 ACADEMIC YEAR Outcomes and Actions</b>				
<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</p>				

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.

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 AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN 2008) and the AACN *Essentials for Master Education in Nursing Practice* (2011).

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 *Essentials* and Outcomes

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.

DONH submitted response to Qualified Faculty Policy required by HLC. All faculty teaching courses in the RN to BSN program must have earned an MSN (DONH minutes 5/12/17).

#### Exit Assessment - Hallmarks

2016-2017 first year of measurement regarding BenU Hallmarks per Exit Survey:

Understanding of Hallmarks = 5.8

Lived Out in Interactions with Faculty and Staff = 5.4

Hallmarks Evident in Curriculum = 5.68

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

Factors above will be measured in Alumni Assessment beginning following year.

#### 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
1-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to	<i>AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008)</i>  Guidelines and seminal publications as noted in 1-A	RN to BSN Program Committee  DONH Committee	Annually in August and with BenU and COEHS updates, input from community of interest, curriculum revisions, and revised or newly	Review BenU, COEHS, and DONH documents  Review BenU website, DONH web page, and RN to BSN program web page

<p>reflect: professional nursing standards and guidelines; and</p> <p>the needs and expectations of the community of interest.</p>	<p>COEHS, DONH, Curriculum, RN to BSN Program, and Nursing Advisory Committee meeting minutes</p>		<p>released relevant nursing standards and guidelines</p>	<p>Review relevant COEHS and DONH meeting minutes</p> <p>Review newly released or revised nursing standards and guidelines</p> <p>Review curriculum matrix with release of new/revised relevant standards and guidelines</p>
<p><b>2015-2016 ACADEMIC YEAR</b> <b>Outcomes and Actions</b></p>				
<p>Suggestions for Advisory Committee membership were solicited from DONH faculty following completion of three year terms of members. Advisory Committee membership revised to reflect balance of local, state-wide, national, and program perspectives. Meeting held 3/17/16.</p> <p>Program faculty reps joined Nursing Advisory Committee meeting of spring 2016. Shared members' feedback with faculty (RN to BSN minutes 4/6/16).</p> <p>DONH chair present for Memorial Medical Center Magnet renewal visit 3/2/16.</p>				
<p><b>2016-2017 ACADEMIC YEAR</b> <b>Outcomes and Actions</b></p>				
<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). Support given for DONH proposed curriculum revision allowing RN to BSN program graduates who earn "B" grades in NRHL 365, NRHL 375, and NRHL 392 to waive NRHL 501 and NRHL 505 when admitted into the MSN program.</p>				

2017-2018 ACADEMIC YEAR Outcomes and Actions				
Advisory Committee Meetings held 10/17/17 and 3/8/18. RN to BSN program representatives brought forth agenda items and reported dialogue at RN to BSN program committee meeting.				
Key Element	Document or Indicator of Evidence	Responsible Persons	Frequency of Data Collection and Review	Assessment Methods
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>Academic Career Prospectus (ACP) Form</p> <p>Assessments of teaching by chair, program director, BenU-S Coordinator, faculty mentor, and/or faculty peers</p> <p>Individual Development and Educational Assessment (IDEA) Surveys</p> <p>DONH Committee meeting minutes</p>	<p>RN to BSN Program Director and BenU-S Coordinator</p> <p>DONH Chair</p> <p>RN to BSN Program Committee</p> <p>DONH Committee</p>	Annually in September and with revision to the <i>Benedictine University Faculty Handbook</i>	<p>Compare <i>BenU Faculty Handbook</i> policies with DONH expected faculty outcomes</p> <p>Review relevant DONH Committee meeting minutes</p>
2015-2016 ACADEMIC YEAR Outcomes and Actions				
Faculty participated in revision of language of COEHS Faculty Review Panel policy.				
<p>Although position of clinical professional faculty developed for AY15, expectations for evaluation had not yet been developed. Clinical faculty note lesser voice at University because of no incentive or expectation to serve on University-wide committees (RN to BSN minutes 11/4/15, 12/3/15).</p> <p>Plan to share need for development of clear delineation of roles for professional faculty to be spelled out in <i>Faculty Handbook</i> through appropriate mechanisms as DDD meetings and President's Advisory Council through COEHS Dean.</p>				
2016-2017 ACADEMIC YEAR Outcomes and Actions				
Course coordinator will share expectations with adjunct; expectations are in the <i>Faculty Handbook</i> . Faculty are emailed when they are up for				

review.				
<b>2017-2018 ACADEMIC YEAR Outcomes and Actions</b>				
<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>University’s formalized evaluation process implemented for professional faculty. Changes incorporated into <i>Faculty Handbook</i> 9/5/17. Provides third year review for professional faculty and eligibility for promotion to rank of Assistant Professor in the sixth year.</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 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.</p>				
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.	<p>DONH Bylaws</p> <p>DONH, Curriculum, RN to BSN Program, and Nursing Advisory Committee meeting minutes</p> <p>Student form and new student orientation feedback summaries</p>	<p>DONH Committee</p> <p>RN to BSN Program Committee</p>	Annually in November and ongoing.	<p>Review of DONH Bylaws biennially in October on even calendar years</p> <p>Review of relevant DONH meeting minutes</p> <p>Review input from student forums and new student orientation evaluations</p>
<b>2015-2016 ACADEMIC YEAR Outcomes and Actions</b>				
<p>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.</p> <p>DONH faculty members participated in elections for campus-wide committee membership in fall 2015.</p>				

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

DONH established annual operational goals/priorities AY16 (DONH minutes 9/15/15) and monitored progress (DONH minutes 12/18/15).

Chair sought feedback for recommendation of co-chair positions for DONH Curriculum Committee, with one representative from each program (RN to BSN minutes 5/12/16; DONH minutes 5/13/16).

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). RN to BSN Faculty Search Committee met June through July 2015 and submitted recommendation to COEHS Dean. Members included DONH chair, three DONH faculty, and one MPH faculty (DONH minutes 8/26/15).

RN to BSN faculty serve on task forces as DONH Vision Task Force (DONH minutes of 9-15-15) and SEP Task Force (spring 2015).

DONH Bylaws Task Force created in response to suggestion to add program representatives to the Nursing Advisory Committee (DONH minutes 1/26/16, finalized 5/13/16; RN to BSN minutes 4/6/16).

Faculty explored opportunity to provide IDFP approved professional development offerings that grant continuing education units for RN licensure renewal. Developed a Professional Development Committee, associated language in DONH bylaws, and forms for speaker application and tracking of offerings (DONH minutes 5/13/16, 11/8/16, 12/6/16).

RN to BSN faculty added goal for AY16 to implement strategies to foster student engagement in shared governance (RN to BSN minutes of 9/2/15). RN to BSN faculty selected Dec 2015 and Mar 2016 for student call-ins during program meeting (RN to BSN minutes of 11-14-15).

New Student Orientation session conducted at the start of all cohort sessions. (Lisle 8/10/15, 12/14/15 and in Springfield prior to starts).

RN to BSN student forums held for exiting groups RN 28 (5/20), RN 29 (5/21), RN 30 (8/12), RN 31 (8/11). Students' top priority was finishing program in 12 months. Feedback was mostly positive except for some "bumps" for the clinical courses. (DONH minutes 8-26-15).

RN to BSN student forums conducted at cohort sites by director (12/1/15 and 12/2/15) and BenU-S coordinator for students enrolled in NRHL 370. Feedback supported faculty proposal to revise NRHL 310 and NRHL 325 in the creation of new course NRHL 315. See III-C.

Chair requested program faculty input in recommending RN to BSN program director for AY17 (RN to BSN minutes 5/12/16, DONH minutes 5/13/16).

RN to BSN Faculty representation in COEHS governance includes program faculty member 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.

RN to BSN faculty updated operational goals for AY 17 (RN to BSN minutes 8/25/16.) Full DONH faculty finalized DONH operational goals for AY 17. (RN to BSN minutes 8/25/16,

RN to BSN program rep continues to serve as co-chair of DONH curriculum committee. New MSN faculty rep designated upon the departure of MSN rep from BenU (DONH minutes, RN to BSN minutes 12/13/16)

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.

The Student Representative Task Force was created to ensure the student participation in the program governance. Student reps identified from each cohort. Process for rep reporting at program meetings implemented (RN to BSN minutes 10/18/16, 12/13/16, 5/9/17).

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.

RN to BSN student exit interview conducted for every cohort at respective cohort sites at the completion of the program.

New Student Orientation (NSO) sessions continue to be conducted at the start of all cohort sessions 8/15/16, 12/19/16, and 5/22/17. Regularly attended by current student reps or alumni to respond to incoming student questions and concerns. NSO presentation revised to include new mission/vision statements, content regarding student representatives, with slides highlighting student activities.

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 (RN to BSN minutes 1/17/17).

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

RN to BSN Faculty representation in COEHS governance includes program faculty member 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 COEHS Faculty Research Symposium, and 4/11/17).



**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.

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.

New Student Orientation sessions continue to be conducted at the start of all cohort sessions (RN to BSN minutes 8/23/17.) Regularly attended by current student reps or alumni to respond to incoming student questions and concerns.

RN to BSN faculty updated operational goals for AY 18 (RN to BSN minutes 8/23/17.) Full DONH faculty finalized DONH and program operational goals for AY18 (DONH minutes 8/24/17, 9/26/17F).

RN to BSN Faculty representation in the DONH governance include: all program faculty members' participation and involvement in the DONH meetings.

RN to BSN Faculty representation on the DONH Nursing Scholarship Selection Committee (DONH minutes: 1/17, 3/17, 4/17).

RN to BSN Faculty involvement in the University governance include:

- all program faculty members' participation in the monthly Faculty Assembly meetings;
- University Academic Assessment Committee: participation of one BSN faculty member;
- IRB Committee: participation of two BSN faculty members;
- Rank and Tenure Committee one faculty member elected as COEHS Special Alternate;
- Deans, Department Chairs and Program Directors Committee: participation of DONH Chair and RN to BSN Program Director;
- SGAPE Leadership Committee: participation of DONH Chair and Springfield RN to BSN Program Coordinator

An RN to BSN faculty represented the DONH on the COEHS Dean Search Committee (2017-2018 academic year).

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

New Student Orientation sessions continue to be conducted at the start of all cohort sessions and evaluation of the new student input is being reviewed annually during the Spring BSN Program Workshop (BSN Workshop minutes, 5/9/17).

Current or former students participate in New Student Orientation to briefly share program experiences and answer incoming student questions (NSO 8/23/17, 12/18/17).

RN to BSN Student Forums conducted once per cohort at each cohort site by RN to BSN program director and Springfield RN to BSN program

coordinator. Evaluation of student feedback is being reviewed annually during the BSN Program Workshop (BSN Faculty minutes 12/12/17, 5/09/18).

RN to BSN Committee minutes continue to be posted to the RN to BSN Student Resources Center D2L Shell.

RN to BSN Committee agendas and minutes continue to be distributed to all full-time and adjunct faculty via email and posted in the RN to BSN Faculty Resources Center D2L Shell.

Adjunct faculty members are invited to participate in all RN to BSN program meetings and all DONH meetings and biannual workshops. Also, adjunct faculty members are encouraged to provide input related to the course offerings through contact with the course coordinators, RN to BSN Program.

The Student Representative Task Force continues to ensure that there is a significant student representation and involvement in the BSN program governance. One of the members of the Student Representative Task Force is a faculty liaison for all the student representatives. Each cohort from the Lisle-based cohort sites has a student representative, including RN Cohort: 46, 48, 49, 50A, 50B, 52 (BSN Committee minutes: 2/14/17, 3/14/17, 4/18/17, 5/9/17, 8/23/17; 9/19/17, 10/19/17, 11/14/17).

RN to BSN faculty revised BSN program goal 3) *Implement strategies to foster student engagement in shared governance.* (RN to BSN minutes 8/23/17).

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

RN to BSN Faculty representation in COEHS governance includes program faculty member 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).

Key Element	Document or Indicator of Evidence	Responsible Persons	Frequency of Data Collection and Review	Assessment Methods
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 <i>BenU Undergraduate Catalog</i> Course syllabi RN to BSN Academic Checklist	Administrative Assistant for Assessment and Technology Associate Director of Non-traditional enrollment Coordinator of	Annually in January and with any changes in policies	Review of documents used in marketing, recruiting, and admission materials  Review of BenU website, DONH web page, RN to BSN Program pages, <i>BenU Undergraduate Catalog</i> , course syllabi, and RN to BSN Checklist  Review of web pages of

		BSN Advising and Office Operations  RN to BSN Program Director and BenU-S Coordinator  DONH Chair  RN to BSN Program Committee		partnering community colleges
<b>2015-2016 ACADEMIC YEAR Outcomes and Actions</b>				
<p>Program website, documents, and publications are reviewed annually and updated as needed to maintain currency.</p> <p>The virtual D2L RN to BSN Student Resource Center is maintained with links to documents with admission policies, grading and progression. The <i>Student Handbook</i> and <i>Undergraduate Catalog</i> are referenced and linked. The new <i>RN to BSN Clinical Experiences Manual</i> is located within the D2L RN to BSN Student Resource Center, and in the NRHL 361 and NRHL 371 course shells. The course syllabi support program, grading and academic honesty policies.</p> <p>RN to BSN Program academic policies that differ from those of BenU include admission requirements, program re-admission, retention and progression, incomplete grades, course attendance and earning second baccalaureate degree.</p> <p>The Morton College, College of DuPage, Triton College and Harper College cohort web sites post information and links to Program admission requirements and/or academic plans. Students at cohort sites have access to current academic plans.</p> <p>Revisions to D2L RN to BSN Student Resource Center included deleting 2013 booklist, secondary to the Program revisions; adding program meeting minutes from AY15, and clarifying Smarthinking directions (e.g., title/instructions/link).</p> <p>A search of the Program on the Morton College website resulted in the first hit being the previous academic plan. The current academic plan is located on the Nursing homepage under Educational Advancement. The website administrator was contacted (1/20/2016) regarding deleting the previous plan.</p> <p>Faculty addressed concern to ensure consistent response to student absences. Developed tracking system for monitoring student absences and guidelines for designing make-up assignments in alignment with course objectives of missed class session (RN to BSN minutes 9/2/15).</p> <p>Faculty and chair provided input into administrative decision making regarding schedule and amount for tuition increase (RN to BSN minutes</p>				

<p>5/12/16).</p> <p>Final RN to BSN catalog revisions completed and submitted in summer 2015 (DONH 8/26/15).</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><b>2016-2017 ACADEMIC YEAR</b> <b>Outcomes and Actions</b></p>
<p>Program website, documents, and publications are reviewed annually and updated as needed to maintain currency.</p> <p>BSN Adult Accelerated RN to BSN Completion Program brochure was submitted for revision last year. SGAPE staff coordinating production of program pamphlets.</p> <p>Updated BenU academic plans for graduates of nursing programs at Morton College and College of DuPage sent to the respective IT administrators for posting on their website.</p> <p>Catalog changes for 2017/2018 year submitted</p> <ul style="list-style-type: none"> <li>• Faculty members, credentials updated</li> <li>• Added--NRHL 315 Perspectives of Professional Nursing Practice</li> <li>• Deleted NRHL 310 Scholarly Communication and NRHL 325 Dimension of Professional Nursing Practice</li> <li>• Revised policy for granting 30 LLN credits to RNs who had entered nursing as an LPN and earned AAS from a regionally accredited AD nursing program.</li> <li>• Removed chemistry as only physical science pre-requisite option. Added-- Note: A physical science course is required for program completion. CHEM 101 (3) and 102 (1), or their equivalent, are recommended as these courses are required of many graduate programs that prepare individuals as advanced practice nurses (DONH minutes 11/8/16).</li> </ul>
<p><b>2017-2018 ACADEMIC YEAR</b> <b>Outcomes and Actions</b></p>
<p>Program website, documents, and publications are reviewed annually and updated as needed to maintain currency.</p> <p>BSN Adult Accelerated RN to BSN Completion Program and online option marketing materials developed during AY18. SGAPE providing oversight of marketing materials for on-ground delivery modality. Documents and publications (e.g., brochures, academic plans) are updated annually.</p> <p>Catalog changes for hybrid and online options submitted to the registrar.</p> <p>RN to BSN Adult Accelerated Program marketing materials, both online and in print, reflect the current hybrid option. Course and Program Data forms submitted detailing curriculum changes beginning in fall of 2018 (Dec 2017). RN to BSN program director reviewed the eight partner community college websites to inform necessary updates to documents and shared feedback with SGAPE, who has taken over marketing following disbanding of Marcom. Marketing materials and publications (e.g., brochures, academic plans) are currently being revised in collaboration with the School of Graduate, Adult, and Professional Education (SGAPE) to be shared at the partner community colleges upon completion.</p>

Wiley partner (long time serving MSN program) is developing marketing materials for online option based on program questionnaire and several meetings between DONH chair and program director from October 2017 - May 2018 with Wiley team members. All marketing information receives approval from chair and program director before Wiley proceeds.

In April of 2018, SGAPE shared marketing plan presentation to department chair and program director; going forward, will have quarterly meetings with SGAPE regarding program specific marketing needs and plan for notifying constituents of changed documents and publications. Undergraduate Catalog changes for hybrid and online options submitted to the registrar's office.

The RN to BSN course syllabus template was reviewed (RN to BSN Meeting 05/09/2018) and the content is up to date and aligns with university requirements.

Follow up: Ensure updated academic plans and program brochures are distributed to partner community sites upon completion - program director to continue collaboration with SGAPE to update these distribution materials both in print and online links at community college sites (Summer 2018). Ensure all course forms include updated BenU branding (shield vs cross) - by August 27, 2018.

Key Element	Document or Indicator of Evidence	Responsible Persons	Frequency of Data Collection and Review	Assessment Methods
<p>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</p> <p>Fair and equitable;</p> <p>published and accessible; and</p> <p>reviewed and revised as necessary to foster program improvement.</p>	<p><i>BenU Undergraduate Catalog</i></p> <p>Marketing/recruitment/admission materials</p> <p>BenU website, DONH web page and RN to BSN program page</p>	<p>Administrative Assistant for Assessment and Technology</p> <p>Associate Director of Non-traditional enrollment</p> <p>Coordinator of BSN Advising and Office Operations</p> <p>RN to BSN Program Director and BenU-S Coordinator</p> <p>RN to BSN Program</p>	<p>Annually in January</p>	<p>Review of <i>BenU Undergraduate Catalog</i> policies and RN to BSN content</p> <p>Review of marketing/recruitment/admission materials</p> <p>Review of BenU website, DONH web page and RN to BSN Program page</p>

		Committee		
		DONH Committee		
<b>2015-2016 ACADEMIC YEAR</b>				
<b>Outcomes and Actions</b>				
<p>The program policies are published in the <i>Benedictine University Undergraduate Catalog</i> and support achievement of mission goals and expected student outcomes. Academic policies related to student recruitment, admission, retention, and progression were reviewed during the summer prior to fall catalog updates. Any changes or modifications to policies were communicated to students, posted on the website and emailed to students.</p> <p>Individual course syllabi are developed using a core syllabus template. The template lists course policies, accommodations, expected classroom behaviors/etiquette and the Benedictine University student academic honesty policy. The template is utilized by Course Coordinators and faculty designers across all RN to BSN courses.</p> <p>Benedictine University Mission and Values statements are currently being reviewed for possible revision. Faculty has been involved in the process during Mission and Values committee meetings, and feedback has been solicited using a variety of methods. The most recent was during the Spring Start-up Day breakout sessions on 1/13/2016.</p> <p>Discussion has occurred within the COEHS and DONH regarding changes to the University, College and Departmental mission statements in anticipation of changes and to be in alignment with any revisions to the University mission statement. The most recent COEHS discussions occurred during the October 2014 and February 2015 College meetings, which resulted in revised COEHS Mission and Visions statements. Faculty and staff approval was requested via email on April 14, 2015, with the provision that the statements will be reviewed in fall 2017. The DONH convened a Mission and Values committee beginning with the fall semester. In December, 2015, the committee tabled further work until after the completion of the University committee's work and subsequent revisions by the COEHS.</p> <p>Students sign document stating they are aware of the academic honesty policy upon entry into the first cohort course.</p> <p>Per direction of Dr. Brophy, statement added to program syllabus template. "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 D2L course site Gradebook."</p> <p>Approval of proposed policy by BenU legal counsel in fall 2015 - Students employed at Memorial Medical Center (MMC) who are also employees of MMC may waive Certified Background (immunizations) requirements if completing all of their clinical experiences through MMC (RN to BSN minutes 12/13/15).</p> <p>Undergraduate Curriculum and Standards Committee, Graduate Curriculum and Standards Committee, and Provost approved proposal for Commission on Graduates of Foreign Nursing Schools (CGFNS) as an evaluator of foreign nursing credits (DONH minutes 8/26/15, 9/15/15, RN to BSN minutes 12/13/15).</p> <p>University implemented "Community College Credit Policy" restricting students with 60 or ore semester credit hours from transferring community college course credit back to BenU. Received exception to policy for RN to BSN students. Policy states, "Once a student has matriculated into a 3+1 program at Benedictine University, no more than 12 semester credit hours of coursework may be transferred into Benedictine University from a regionally accredited college/university." Exception for RN to BSN students was added to <i>BenU Undergraduate</i></p>				

<p><i>Catalog.</i> (RN to BSN minutes 2/3/16; DONH minutes 3/8/16).</p> <p>Faculty decision to revise computer proficiency testing admission requirement to statement - "Students are expected to have basic skills in word processing, Internet use, and email to foster success in completing computer based course work in the RN to BSN Program" (RN to BSN minutes 2/3/16; DONH minutes 3/8/16).</p> <p>Several meetings conducted with culminating decision 7/24/16 that 3+1 option will be available to all community college grads beginning in AY17 (no change to RN to BSN curriculum). This means there will no longer be the 55 baccalaureate credit requirement. Program will have 37 residency credit requirements (31 NRHL credits and 6 IDS credits). For degree completion students (75 or more transfer credit with 15 from a 4-year institution), residency is 30 semester credits. Info published in catalog (DONH minutes 8-26-15).</p> <p>DONH formally accepted Netiquette Guidelines to be placed in all course syllabi (DONH curriculum 5/13/16).</p>
<p><b>2016-2017 ACADEMIC YEAR</b> <b>Outcomes and Actions</b></p>
<p>DONH revised mission to align with BenU new Mission and Vision statements. RN to BSN program goals support achievement of mission, goals, and expected student outcomes. Polices regarding admission and program progression are published, and accessible to students in a variety of formats.</p> <p>In fall 2016, noted several students withdrawing after the first week of courses. Recognized need to emphasize withdrawal policy (to ensure tuition refund) in addition to providing in standard publications. Policy added to slides at New Student Orientation and emphasized at incoming student advising session (RN to BSN minutes 1/17/17).</p> <p>The RN to BSN program identified that program applicants who began their education as LPNs generally fell short of being granted the full 30 credits for lower level nursing (LLN) courses related to their educational pathway following completion of their practical nurse certificate for which they were not granted BenU credit. Community college transition/bridge courses are (4-6 credits) and second year of nursing courses generally total only 24-26 credits. Final policy approved by DONH, Undergraduate Curriculum and Standards Committee, and provost:</p> <p>All qualified applicants to the RN to BSN Program who fulfilled the following</p> <ul style="list-style-type: none"> <li>• Completed an Associate Degree Nursing Program which is       <ul style="list-style-type: none"> <li>○ approved by the Illinois Department of Financial and Professional Regulation (IDFPR) or equivalent regulatory body in any other state and</li> <li>○ which is housed in an educational institution that is regionally accredited, and</li> </ul> </li> <li>• Passed the National Council Licensure Exam for Registered Nurses (NCLEX-RN) and issued an unencumbered Illinois RN license will receive 30 Lower Level Nursing Credits as equivalency for the competencies certified above.</li> </ul> <p>(DONH Curriculum minutes 10/11/16, DONH minutes 11/8/16, 12/6/16, 5/12/17; Curriculum meeting minutes 2/21/17, 5/12/17)</p>
<p><b>2017-2018 ACADEMIC YEAR</b> <b>Outcomes and Actions</b></p>
<p>DONH Mission is in alignment with BenU's new Mission and Vision statements. Polices regarding admission and program progression are published, and accessible to students in a variety of formats. Placement of Academic Honesty Policy acknowledgement by students will be in</p>

<p>each course (starting fall 2018).</p> <p>The <i>Undergraduate Catalog</i> houses all academic policies. The RN to BSN program director reviews the content within the <i>Undergraduate Catalog</i> annually. All academic policies are fair, equitable, published, and accessible. They are congruent and support achievement of the mission, goals, and expected student outcomes.</p>				
<p><b>Standard II - Program Quality: Institutional Commitment and Resources</b></p>				
<p>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</p>				
Key Element	Document or Indicator of Evidence	Responsible Persons	Frequency of Data Collection or Review	Assessment Methods
<p>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.</p>	<p>DONH budget</p> <p>DONH Committee and RN to BSN Program Committee minutes</p> <p>SKYfactor/Benchworks Exit Assessment data</p> <p>Faculty resources</p> <p>Physical resources</p>	<p>RN to BSN Program Director</p> <p>RN to BSN BenU-S Coordinator</p> <p>DONH Chair</p> <p>COEHS Dean</p> <p>DONH Committee</p>	<p>Annually in September</p>	<p>Analysis of DONH budget</p> <p>Review of DONH Committee and RN to BSN Program Committee minutes</p> <p>Analysis of SKYfactor/Benchworks Exit Assessment data</p>
<p><b>2015-2016 ACADEMIC YEAR Outcomes and Actions</b></p>				
<p>Fiscal and physical resources are reviewed according to the RN to BSN SEP and are sufficient to enable the program to fulfill its mission, goals, and expected outcomes.</p> <p>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)</p> <p>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).</p> <p>COEHS space needs for adjunct and distance faculty were submitted to provost by COEHS Dean. Department chairs and COEHS Dean are</p>				



<p>continuing to monitor allocation of space (DONH minutes 1/26/16).</p> <p>Program delivered in Central IL is operationally and fiscally under Moser. Appointment for administrative assistant created through IBHE grant assumed by Moser. Full-time faculty position created through IBHE grant reviewed on annual basis for need.</p> <p>Full-time faculty in Springfield moved to larger office space (8/2015).</p> <p>Discussion of need to financially support adjunct faculty travel in Central IL to distant cohort sites. Chair and BenU-S Coordinator advocated for reimbursement to dean, associate provost, and provost. (DONH minutes 11/10/15)</p> <p>To accurately determine revenue and expenses for both the RN to BSN and MSN programs, DONH budget will be separated beginning AY17 (RN to BSN minutes 5/12/16).</p> <p>Faculty serving as course coordinators receive stipend for work of mentoring faculty teaching the same course and for course revisions (DONH minutes 8-26-15, 11/10/15).</p> <p>DONH paid registration fee for faculty choosing to attend the Annual Sigma Theta Tau Evidence-Based Practice Conference in October 2015 (DONH minutes 8-26-15).</p> <p>Four laptops purchased and distributed to faculty in May 2016 per DONH laptop computer replacement plan.</p>
<p><b>2016-2017 ACADEMIC YEAR</b> <b>Outcomes and Actions</b></p>
<p>Fiscal and physical resources are reviewed according to the RN to BSN SEP and are sufficient to enable the program to fulfill its mission, goals, and expected outcomes.</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 doesn't 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 (RN to BSN minutes 10/18/16; 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>Budget update provided by chair at regularly scheduled DONH meetings (DONH minutes 8/24/16).</p>
<p><b>2017-2018 ACADEMIC YEAR</b> <b>Outcomes and Actions</b></p>
<p>Fiscal and physical resources are reviewed according to the RN to BSN SEP and are sufficient to enable the program to fulfill its mission, goals, and expected outcomes.</p>

All program delivery sites provide sufficient resources to enable the program to fulfill its mission, goals and outcomes.

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.

RN to BSN program director, Springfield program coordinator, and DONH Chair continue assessment with liaison sites for adequate classroom needs.

Continue to give feedback to University facilities committee regarding space needs.

DONH chair and program director advocate for appropriate space needs through Prioritization Survey (11/2017) and 2018 Budget Planning report (11/2017).

BenU COEHS dean and provost approved change in three DONH professional faculty positions to tenure-track effective fall 2017 (DONH minutes 5/12/17).

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 of the Student Success Center Bookstore Library BenU Technical support New Student Orientation DONH, Curriculum, and RN to BSN Program meeting minutes IDEA surveys, IDEA GSRs, RN to BSN SKYfactor/Benchworks Exit and Alumni Assessments Qualitative student feedback	RN to BSN Program Director and BenU-S Coordinator RN to BSN Program Committee DONH Committee	Annually in November	Review of relevant DONH meeting minutes Analysis of relevant survey data

<p style="text-align: center;"><b>2015-2016 ACADEMIC YEAR Outcomes and Actions</b></p>
<p>Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.</p> <p>Lisle cohorts - librarian hired 11/2014 visits every NRHL 325 class and provides comprehensive guidance to accessing databases. Librarian remains in contact with faculty through regular attendance at designated RN to BSN faculty meetings. Is available to students on ongoing basis. Chat with the Librarian widget is located in all D2L course shells.</p> <p>Librarian resources available in Springfield as well. Library resources are online.</p> <p>“How to” videos developed by Writing Zone and posted in D2L Student Resource Center. Videos address steps in writing papers (RN to BSN minutes 4/6/16; DONH minutes 3/8/16).</p> <p>Use established mechanisms to ensure sufficient academic support services continue to exist to meet program and student needs.</p> <p>Smarthinking tutoring resource continues to be available through D2L Student Resource Center for all students. Widget created for all course homepages (DONH minutes 11/10/15; RN to BSN minutes 2/3/16).</p>
<p style="text-align: center;"><b>2016-2017 ACADEMIC YEAR Outcomes and Actions</b></p>
<p>Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and students’ needs.</p> <p>DONH has an assigned librarian who continues to provide comprehensive guidance for students and participates in the NRHL 315 class for each cohort. All cohort students have after-hours access to librarian through online “Chat with a Librarian.” Librarian attends program meetings to update faculty regarding resources and to determine program needs (RN to BSN minutes 11/15/16, 5/9/17).</p>
<p style="text-align: center;"><b>2017-2018 ACADEMIC YEAR Outcomes and Actions</b></p>
<p>Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and students’ needs.</p> <p>DONH has an assigned librarian who continues to provide comprehensive guidance for students and continues to participate in the NRHL 315 class for each cohort.</p> <p>Library continues to provide full services including virtual and live office hours. Librarian visited program meeting 11/14/17 - can offer WebEx for student needs.</p> <p>The live-chat library widgets continue to be included in all D2L course shells and the Student Resources Center.</p> <p>DONH has the Faculty Resources Center D2L shell and the Student Resources Center D2L shell to ensure all full-time and adjunct faculty members and students have access to all important resources.</p> <p>Admission counselors and the RN to BSN Program Student Advising Coordinator continue to guide students through the admission process and</p>

provide ongoing advising throughout program enrollment.				
Each course in the BSN program has an assigned course coordinator who supports all adjunct faculty members involved in teaching in the program. This facilitates consistency in course delivery and promoting success strategies for students.				
Key Element	Document or Indicator of Evidence	Responsible Persons	Frequency of Data Collection and Review	Assessment Methods
<p>II-C The chief nurse 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;</p> <p>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>Chair curriculum vita</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>Chair Academic Career Prospectus and Annual Self-evaluation</p>	<p>DONH Chair</p> <p>Dean COEHS</p>	<p>Annually</p>	<p>Compare ACP, chair self-evaluation, and IDEA department chair evaluation data in relation to <i>BenU Faculty Handbook</i></p>

<b>2015-2016 ACADEMIC YEAR Outcomes and Actions</b>				
Holds a graduate degree in nursing; MSN 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.				
<b>2016-2017 ACADEMIC YEAR Outcomes and Actions</b>				
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.				
<b>2017-2018 ACADEMIC YEAR Outcomes and Actions</b>				
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
II-D. Faculty members are:  sufficient in number to accomplish the mission, goals, and expected program outcomes;  academically prepared for the areas in which they teach; and  experientially prepared for the areas in which they teach.	Calculation of FTE mix of full-time and adjunct faculty  Faculty to student ratios  Faculty curriculum vitae  Faculty ACP  Faculty teaching assignments  IDEA surveys, IDEA GSRs, RN to BSN SKYfactor/Benchworks Exit and Alumni Assessments	RN to BSN Program Director and BenU-S Coordinator  DONH Chair  COEHS Dean	Annually in September	Review of teaching assignments in relation to <i>Benedictine University Faculty Handbook</i> responsibilities, and academic and experiential qualifications  Review faculty to student ratios  Review Faculty ACP forms submitted to dean and chair annually in August  Analysis of relevant survey data
<b>2015-2016 ACADEMIC YEAR Outcomes and Actions</b>				
All faculty have a minimum of an MSN, are experientially qualified, and are sufficient in number. One full-time RN to BSN faculty resigned effective June 1, 2015. Position approved for replacement and filled. All RN to BSN faculty have earned a minimum of an MSN. Three faculty are currently students in terminal degree programs (PhD, EdD, and DNP)				

All faculty members will meet mandatory continuing education requirements for IL RN re-licensure in May 2016.				
<b>2016-2017 ACADEMIC YEAR</b>				
<b>Outcomes and Actions</b>				
All faculty have a minimum of an MSN, are experientially qualified, and are sufficient in number. DONH chair has requested one FT faculty change to tenure track this year, and two faculty change to tenure next year pending enrollment.				
<b>2017-2018 ACADEMIC YEAR</b>				
<b>Outcomes and Actions</b>				
All faculty have a minimum of an MSN, are experientially qualified, and are sufficient in number. Four of the six RN to BSN full-time faculty are doctoral prepared. Three are advanced-practice RNs.				
DONH chair received approval for three professional faculty positions to be revised to tenure-track. Current professional faculty designated as tenure-track for AY18.				
Full-time faculty member serves as program director and a full-time faculty serves as program coordinator-Central IL region at the Springfield campus.				
BenU embarked on university-wide prioritization process to assure appropriate use of resources. DONH prioritization survey submitted by chair with program directors' input 11/17/17. University-wide task force with COEHS representation reviewed surveys and compiled recommendations. Results of May 2018 noted success of RN to BSN program. Identified need to monitor low enrollment delivery site(s). (DONH minutes 11/7/17, 1/23/18)				
DONH chair and program director addressing need for potential new faculty to address growth related to online modality (Prioritization Survey (11/2017); 2018 Budget Planning report (11/2017); Corporator Ben U 2020 report AY18)				
All faculty members met mandatory continuing education requirements and renewed their IL RN licenses in May 2018.				
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 vita and licensure  Preceptor database  Student evaluations of preceptor and site  Preceptor orientation materials in <i>Clinical Experiences Manual</i>	Administrative assistant for assessment and technology and Springfield staff/faculty  RN to BSN Program Director and BenU-S Coordinator	Prior to student enrollment in NRHL 360: Interdisciplinary Collaboration: Community Health Promotion, Family & Population Based Care and NRHL 371: Interdisciplinary Collaboration: Professional Nursing	Review of preceptor qualifications in relation to established RN to BSN program preceptor criteria  Course faculty feedback based on faculty/preceptor/student meetings  Faculty review of student feedback of preceptor and

			Leadership Synthesis Clinical  Throughout courses with preceptor guided clinical experience	clinical experiences site
<b>2015-2016 ACADEMIC YEAR                  Outcomes and Actions</b>				
<p>Preceptors have the expertise to support student achievement of expected outcomes. All preceptor qualifications reviewed and meet qualifications. The review includes: CV reviewed by faculty, and license look-up completed by staff.</p> <p>Developed a preceptor database on the Lisle and Springfield campus.</p> <p>Developed a clinical timeline for both Lisle and Springfield</p> <ul style="list-style-type: none"> <li>• Clinical affiliation agreement</li> <li>• Certified background documentation</li> <li>• Preceptor pre-clinical paperwork</li> </ul> <p>Students express positive feedback in their own evaluations and the preceptor evaluations.</p> <p>Student forums completed by Program Director and BenU-S Coordinator to assess student feedback of the clinical experiences.</p> <p>Clinical Experiences Manual updated in summer 2015 for current academic year. (RN to BSN minutes 9/2/15)</p> <p>Expand upon the current preceptor database in Lisle and Central IL to include:</p> <ul style="list-style-type: none"> <li>• Preceptor interest in remaining in database (to be used again)</li> <li>• Student rating of preceptor (based on student evaluation)</li> <li>• Instructor rating of preceptor (based on working relationship-meetings, email communication and conference calls)</li> <li>• Add preceptor specialty (qualifications), contact info, and agency</li> </ul> <p>Develop a coding system of preceptors based on evaluation forms:</p> <ul style="list-style-type: none"> <li>• Student evaluation of preceptor and agency</li> <li>• Preceptor's interests in remaining in preceptor database</li> <li>• Faculty ranking of preceptor (Tool for clinical instructors to help rate preceptors for database. based on evaluation of preceptor and conferences).</li> </ul> <p>Review evaluation tools to see if they need to be adjusted in order to adequately measure preceptor evaluation.</p>				
<b>2016-2017 ACADEMIC YEAR                  Outcomes and Actions</b>				
Preceptors have the expertise to support student achievement of expected outcomes.				

2017-2018 ACADEMIC YEAR Outcomes and Actions				
<p>Preceptors have the expertise to support student achievement of expected outcomes. For monitoring preceptor qualifications, documents are submitted to program eSite includes: preceptor resume/CV reviewed by faculty, and nursing license verification completed by staff. Preceptor database maintained for both Central and Northern Regions.</p> <p>Clinical Experiences Manual to be updated in summer 2018.</p>				
Key Element	Document or Indicator of Evidence	Responsible Persons	Frequency of Data Collection and Review	Assessment Methods
<p>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 expected faculty outcomes.</p>	<p>Faculty development grants, summer research grants, and sabbaticals</p> <p><i>Benedictine University Faculty Handbook: Faculty Development Committee, Section 1.6.2.7</i></p> <p>DONH Faculty Activity Report</p>	<p>DONH faculty</p> <p>DONH chair</p> <p>COEHS dean</p>	<p>Annually in September</p>	<p>Faculty report of faculty development grant, summer research grant, and sabbatical</p> <p>Review of <i>Benedictine University Faculty Handbook</i></p> <p>Review of relevant DONH meeting minutes</p> <p>Review of DONH Faculty Activity Report</p>
2015-2016 ACADEMIC YEAR Outcomes and Actions				
<p>RN to BSN program course coordinators serve to mentor all adjunct faculty as do RN to BSN director and BenU-S coordinator. All faculty participate in mentoring on informal basis.</p> <p>Faculty member hired beginning AY16 received mentor assignment and participates in new faculty mentoring program.</p> <p>Faculty development opportunities are made available through NetVUE Grant funding, 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.</p> <p>Nurse Tim is available to all full-time DONH faculty through DONH budget.</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>Monitor adjunct faculty resources in place by Moser for Springfield adjunct faculty. Advocate for appropriate resources as Adjunct Faculty</p>				



<p>Handbook. Continue to monitor provisions of funds.</p> <p>RN to BSN program workshops provided in 12/18/15 and May 2016. Topics included training in use of Screen Cast-O-Matic, and Capture (DONH minutes 1/26/16).</p> <p>Summaries of doctoral dissertation/project were presented at RN to BSN meeting by two faculty who are doctoral candidates (RN to BSN minutes).</p>
<p><b>2016-2017 ACADEMIC YEAR Outcomes and Actions</b></p>
<p>Professional development opportunities continue for RN to BSN faculty. Workshops conducted 12/2016 and 5/2017 with training provided in technologies for D2L.</p>
<p><b>2017-2018 ACADEMIC YEAR Outcomes and Actions</b></p>
<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. Some available via virtual participation.</i></p> <p>Ongoing DONH PDC events available to faculty - refer to annual PDC calendar of events.</p> <p>RN to BSN workshops conducted to advance faculty skills in use of advanced D2L features and developing template for online courses (12/2017 and 5/2018)</p> <p>Clinical practice is supported - two RN to BSN faculty work as nurse practitioners generally during summer months.</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>
<p><b>Standard III- Program Quality: Curriculum and Teaching-Learning Practices</b></p>
<p>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.</p>

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.	<p>Course syllabi</p> <p>RN to BSN, Curriculum, and DONH Committee meeting minutes</p> <p>RN to BSN Crosswalk</p> <p>Curriculum development and revision documents</p>	<p>RN to BSN Program Committee</p> <p>Curriculum Committee</p> <p>DONH Committee</p>	Every two years	<p>Review by RN to BSN faculty</p> <p>Review of relevant DONH meeting minutes</p>
<b>2015-2016 ACADEMIC YEAR</b>				
<b>Outcomes and Actions</b>				
<p>The BSN curriculum reflects clear statements of expected student outcomes and is congruent with the BenU and DONH missions, BSN program goals, and with the roles for which the program is preparing its graduates. BSN course objectives clearly align with the BSN Expected Student Learning Outcomes.</p> <p>Option B Clinical experiences and related evaluation tools were developed and added to NRHL 361 and NRHL 371 for students unable to line-up a preceptor. Both NRHL 361 and NRHL 371 provide preceptor-guided and faculty-guided experiences. RN to BSN Clinical Experiences Manual was updated to reflect revisions for Dec 2015 (RN to BSN minutes 9-15-15, 11-4-15, DONH curriculum 12/18/15)</p>				
<b>2016-2017 ACADEMIC YEAR</b>				
<b>Outcomes and Actions</b>				
<p>The BSN curriculum is reviewed 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. Clinical experiences and related evaluation tools are continuously revised and improved.</p> <p>Each course in the RN to BSN program has adopted a Hallmark as a focus for conveying Benedictine thought and values to the student professional and personal growth and to advancing professional nursing practice. Three questions related to the Hallmarks were added to the Exit Assessment beginning fall 2016. Courses and associated Hallmarks are below.</p> <p>NHRL 315: Perspectives of Professional Nursing Practice - Love of Christ and neighbor  NRHL 330: Nursing Scholarship: Role of Research in Evidence Based Practice - Hospitality  NRHL 335: Concepts in Collaborative Health Promotion and Disease Prevention for the Older Adult - Prayer  NRHL 340: Comprehensive Health and Physical Assessment -Obedience  NRHL 345: Applications of Pathophysiology and Pharmacotherapeutics to Clinical Reasoning - Humility  NRHL 350: Healthcare Policy, Finance, Regulation and Advocacy - Discipline</p>				

NRHL 360: Interdisciplinary Collaboration: Community Health Promotion, Family and Population Based Care - Stability				
NRHL 361: Interdisciplinary Collaboration: Community Health Promotion, Family, and Population Based Care Clinical - Community				
NRHL 370: Interdisciplinary Collaboration: Professional Nursing Leadership Synthesis - Conversatio				
NRHL 371: Interdisciplinary Collaboration: Professional Nursing Leadership Synthesis Clinical -Stewardship				
<b>2017-2018 ACADEMIC YEAR</b>				
<b>Outcomes and Actions</b>				
Each course in the RN to BSN program has an assigned course coordinator, who is responsible for continuous improvement, updating the course, and maintaining communication with faculty teaching the course for support and consistency.				
Each course in the RN to BSN program has adopted a Hallmark. All Hallmark assignments meet the course and BenU learning objectives (BSN Committee minutes 2/14/17, 3/14/17, 9/19/17; BSN workshop minutes: 5/9/17).				
Each course in the BSN program is evaluated annually and the faculty members discuss recommendations for course improvement (BSN Committee minutes: 4/18/17, BSN Workshop minutes: 5/9/17).				
Essential Genetic and Genomic components were strengthened in the curriculum through revisions to NRHL 340 and NRHL 345 to ensure RN to BSN program graduates have the knowledge for evidence-based application of genomics in the professional clinical nursing practice (BSN Workshop minutes: 5/9/17, 9/19/17).				
Key Element	Document or Indicator of Evidence	Responsible Persons	Frequency of Data Collection and Review	Assessment Methods
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).  Baccalaureate program curricula incorporate <i>The Essentials of Baccalaureate Education for</i>	Curriculum mapping  Course syllabi  Course assignments  RN to BSN, Curriculum, and DONH Committee meeting minutes  <i>AACN BSN Essentials</i> Documents  <i>AACN Expectations for Practice Experiences in RN to BSN Programs</i> White Paper (10/23/12)  American Nurses Association (ANA) <i>Social Policy Statement</i> (2010), ANA <i>Code of Ethics for Nurses</i> (2008), and ANA <i>Scope and Standards of Practice</i>	RN to BSN Program Committee  DONH Curriculum Committee  DONH Committee	Annually in August	Analysis of curriculum  Review of courses  Review of relevant DONH meeting minutes  Analysis of relevant survey data

<p><i>Professional Nursing Practice</i> (AACN, 2008).  Master's program curricula incorporate professional standards and guidelines as appropriate.  a. All master's degree programs incorporate <i>The Essentials of Master's Education in Nursing Practice</i> (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.</p>	<p>(2010)  Seminal publications: Institute of Medicine Core Competencies in the IOM report <i>Health Professions Education: A Bridge to Quality</i> (2003) and <i>Quality and Safety Education for Nurses (QSEN) Core Competencies</i> (2003)  IDEA surveys, IDEA GSRs, RN to BSN Alumni Surveys, and SKYfactor/Benchworks Exit and Alumni Assessments</p>			
<b>2015-2016 ACADEMIC YEAR</b>				
<p>The RN to BSN curriculum is 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>Major revisions were made to NRHL 370 to foster student achievement of leadership related outcomes (summer 2015).</p> <p>Faculty developed and approved proposal for students to be awarded 5 clinical hours for NRHL 371 for submission and acceptance of abstract for poster presentation of EBP project proposal developed in NRHL 330 and for presenting poster in EBP conference (RN to BSN minutes 4/15/15). Documentation maintained on program spreadsheet. Students receive certificate.</p> <p>Received CCNE approval of substantive change report submitted 9/2014 for revised curriculum (DONH minutes 8/26/15).</p> <p>Maintain current evaluation process. Revise as needed.</p>				
<b>2016-2017 ACADEMIC YEAR</b>				
<p>The RN to BSN curriculum is 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>IL Healthcare Action Coalition (IHAC) state-wide workgroup identified standardized pre-licensure gen-ed courses. IHAC was supported by the IL</p>				

Department of Financial Regulation and IL Center for Nursing. Met March through May 2014. Standardized curriculum was approved by the IL Association of Colleges of Nursing (IACN), IL Community College Board (ICCB) Deans and Directors, and IL Organization of Associate Degree Nursing (IOADN) programs at joint meeting 6/12/14. Chemistry was not included as a recommended course. Faculty explored other opportunities to meet BenU physical science requirement (RN to BSN minutes 8/26/16)

Proposal to extend option to fulfill BenU physical science core requirement with other accepted courses in addition to CHM 101 and CHM 102 (Curriculum and DONH minutes 10/11/16, 11/8/16). Approved publication language - "Completion of CHEM 101 and 102, or their equivalents, is required of many graduate programs that prepare individuals as advance practice nurses."

Review of program applicants showed RNs who began their nursing careers as LPNs occasionally fell short of being granted 30 LLN credits when applying at BenU. When LPNs choose to advance their careers to become RNs, they complete a community college transition/bridge course (4-6 hours) and the second year of nursing course work to earn the AAS degree totaling 24-26 LLN credits. By not granting 30 LLN credits, the BenU RN to BSN Program unduly penalizes students for having taken an extended period of time to achieve the same degree (AAS) and license (RN). Several renditions of a policy were developed with the final proposal passed by the DONH curriculum committee, COEHS curriculum committee, the BenU Undergraduate Curriculum and Standards Committee and the BenU Provost. (RN to BSN minutes 9/20/16, 2/14/17; Curriculum and DONH minutes 10/11/16, 11/6/16, 12/6/16)

BSN Workshop - reviewed course objectives to ensure accurate designation of *Essentials* to each objective. Ensuring consistency among course shells. Developing strategies to incorporate BenU Hallmarks into course shells (DONH minutes 12/6/16, 1/24/17).

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

The RN to BSN curriculum is 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) and incorporates the *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).

IDS 303: Advancing Global Wellness—new IDS course was launched in spring 2017.

RN to BSN to MSN program option was created by the RN to BSN to MSN Task Force. The new program option will launch in 2018 fall semester. The timeline for the curriculum revision was created. Workgroups were assigned for incorporating the designated MSN *Essentials* of NRHL 501 into NRHL 365/366 and NRHL 392/394 and NRHL 504 into NRHL 375. Two faculty members from the MSN program were assigned to be the representatives for the creation of the new courses to ensure that the *MSN Essentials* are present and met. The MSN Objectives/*Essentials* from NRHL 501 will be incorporated into NRHL 365/392 and NRHL 505 *Essentials* will be incorporated into NRHL 375. Revised course descriptions for NRHL 365, 366, 375, 393, and 394 were accepted by DONH (2/14/17, 4/18/17, 8/23/17, 9/19/17, 10/18/17; Curriculum Committee minutes 2/21/17, 3/9/17, 4/11/17, 8/24/17).

New RN to BSN online program format will be created and launch in Fall 2018. The courses will be delivered via the D2L learning platform. The BSN full-time faculty will develop each course in an online format. The timeline was created, and the courses were assigned to the faculty members who will be responsible for this online course development. (4/18/17, 5/9/17, 10/18/17).

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</p> <p>RN to BSN Crosswalk</p> <p>RN to BSN, Curriculum, and DONH Committee meeting minutes</p> <p>Curriculum development and revision documents</p> <p>IDEA surveys, IDEA GSRs, RN to BSN SKYfactor/Benchworks Exit and Alumni Assessments</p>	<p>RN to BSN 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>Analysis of relevant survey data</p> <p>Review of relevant DONH meeting minutes</p>
<b>2015-2016 ACADEMIC YEAR Outcomes and Actions</b>				
<p>The curriculum is logically structured to achieve expected student outcomes and builds upon a foundation of the arts, sciences, and humanities.</p> <p>Additional clarification received from assistant provost that NRHL cohort sequence must have a Writing Intensive (WI) designated course as in the former curriculum. Second WI course in curriculum is IDS 201. RN to BSN program is exempt from third WI course.</p> <p>NRHL 325: Dimensions of Professional Nursing Practice was identified by faculty as WI course to seek approval. Decision to revise NRHL 310: Scholarly Communication and NRHL 325 to new four credit hour course to submit for approval as WI designation (RN to BSN minutes 11/4/15, 12/3/15, 12/17/15, 2/3/16; DONH minutes 11/10/15, DONH curriculum minutes 12/18/15, DONH curriculum 5/13/16).</p> <p>RN to BSN faculty rep served on COEHS committee to create IDS 303: Advancing Global Wellness. Course launched in January 2016 in 16-week format for traditional UG students. Will be revised to 5-week adult accelerated format (DONH 8/26/15, RN to BSN minutes 11/4/15; DONH curriculum minutes 1/26/16).</p> <p>Explored additional opportunities for integration of humanities into NRHL courses including highlighting BenU Hallmarks in every NRHL course and integrating with discussion question or other assessment measure.</p>				
<b>2016-2017 ACADEMIC YEAR Outcomes and Actions</b>				
<p>The curriculum is logically structured to achieve expected student outcomes and builds upon a foundation of the arts, sciences, and humanities.</p>				

Revised NRHL 310 and NRHL 325 to NRHL 315: Perspectives of Professional Nursing Practice (4 credits - writing intensive). First delivered in summer 2016. Combining courses addressed challenges of having separate courses taught by different instructors. Was not effective for one course (NRHL 310) to serve as a support course for another course (NRHL 325). Single course format of NRHL 315 allowed for designation as Writing Intensive meeting a BenU requirement. Enhanced integration of humanities with additional humanities related writing assignments in NRHL 315 (RN to BSN minutes 11/4/15, 2/3/16, 2/16/16).

NRHL 350 was changed to online delivery for all cohorts. Orientation to online experience provided for students.

RN to BSN faculty proposed students be allowed to fulfill the physical science core requirement through completion of any course designated at BenU as a physical science core course. Proposal was accepted by DONH (DONH minutes 10/11/16).

IDS 303 Advancing Global Wellness revised to 5-week adult accelerated format by RN to BSN faculty. Course delivered to two RN to BSN cohorts in Spring 2017 by RN to BSN faculty. RN to BSN program director collaborates with General Education Curriculum Director in selection of course and faculty for Interdisciplinary (IDS) courses scheduled for RN to BSN students.

Process for incorporation of Hallmarks designed and implemented in 16-17 AY. Hallmark designated for each NRHL cohort course. Module template designed for inclusion in all courses. Course coordinator designs appropriate activity/assignment for integration of Hallmark into course. Faculty accepted statement for every course, "Each course has adopted a Hallmark as a focus for conveying Benedictine thought and its application to your personal and professional growth and to advancing nursing practice." Questions regarding student experience of Hallmarks at BenU added to EBI exit and alumni surveys (RN to BSN minutes 10/18/16, 11/15/16, 1/17/17, 2/14/17, 3/14/17).

A workgroup was convened with two faculty familiar with the RN to BSN program (P. Brown, M. Young), and two faculty familiar with the MSN program (D. Jezuit, M. Richey). The workgroup agreed on a revised schedule to keep the BSN a 12-month program, in D2L, and without changing tuition. All BSN students will take the curriculum. All RN to BSN program graduates, who meet MSN program admission requirements will be allowed to waive NRHL 501 and NRHL 505 when enrolled in the MSN program. To maintain currently BSN/MSN program requirements, students will need a B or better in 385 and 372, will need to take Success Strategies, and students should be advised not to wait more than three years to finish the MSN courses. DONH faculty approved recommendations. (RN/BSN Minutes 5/9/2017; DONH Curriculum Committee minutes 5/12/2017).

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

The curriculum is logically structured to achieve expected student outcomes and builds upon a foundation of the arts, sciences, and humanities.

AY18 curriculum reviewed by faculty with planned revisions (details below) to start in both online and hybrid modalities in fall of 2018.

RN to BSN faculty co-chair appointed to RN to BSN to MSN task force (RN/BSN Minutes 8/23/17). Course objectives finalized and approved for NRHL 365, NRHL 375, and NRHL 392.

- New course objectives developed for NRHL 365 r/t graduate level content; MSN objectives (and related *MSN Essentials*) remain the same as for NRHL 501 (health promotion content).

- NRHL 370 objectives retained for NRHL 392: MSN objectives (and related *MSN Essentials*) added and remain the same as for NRHL 501 (communication/collaboration/conflict content). Objective development for NRHL 365 and 392 completed by a BSN and an MSN faculty member.
- NRHL 365 course objectives include MSN objectives (and related *MSN Essentials*) of NRHL 505 and NRHL 350 objectives addressing basic concepts not included in NRHL 505. Objective development for NRHL 375 completed by a BSN and MSN faculty member (DONH Minutes 12/7/17).

Related *BSN and MSN Essentials* listed with each objective. Online and hybrid course titles, course numbers, and descriptions, received faculty, COEHS, and university approval, and course shell development moved forward (RN/BSN minutes 8/23/2017). Content was approved to incorporate NRHL 501 into NRHL 365 and NRHL 392; and NRHL 505 into NRHL 375 that meet both BSN and MSN AACN *Essentials*. An additional objective was added to NRHL 392 to encourage students to continue to graduate school (RN/BSN Minutes 8/23/2017; 10/18/2017).

Faculty approved D2L homepage templates for online and hybrid shells. Faculty online resources were incorporated into D2L for faculty and students (e.g., online orientation, Smarthinking, APA and other writing resources (RN/BSN Minutes 1/16/2018; DONH Curriculum Minutes 1/23/2018).

Faculty approved using percentages vs. points for student assessment measures, and consistent use of rubrics (RN/BSN Minutes 11/14/2017). Faculty shared a variety of online teaching/learning strategies in December workshop and January 2018 program meeting (RN/BSN Minutes 1/16/18).

Faculty approved online syllabus revisions, moving instructions into D2L course shells to reflect online modality (instructor availability, attendance, program and BenU policies, weekly preparation (RN/BSN Minutes 2/13/2018).

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, RN to BSN SKYfactor/Benchworks Exit and Alumni Assessments  RN to BSN, Curriculum, and DONH Committee meeting minutes	RN to BSN Program Committee  Curriculum Committee  DONH Committee	Annually in March	Analysis of relevant data  Review of relevant DONH meeting minutes

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

D2L course shells further enhanced with online components in revised on-ground/hybrid curriculum.

Approved NRHL 350: Health Care Policy, Finance, Regulation and Advocacy for online format beginning summer 2016. Orientation to online format in place to foster student comfort in environment and achievement of expected student outcomes (RN to BSN minutes 12/17/15,



2/16/16; Approved, DONH curriculum 12/18/15, 5/13/16).

Multiple sites added for clinical experiences of NRHL 361: Community Clinical and NRHL 371: Leadership Clinical. Option B allowing for faculty designed clinical experiences developed for both courses for students who were not successful in arranging preceptor-led experiences (RN to BSN minutes 11/4/15, 12/17/15, 2/3/16, 2/16/16, DONH minutes 9-15-15, 12/18/15). All student/employees of St. John's, MMC, and Decatur Memorial Hospital or St. Mary's in Decatur have preceptor guided experiences for NRHL 361 and NRHL 371. Some of the student/employees choose not to complete their clinical hours at their place of employment.

Established affiliation agreements with two additional sites - Bartlett Hanover Township and Morton College in addition to ongoing agreements.

Faculty promote student participation in Annual Undergraduate Research, Scholarship and Arts (URSA) and STTI Annual Evidenced Based Conference. Five students participated in spring 2015 URSA conference and nine participated in October 2015 STTI conference.

Following NRHL 350, elicit specific feedback from students regarding effectiveness and comfort in online format and recommendations for further course delivery by online format. One or two open-ended questions to be added to IDEA survey for NRHL 350 this summer re: online format.

Continue support of students to attend scholarly conferences.

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

NRHL 350 taught online in summer 2016 - was F2F in summer 2015. (Was online prior to revised curriculum launch of fall 2014.) Faculty introduced students to use of Screencast-o-matic for presentations in NRHL 350. Use of Screencast-o-matic further provided as an option to student presentations in IDS 303 in spring 2017 (DONH minutes 8/24/16).

Approval received from psychology department to create online delivery of Lifespan course. Chemistry department willing to reconsider developing online delivery of CHM 101 and 102 in fall 2017 (DONH minutes 8/24/16).

Faculty promoted student participation in Annual Undergraduate Research, Scholarship and Arts (URSA) and STTI Annual Evidenced Based Conference.

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

Faculty promote student participation in BenU Annual Undergraduate Research, Scholarship and Arts (URSA) every spring and Sigma Theta Tau International Upsilon-at-Large Chapter Research Symposium - April 2017. RN to BSN faculty member and two BenU RN to BSN students had poster presentations at Edward Hospital Annual Evidence-Based practice conference (DONH minutes 11/8/17).

Lisle-based cohort was accepted to present evidence-based posters and a break-out session at the 2<sup>nd</sup> Annual BenU Social Justice Teach-In (3/5/18).

Program courses are reviewed on an ongoing basis through annual reporting and D2L updates, as needed, by course coordinators (RN to BSN Meeting 5/9/18). Online course development has prompted review and revision of D2L course shell design and consistent formatting for all

<p>courses and modalities. D2L Faculty Liaison collaborating with LMS instructional design team and supporting faculty in use of interactive teaching-learning practices.</p> <p>Continue to evaluate IDEA course surveys, and student rep feedback, to impact teaching-learning practices and environments and achievement of expected student outcomes.</p> <p>Program director and D2L liaison to develop orientation "course" in D2L for use of online and on-ground students (Summer 2018).</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</p> <p>are evaluated by faculty.</p>	<p>NRHL Course syllabi:</p> <p>335: Concepts in Collaborative Health Promotion and Disease Prevention for the Older Adult</p> <p>340: Comprehensive Health and Physical Assessment for Nursing Practice</p> <p>345: Applications of Pathophysiology and Pharmacotherapeutics to Clinical Reasoning</p> <p>361: Interdisciplinary Collaboration: Community Health Promotion, Family, and Population Based Care Clinical</p> <p>371: Interdisciplinary Collaboration: Professional Nursing Leadership Synthesis Clinical</p> <p>RN to BSN Practicum Log</p> <p>Student/Preceptor/ Faculty meetings</p> <p>Student and preceptor feedback forms</p>	<p>RN to BSN Program Committee</p> <p>DONH Curriculum Committee</p> <p>DONH Committee</p>	<p>Annually in February</p>	<p>Graded assignments in NRHL</p> <p>335: Concepts in Collaborative Health Promotion and Disease Prevention for the Older Adult</p> <p>340: Comprehensive Health and Physical Assessment for Nursing Practice</p> <p>345: Applications of Pathophysiology and Pharmacotherapeutics to Clinical Reasoning</p> <p>361: Interdisciplinary Collaboration: Community Health Promotion, Family, and Population Based Care Clinical</p> <p>371: Interdisciplinary Collaboration: Professional Nursing Leadership Synthesis Clinical</p> <p>Analysis of relevant survey data</p>

	IDEA surveys, IDEA GSRs, RN to BSN SKYfactor/Benchworks Exit and Alumni Assessments			
<b>2015-2016 ACADEMIC YEAR Outcomes and Actions</b>				
<p>In the BSN Option A (preceptor-guided) and B (instructor-facilitated) clinical track developed. Developed a tool to help identify clinical track (option A or B).</p> <p>In the BSN NRHL 371, Leadership Clinical added an on-ground session at the end of course for student group face to face discussion of the overall clinical experience.</p> <p>Developed a communication timeline to inform students on how to submit all pre-clinical documents to the E-site. Information video placed in NRHL 350 shell (RN to BSN minutes 5/12/16).</p>				
<b>2016-2017 ACADEMIC YEAR Outcomes and Actions</b>				
<p>Clinical coordinator is working with students regarding selection of appropriate clinical option for NRHL 361 and NRHL 371. Initial outcome is 100% of students select Option B (Instructor Facilitated) for NRHL 361. Majority of students select Option A (Preceptor Guided) for NRHL 371.</p> <p>COEHS Affiliation Agreement Task Force created to explore potential for 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).</p>				
<b>2017-2018 ACADEMIC YEAR Outcomes and Actions</b>				
<p>RN to BSN program includes planned clinical practice. Curriculum revisions of NRHL 361 (community clinical course) to NRHL 366 include changes to move from faculty-guided and scheduled community clinical learning opportunities to preceptor-guided. May integrate case studies as a framework for gaining exposure to community services. Achievement of learning outcomes is by faculty.</p> <p>NRHL 371 to NRHL 394 - current leadership clinical course development includes use of preceptors for clinical experiences. Faculty reviewing possibilities and options for planned clinical experiences based on current available resources (limited) to coordinate clinical placement of growing student body and online (nation-wide) student population.</p> <p>Clinical coordinator continues to work with students regarding selection of appropriate clinical option and preceptor for current NRHL 371 course and moving forward with NRHL 394. Clinical coordinator identifies clinical agencies for placement of students unable to identify preceptor.</p> <p>Faculty provide oversight of all clinical experiences, including written and verbal communication and feedback from preceptors to inform faculty evaluation.</p>				

Updating Clinical Manual in Summer 2018.				
Received DONH input (5/10/18 DONH Workshop) regarding proposal for NRHL 394 experiential learning opportunities.				
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, RN to BSN SKYfactor/Benchworks Exit and Alumni Assessments	RN to BSN Program Committee	Annually in March	Analysis of relevant survey data  Review of relevant DONH meeting minutes
	DONH, Curriculum, RN to BSN Program, and Nursing Advisory Committee meeting minutes	Curriculum Committee		
		DONH Committee		
<b>2015-2016 ACADEMIC YEAR Outcomes and Actions</b>				
RN to BSN program responded to needs expressed by Central IL partners for students to be allowed to enroll in gen-ed courses concurrent with NRHL course sequence (minutes 2/3/16). Maximum number of credits was determined to be 12 to foster program completion.				
DONH Advisory Committee held 3/17/16; feedback/input reported to DONH. Per recommendation of Nursing Advisory Committee, program clinical coordinators will encourage students to consider preceptors serving in a wider variety of roles. Received support to maintain on-ground program with online components to prepare students for completing online MSN program (RN to BSN minutes 4/6/16).				
Lead clinical faculty work with potential community sites to provide relevant experiences for students.				
Program director and BenU-S coordinator receive input from partner community colleges through attendance at community college nursing advisory committee meetings.				
Joliet Junior College and Richland Community College flyer approved to use logo for publication and distribution (Dec 2015). In progress for approval with Waubensee Community College (CC), Elgin CC, Oakton CC and Lincoln Land CC.				
3+1 Curriculum implemented for all new students. 55 baccalaureate credit requirement for BenU RN to BSN waived per Provost. Academic Plans developed for students from "feeder" community colleges in alignment with 3+1 agreement.				
Advancing Global Wellness (Goals-Personal growth and social responsibilities) will be designated as a global course and is vocation-based. Several topics. 15-week and 5-week version. Taught by any COEHS faculty member to any COEHS student group. Nursing topic is End-of-Life (DONH 8-26-15).				
DONH faculty began discussions on seamless progression of RN to BSN graduates into MSN program. (DONH Curriculum minutes 9-15-15)				

**2016-2017 ACADEMIC YEAR**

**Outcomes and Actions**

Bi-annual meeting of DONH Advisory Committee held 10/13/16 and 3/16/17; feedback/input reported to DONH through program faculty representative.

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:

*Completion of NRHL 365 and NRHL 392 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.*

*Completion of NRHL 375 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.*

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 and NRHL 392 from NRHL 501) and (NRHL 375 from NRHL 505). Students achieving a "B" or better will be allowed to waive credit of associated MSN course when admitted into MSN program.

University administration requested faculty consideration of RN to BSN program delivery in online modality. Support for online option received from Nursing Advisory Committee as well as continuing niche of offering at community college and medical center locations (Advisory Committee minutes 3/17/16). Wiley partners recommended online as a viable delivery option to meeting workforce needs for BSN prepared RNs nation-wide. Wiley selected to serve for marketing. Faculty determined online modality would be launched concurrent with the seamless RN to BSN to MSN progression plan. Faculty determined learning management system should be D2L for online modality as it is for on-ground delivery. Launch scheduled for fall 2018 (RN to BSN minutes 4/18/17,

Advisory Committee meeting summary of 10/13/16

- favored RN to BSN to MSN track
- gave no substantive feedback about Professional Development Committee. DONH plan is 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.

DONH implemented strategies to reach broader audience regarding BenU nursing program offerings, events, and faculty/student accomplishments through social media. Shared link with community colleges (DONH minutes 4/18/17).

<b>2017-2018 ACADEMIC YEAR Outcomes and Actions</b>				
<p>Bi-annual meeting of DONH Advisory Committee held 10/12/17 and 3/8/18; feedback/input reported to DONH through program faculty representative.</p> <p>Curriculum consistently reviewed and discussed at monthly program meetings AY18 with further discussion when presented at the DONH Curriculum and Department meetings. Curriculum changes discussed at the Nursing Advisory meetings.</p> <p>Faculty scholarship and professional development is conducted to enhance Programs.</p>				
<b>Key Element</b>	<b>Document or Indicator of Evidence</b>	<b>Responsible Persons</b>	<b>Frequency of Data Collection and Review</b>	<b>Assessment Methods</b>
<p>III-G. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.</p>	<p>RN to BSN, Curriculum and DONH Committee minutes</p> <p>Course syllabi</p>	<p>RN to BSN Faculty</p> <p>RN to BSN Program Committee</p> <p>Curriculum Committee</p> <p>DONH Committee</p>	<p>Annually in March</p>	<p>Faculty grading of assignments in each RN to BSN course in the curriculum</p> <p>Review of relevant DONH meeting minutes</p>
<b>2015-2016 ACADEMIC YEAR Outcomes and Actions</b>				
<p>D2L Learning platform provides seamless process for electronic submission, grading, and student feedback.</p> <p>All course syllabi align with established program specific template.</p> <p>Discussion rubric was developed and revised by full faculty for use in NHRL 325, 350, 360, 361, 370, 371. Piloted in NRHL 370 and NRHL 371 during fall 2015 before being accepted as standardized program discussion rubric. Faculty input received in development of rubric for evaluating qualitative research critique in NRHL 330. (RN to BSN minutes 9/2/15, 11/4/15, 5/12/16; DONH curriculum minutes 9/15/15, 11/10/15).</p> <p>Developed proficiency testing procedure for NRHL 340: Comprehensive Health and Physical Assessment for Nursing Practice and NRHL 345: Application of Pathophysiology and Pharmacotherapeutics to Clinical Reasoning. Students to test during the last three weeks of enrollment in NRHL 335 (RN to BSN minutes 12/3/15, 12/17/15, 2/16/16, 4/6/16, 5/12/16; DONH curriculum 12/18/15, 3/8/16, 5/13/16).</p>				

<p>Faculty explored university process for administration of proficiency testing with University admissions, registrar, and business office (DONH curriculum 1/26/16, 3/8/16).</p> <p>RN to BSN program grading scale is consistently used throughout all RN to BSN NRHL courses.</p> <p>Preceptors provide feedback for students enrolled in NRHL 361 and NRHL 371 through scheduled meetings with faculty and students. Feedback forms are completed by preceptors for students and students/faculty for preceptors.</p> <p>Tina Jones (virtual patient) is used each week to evaluate student knowledge (through written and physical assessment).</p> <p>Program maintains ongoing tracking effectiveness of preceptors in student/preceptor database.</p> <p>Continue to evaluate rubric and opportunities for consistencies in grading across similar assignments in all courses.</p>				
<b>2016-2017 ACADEMIC YEAR Outcomes and Actions</b>				
<p>Standardized discussion rubric implemented for continued use in NRHL 350, 360, 361, 370, 371. Revised version used for NRHL 325 as initial course in NRHL cohort sequence. Grading policy remains consistent in every course.</p>				
<b>2017-2018 ACADEMIC YEAR Outcomes and Actions</b>				
<p>Policies are defined and consistent. Students receive copy of BenU policies, RN to BSN course policies as part of syllabi. Course assessment measure/grading scale consistent across all RN to BSN courses.</p> <p>Individual students evaluated by faculty and reflect achievement of expected student outcomes. Policies are defined and consistent. Students receive copy of BenU policies, RN to BSN course policies, including as part of syllabi. Course assessment measure/grading scale consistent across all RN to BSN courses including updated Discussion Rubric (04/2018) (RN to BSN Meeting 04/18/18).</p> <p>Course syllabi contain clear indication of grading criteria for each course including evaluation methods and how course grades are calculated for each course.</p> <p>Standardized course syllabus module designed for use in all hybrid and online courses to include course overview, course specific content - objectives, schedule, general assignment descriptions and rubrics. Detailed assignment descriptions will be available as course content in D2L.</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, RN to BSN SKYfactor/Benchworks Exit and Alumni Assessments</p> <p>DONH, RN to BSN, Curriculum and minutes</p>	<p>RN to BSN Program Committee</p> <p>Curriculum Committee</p>	<p>Annually in March</p>	<p>Analysis of relevant survey data</p> <p>Review of relevant DONH meeting minutes</p>

	<p>Student representation at program meetings</p> <p>Informal student feedback</p> <p>RN to BSN Open Student Forums</p>	DONH Committee		Review of student feedback
<b>2015-2016 ACADEMIC YEAR Outcomes and Actions</b>				
<p>Curriculum and teaching-learning practices are evaluated according to the RN to BSN SEP and discussed at RN to BSN program and DONH Curriculum meetings. IDEA surveys are completed by students with every course with data utilized for individual faculty and course improvement.</p> <p>Skyfactor Nursing Education Exit and Alumni Assessments are distributed at scheduled intervals. Data is compiled in September of each year with close of annual reporting cycle.</p> <p>Input is received through open student forums.</p> <p>Workshops are designated for faculty sharing/development. December 2015 focus on use of technology in D2L and Screencast-o-Matic. May 2016 workshop focus on use of Jing, Jabber, and Google Hangout (RN to BSN minutes 5/12/16).</p> <p>Update grid of assessment methods used in each course across the curriculum on annual basis at May workshop (RN to BSN minutes 4/6/16).</p> <p>Course coordinator reports, including data for benchmark assignments for all courses, were shared among faculty (RN to BSN minutes 5/12/16). Noted variety of teaching-learning strategies in place. Faculty identified opportunities to revise scheduling of clinical activities and will pursue.</p>				
<b>2016-2017 ACADEMIC YEAR Outcomes and Actions</b>				
<p>Curriculum and teaching-learning practices are evaluated according to the RN to BSN SEP and discussed at RN to BSN program and DONH Curriculum meetings. IDEA surveys are completed by students with every course with data utilized for individual faculty and course improvement.</p>				
<b>2017-2018 ACADEMIC YEAR Outcomes and Actions</b>				
<p>Curriculum and teaching-learning practices are evaluated according to the RN to BSN SEP and discussed at RN to BSN program and DONH Curriculum meetings. IDEA surveys are completed by students with every course with data utilized for individual faculty and course</p>				



improvement.				
Practices are evaluated regularly through program meetings and workshops. Evaluation methods include reporting by faculty, student IDEA surveys, alumni survey, exit survey, RN to BSN program director meeting with students in NRHL 370 courses, input from student cohort representatives. In December of 2017, changes were made to the format and reporting structure of IDEA surveys with implementation of Campus Labs for distribution.				
Will analyze data from measures cited above for feedback of revised courses and online course delivery (after launch in fall 2018).				
<b>Standard IV- Program Effectiveness: Assessment and Achievement of Program Outcomes</b>				
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.				
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.	IDEA surveys, IDEA GSRs, RN to BSN SKYfactor/Benchworks Exit and Alumni Assessments  DONH Faculty Activity Report  Benchmark assignment spreadsheet  DONH Committee, Curriculum Committee, and RN to BSN Program Committee minutes  Open student forums feedback  New Student orientation surveys  Student progression and graduation spreadsheet	RN to BSN Program Director  RN TO BSN Program Committee  DONH Committee	Annually in October	Analysis of relevant survey data  Review of relevant meeting minutes
<b>2015-2016 ACADEMIC YEAR Outcomes and Actions</b>				
The RN to BSN 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 is launched for each RN to BSN cohort group as they complete the program. The survey link is accessed by students in the course shell of their final course in the program, NRHL 370: Interdisciplinary Collaboration: Professional Nursing Leadership Synthesis.

SKYfactor/Benchworks Alumni Assessment launched May 2016.

An SEP calendar and monthly reporting schedule was established through the work of a DONH taskforce with the goal of increasing 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).

DONH faculty member designated as SEP resource person to assist faculty in writing their SEP reports (DONH minutes 8/26/15).

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.

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 RN to BSN 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 is launched for each RN to BSN cohort group as they complete the program. The survey link is accessed by students in the course shell of their final course in the program, NRHL 370: Interdisciplinary Collaboration: Professional Nursing Leadership Synthesis.

SKYfactor/Benchworks Alumni Assessment launched May 2017.

An SEP calendar and monthly reporting schedule are followed to ensure review and reporting each academic year. Faculty reported updates for their designated SEP Standards/Elements (RN to BSN minutes 10/18/16, 11/15/16; DONH minutes 12/6/16, 5/12/17).

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

The RN to BSN 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 is launched for each RN to BSN cohort group as they complete the program. The survey link is accessed by students in the course shell of their final course in the program, NRHL 370: Interdisciplinary Collaboration: Professional Nursing Leadership Synthesis.

SKYfactor/Benchworks Alumni Assessment launched May 2018.

Clear timelines are included and the SEP is periodically reviewed and revised. In addition, the RN to BSN program has a SEP calendar that details dates for reporting at RN to BSN and DONH meetings. Faculty reported RN to BSN program SEP updates at DONH meeting 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.	RN TO BSN program completion spreadsheet  RN to BSN student tracking spreadsheet  RN to BSN Program and DONH Committee meeting minutes	RN TO BSN Program Director and BenU-S Coordinator  RN TO BSN Program Committee  DONH Committee	Annually in October	Analysis of relevant data

**Expected Outcome:** 70% of students who begin the RN to BSN program and who do not voluntarily withdraw will graduate within three years.

Data table for program completion rates may be found on page 56 of this SEP. Program completion rates are further addressed in IV-H-1 of the CIPR as an example of improvement in program outcomes.

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

The RN to BSN program completion expected outcome of three years was determined by the RN to BSN faculty, approved by the DONH faculty and COEHS Curriculum Committee, and approved by Academic Council in 2010. In fall 2013, the program added the policy that program applicants are required to complete general education requirements prior to NRHL course enrollment and/or to have an academic plan on file with the academic advisor within one month following notification of program admission (RN to BSN Committee 9/18/13 and DONH Curriculum and DONH 10/23/13 approved for fall 2014 launch).

Beginning fall 2012, plan was implemented to identify students who had not completed the RN to BSN program due to missing general education requirements. No students had left due to academic difficulties. Students were contacted, advised, and offered program re-entry. From 10/2012 through 8/2013, 31 non-completing students met graduation requirements. Program records showed known reason for students leaving the program was family or financial. Plan was implemented to record specific identified factor for departure and initiate follow-up

<p>contact process by advisor.</p> <p>The RN to BSN program completion rate is calculated by tracking students' date of enrollment in the first RN to BSN course to the date of degree conferral. Data are used to calculate program completion rates at 12 months, 18 months, three years, and beyond three years. 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>The RN to BSN program director completes the graduation audit for students applying to graduate.</p> <p><i>Summary Statement:</i> The actual outcome exceeds the expected outcome for program completion.</p>				
<p><b>2016-2017 ACADEMIC YEAR</b> <b>Outcomes and Actions</b></p>				
<p>The RN to BSN program completion rate is calculated by tracking students' date of enrollment in the first RN to BSN course to the date of degree conferral. Data are used to calculate program completion rates at 12 months, 18 months, three years, and beyond three years. 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>The RN to BSN program director completes the graduation audit for students applying to graduate.</p> <p><i>Summary Statement:</i> The actual outcome exceeds the expected outcome for program completion.</p>				
<p><b>2017-2018 ACADEMIC YEAR</b> <b>Outcomes and Actions</b></p>				
<p>The RN to BSN program completion rate is calculated by tracking students' date of enrollment in the first RN to BSN course to the date of degree conferral. Data are used to calculate program completion rates at 12 months, 18 months, three years, and beyond three years. 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>The RN to BSN program director completes the graduation audit for students applying to graduate.</p> <p>Continue to assess and support students "in progress" toward completion through follow up contact by program advisor. Align tracking schedule between Springfield, Lisle-based and scheduled online delivery for AY19.</p> <p><i>Summary Statement:</i> The actual outcome continues to exceed the expected outcome for program completion.</p>				
<p><b>Key Element</b>                      <b>Document or Indicator of Evidence</b>                      <b>Responsible Persons</b>                      <b>Frequency of Data Collection and Review</b>                      <b>Assessment Methods</b></p>				
IV-C. Licensure and certification pass rates	N/A			

demonstrate program effectiveness.				
<b>Key Element</b>	<b>Document or Indicator of Evidence</b>	<b>Responsible Persons</b>	<b>Frequency of Data Collection and Review</b>	<b>Assessment Methods</b>
IV-D. Employment rates demonstrate program effectiveness.	RN TO BSN SKYfactor/Benchworks Exit and Alumni Assessments  RN to BSN Program and DONH Committee meeting minutes	RN to BSN Program Director and BenU-S Coordinator  RN to BSN Program Committee  DONH Committee	Annually in October  Data collection occurs with each offering of NRHL 370: Interdisciplinary Collaboration: Professional Nursing Leadership Synthesis	Analysis of relevant survey data
<b>Expected Outcome:</b> 70% of graduates who seek employment will be employed within 12 months of program completion				
Data table for employment rates may be found on page 57 of this SEP.				
<b>2015-2016 ACADEMIC YEAR Outcomes and Actions</b>				
The SKYfactor/Benchworks Alumni Assessment for 2014-2015 demonstrated 100% of students were employed within 12 months of graduation.				
<i>Summary Statement:</i> The actual outcome exceeds the expected outcome for employment.				
<b>2016-2017 ACADEMIC YEAR Outcomes and Actions</b>				
The SKYfactor/Benchworks Alumni Assessment for 2015- 2016 demonstrated 96% of students were employed within 12 months of graduation.				
<i>Summary Statement:</i> The actual outcome exceeds the expected outcome for employment.				
<b>2017-2018 ACADEMIC YEAR Outcomes and Actions</b>				
<i>The SKYfactor/Benchworks Alumni Assessment for 2016-2017 demonstrated 97% of students were employed within 12 months of graduation.</i>				
<i>Summary Statement:</i> The actual outcome exceeds the expected outcome for employment.				
Faculty identified opportunity to informally explore whether attaining BSN impacted employment opportunities immediately following graduation through discussions in last course of cohort sequence NRHL 392: Nurse Leadership and Interprofessional Collaboration.				

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, RN to BSN SKYfactor/Benchworks Exit and Alumni Assessments  DONH Faculty Activity Report  Benchmark assignment spreadsheet  RN to BSN Program and DONH Committee minutes  Open student forums feedback  New Student orientation surveys	RN TO BSN Program Director and BenU-S Coordinator  RN TO BSN Program Committee  DONH Committee	Annually in October	Analysis of relevant survey and program data.  Analysis of aggregate data from the benchmark assignments
<p><b>Student Learning and Additional BSN Expected Outcomes</b></p> <p><b>Student Learning</b> <i>80% of students will achieve a minimum of 82% on benchmark assignments</i></p> <p>Data table for student learning, normally included in the SEP, may be found in CIPR Appendix IV-E-1.</p> <p><b>Student Satisfaction with Courses</b> <i>IDEA Group Summary Reports (GSRs) will meet or exceed IDEA database average scores for progress on relevant objectives, excellence of teacher, excellence of course, and summary evaluation</i></p> <p>Data table for student satisfaction with courses, normally included in the SEP, may be found in CIPR Appendix IV-E-3.</p> <p><b>Student satisfaction with program</b> <i>Students will express satisfaction with overall RN to BSN program effectiveness and in meeting expected student learning outcomes at a mean of 5.5 or higher on the Skyfactor/Benchworks Exit Assessment</i></p> <p>Data table for student satisfaction with program, normally included in the SEP, may be found in CIPR Appendix IV-E-5.</p> <p><b>Alumni satisfaction with program</b> <i>Alumni will express satisfaction with overall RN to BSN program effectiveness and in meeting expected student learning outcomes at a mean of 5.5 or higher on SKYfactor/Benchworks Alumni Assessment</i></p> <p>Data table for alumni satisfaction with program, normally included in the SEP may be found in CIPR Appendix IV-E-7.</p>				

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

**Student Learning**

Benchmark assignment data ranged from 90-100% demonstrating the actual outcome exceeds the expected outcome.

**Student Satisfaction with Courses**

Comparison of RN to BSN 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: RN to BSN program ranged from 4.4 to 4.6 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: 6.04

Overall Learning: 6.13

Overall Program Effectiveness: 6.04

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

**Alumni Satisfaction with Program**

Overall Satisfaction: 6.4

Overall Learning: 5.9

Overall Program Effectiveness: 6.07

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

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

**Student Learning**

Benchmark assignment data ranged from 93-99% demonstrating the actual outcome exceeds the expected outcome.

**Student Satisfaction with Courses**

Comparison of RN to BSN and IDEA database scores for spring 2015-fall 2015 (54% response rate) in the areas of Progress on Relevant Objectives, Teacher Excellence, Course Excellence, and Summary Evaluation: RN to BSN program ranged from 4.3 to 4.5 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: 6.13

Overall Learning: 6.14

Overall Program Effectiveness: 6.10

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

<p><b>Alumni Satisfaction with Program</b>  Overall Satisfaction: 6.55  Overall Learning: 6.20  Overall Program Effectiveness: 6.32  The actual outcomes exceeded the expected outcome (mean of 5.5 in Overall Satisfaction, Overall Learning, and Overall Program Effectiveness).</p>				
<p><b>2017-2018 ACADEMIC YEAR</b>  <b>Outcomes and Actions</b></p>				
<p><b>Student Learning</b>  Benchmark assignment data ranged from 94-97% demonstrating the actual outcome exceeds the expected outcome.</p> <p><b>Student Satisfaction with Courses</b>  Comparison of RN to BSN and IDEA database scores for spring 2016-fall 2016 (63% response rate) in the areas of Progress on Relevant Objectives, Teacher Excellence, Course Excellence, and Summary Evaluation: RN to BSN program ranged from 4.2 to 4.5 and IDEA database ranged from 3.8 to 4.2. The data demonstrate the actual outcome exceeded the expected outcome.</p> <p><b>Student Satisfaction with Program</b>  Overall Satisfaction: 5.92  Overall Learning: 6.14  Overall Program Effectiveness: 5.97  The actual outcomes exceeded the expected outcome (mean of 5.5 in Overall Satisfaction, Overall Learning, and Overall Program Effectiveness).</p> <p><b>Alumni Satisfaction with Program</b>  Overall Satisfaction: 6.07  Overall Learning: 6.24  Overall Program Effectiveness: 6.12  The actual outcomes exceeded the expected outcome (mean of 5.5 in Overall Satisfaction, Overall Learning, and Overall Program Effectiveness).</p>				
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	RN to BSN Program Director and BenU-S Coordinator   DONH Chair	Annually in October	Per the <i>Benedictine University Faculty Handbook</i> and analysis of individual and aggregate faculty data



	DONH Faculty Activity Report  Aggregate Faculty Data Spreadsheet  IDEA Surveys and IDEA GSRs	COEHS Dean  RN TO BSN Program Committee  DONH Committee		
<p><b>Expected Faculty Outcomes</b></p> <p>Data table for faculty outcomes, normally included in the SEP, may be found in CIPR Appendix IV-F-1. Examples of individual faculty accomplishments: AY15-AY18 may be found in CIPR Appendix IV-F-3.</p> <p><b>Teaching Excellence</b> 80% of RN to BSN NRHL courses will rank within the categories of similar, higher, or much higher on excellence of teacher outcome compared to the IDEA database</p> <p><b>Education/Degree</b> 100 % of faculty hold MSN degree</p> <p><b>Scholarship: Presentations</b> 80% of tenure and tenure-track full-time faculty will submit an abstract to a regional or national meeting on a biennial basis</p> <p><b>Scholarship: Publications</b> 80% of tenure and tenure-track full-time faculty will submit one publication on a biennial basis</p> <p><b>Professional Development/ Continuing Education</b> 100% of faculty will participate in professional development on an annual basis</p> <p><b>University Service</b> 100% of full-time faculty will serve on DONH committees. 50% of tenure and tenure-track faculty will serve on BenU committees</p>				
<p><b>2015-2016 ACADEMIC YEAR Outcomes and Actions</b></p>				
<p>Discussed and approved revised faculty expected outcomes at DONH meetings of 8/28/13, 10/23/13, 12/12/13, and 2/25/14.</p> <p>Faculty outcomes for scholarship clarified to indicate "tenure and tenure-track faculty" because term and professional clinical faculty are not required to pursue scholarship per the <i>Faculty Handbook</i>. (RN to BSN minutes 10-22-14)</p> <p><b>Teaching Excellence</b> IDEA GSR data indicate 85% of NRHL courses rank within the categories of similar, higher, or much higher on excellence of the teacher</p>				

compared to the IDEA database demonstrating the actual outcome exceeded the expected outcome.

**Education/Degree**

One-hundred percent (100%) of RN to BSN faculty hold an MSN degree demonstrating the actual outcome met the expected outcome.

**Scholarship: Presentations**

One-hundred percent (100%) of tenure and tenure-track RN to BSN 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 tenure and tenure-track RN to BSN 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 RN to BSN 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% of tenure and tenure-track faculty 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 90% 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 RN to BSN faculty hold an MSN degree demonstrating the actual outcome met the expected outcome.

**Scholarship: Presentations**

One-hundred percent (100%) of tenure and tenure-track RN to BSN 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 tenure and tenure-track RN to BSN 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 RN to BSN 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% of tenure and tenure-track faculty 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 90% 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 RN to BSN faculty hold an MSN degree demonstrating the actual outcome met the expected outcome.

**Scholarship: Presentations**

One-hundred percent (100%) of tenure and tenure-track RN to BSN 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 tenure and tenure-track RN to BSN 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 RN to BSN 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% of tenure and tenure-track faculty 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.	BenU <i>Undergraduate University Catalog</i> formal complaint policy found on the BenU website  BenU <i>Undergraduate Handbook</i>	RN to BSN Program Director, BenU-S Coordinator  DONH Chair  COEHS Dean  RN to BSN Program Committee as appropriate  DONH Committee as appropriate	Annually  Upon formal complaint	Adherence to the Benedictine University formal complaint policy
<b>2015-2016 ACADEMIC YEAR Outcomes and Actions</b>				
The RN to BSN program follows the <i>BenU Undergraduate Catalog</i> and university policies related to formal complaints. These policies are readily available and published in the <i>Undergraduate Catalog</i> , <i>Student Handbook</i> , and University website, and in the RN to BSN Student Resource Center. No formal complaints with the BSN program were initiated.				

2016-2017 ACADEMIC YEAR Outcomes and Actions				
<p>The RN to BSN program follows the <i>BenU Undergraduate Catalog</i> and university policies related to formal complaints. These policies are readily available and published in the <i>Undergraduate Catalog</i>, <i>Student Handbook</i>, and University website, and in the RN to BSN Student Resource Center.</p> <p>No formal complaints with the BSN program were initiated.</p>				
2017-2018 ACADEMIC YEAR Outcomes and Actions				
<p>The RN to BSN program follows the <i>BenU Undergraduate Catalog</i> and university policies related to formal complaints. These policies are readily available and published in the <i>Undergraduate Catalog</i>, <i>Student Handbook</i>, and University website, and in the RN to BSN Student Resource Center.</p> <p>No formal complaints with the BSN program were 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	RN to BSN Program Director, BenU-S Coordinator  RN to BSN Program Committee  DONH Curriculum Committee  DONH Committee	Annually	Analysis of relevant survey data  Review of relevant meeting minutes
2015-2016 ACADEMIC YEAR Outcomes and Actions				
<p>Data analysis is used to foster program improvement.</p> <p>Student and faculty provided feedback that it was not effective for NRHL 310: Scholarly Communication - 1 semester credit to serve as a writing support course for NRHL 325: Dimensions of Professional Nursing Practice - 3 semester credits in spite of NRHL 310 being taught by a masters prepared English faculty member. RN to BSN faculty created a 4 semester credit hour course NRHL 315: Perspectives of Professional Nursing Practice by combining the two NRHL 310 and NRHL 325. Combining objectives and assessments of the two courses addressed the</p>				

<p>challenge of having the courses taught by different instructors. The single course format of NRHL 315 will allow for its designation as a Writing Intensive (WI) course, meeting a BenU requirement for a WI major course.</p>
<p><b>2016-2017 ACADEMIC YEAR</b> <b>Outcomes and Actions</b></p>
<p>Data analysis is used to foster program improvement.</p> <p>Launched NRHL 325 course - IDEA survey results demonstrated increased student and faculty satisfaction with the course.</p> <p>Revised and delivered NRHL 350 in an online format to meet scheduling needs of adult learner and increase comfort in the use of technology for learning. IDEA survey results demonstrated IDEA survey results equivalent to those with on-ground/hybrid course delivery.</p> <p>Revised COEHS 16 week NRHL 303: Advancing Global Wellness to 5 week accelerated version and delivered to RN to BSN completion students in response to student input requesting IDS courses with enhanced relevance to the adult student and professional nurse. IDEA survey responses demonstrate enhanced relevance to RN to BSN students.</p> <p>Student and Advisory Committee input supported the development of Accelerated RN to BSN to MSN program entry. DONH developed proposal providing for students to meet competencies of two Benedictine University MSN courses (total 6 sh) during enrollment in the RN to BSN Program thereby accelerating completion of the MSN Program by one semester. RN to BSN program length remains 12 months and tuition remains the same. The design of this program serves as an incentive for RNs seeking BSN completion to select Benedictine University for both BSN and MSN completion. To launch fall 2018.</p>
<p><b>2017-2018 ACADEMIC YEAR</b> <b>Outcomes and Actions</b></p>
<p>Data analysis is used to foster program improvement.</p> <p>A former DONH faculty member, who was serving as COEHS dean during AY17, designed a 200 level IDS offering: Spirituality and Work to align with needs of the RN to BSN student. IDEA survey responses demonstrate enhance relevance to RN to BSN students.</p> <p>Student, Advisory Committee, and University input supported meeting the market need for online RN to BSN program delivery. Timeline for design of online modality for RN to BSN courses in progress. Initial launch of NRHL 315, NRHL 330, and NRHL 335 scheduled for fall 2018. DONH faculty member serving as faculty liaison for D2L support ensuring use of standardized RN to BSN D2L online course template and effective instructional strategies across the curriculum through collaboration with BenU D2L resource team. Online delivery will foster academic progression of BenU RN to BSN students into the BenU MSN program.</p> <p>Although the outcome has consistently been met, after examining completion rates for CY12, faculty identified the opportunity to increase three-year program completion rates and also foster BSN completion earlier than three years. To continue to meet or exceed the expected level of achievement for program completion, the RN to BSN program initiated success strategies for students throughout the program. Following students' acceptance to BenU, a dedicated program advisor meets with them individually to develop a schedule for completion of graduation requirements through a personalized plan of study. For students needing to withdraw from the program for personal reasons, the advisor implements the formalized communication plan through biannual emails, mailed letters and phone calls to assist students</p>

in determining a return date, cohort location, and schedule for completion of remaining degree requirements. The advisor, in ongoing collaboration with faculty and the program director, will continue to provide assistance to foster program completion. Three-year completion rates increased from 86% in CY12 to 95% in CY15 is 95%. Program completion for CY16 is 91%, with graduates still in progress towards program completion.

## Standard IV-B

## Program Completion Rates

Expected Outcome: 70% of students who begin the RN to BSN program and who do not voluntarily withdraw will graduate within three years

	# students	# voluntarily withdrew	# matriculates	Grad 12 months	Grad 18 months	Total by 18 months	Grad 3 year	Total by 3 years	Grad beyond 3 years	Total
2012	117	7	110	62	18	80	14	94	8	102
				56%	17%	73%	13%	86%	7%	93%
2013	191	7	188	118	41	159	11	170	5	175
				63%	22%	84%	6%	90%	3%	93%
2014	158	2	156	106	23	129	13	142	4	146
				68%	15%	83%	8%	91%	3%	94%
2015	122	3	119	105	6	111	2	113	0	113
				88%	5%	93%	2%	95%		95%
								IP		IP
2016	102	3	99	81	5	86	4	90	0	90
				82%	5%	87%	4%	91%		91%
						IP	IP	IP		IP
2017	114	5	109	IP	IP	IP	IP	IP	IP	IP

IP - In Progress



**Standard IV-D****Employment Rates**

Expected outcome: 70% of RN to BSN graduates who seek employment will be employed within 12 months of program completion.

Calendar Year	# Graduates Surveyed	% Employed within 12 months of Graduation
2017	142	95%
2016	170	97%
2015	94	96%
2014	113	100%

Employment data reported from SKYfactor/Benchmark Alumni Assessment Survey