

**AGENDA**  
For  
**UNIVERSITY GRADUATE COUNCIL**

Sept. 17, 2013

3:00 p.m.

114 Sherrick Hall

Approval of Minutes – March 18, 2013

Open Campus Forum – Comments from campus visitors

Vote for 2013/2014 Officers; Chair and Vice Chair – Ron Larsen

Induction of representative for letters in Letters and Science – Ron Larsen and Chair  
Brett Walker of History & Philosophy has been appointed by the College of Letters and Sciences.

Dual MS/dual credit counts – Randy Babbitt and Ron Larsen

- Are the master's credits to be completed simultaneously, or serially?
- Do the overlapping courses count as transfer credits?
- How many overlapping credits should we allow?
- Will Banner allow students to be in two programs simultaneously?
- Others concerns?

Double counting credits for MS and CERT – Ron Larsen and Lisa Brown

MSU-Northern's MS in Licensed Addiction Counseling requires students to take CNSL 658 – Diagnosis and Treatment in Counseling and MSU/EU would like it to substitute for LAC 503 Assessment, Treatment Planning in Addictions Counseling. Current policy states that any course applied to a degree may not be transferred in. However, MSU currently does allow MSU students, who are in a degree program and a certificate program, to double count courses.

College of Nursing Masters program proposal – Helen Melland

Proposal attached.

Next meeting Oct. 15, 3:01 pm

## Definitions (from U of AZ, edited)

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Dual degrees are *formal* programs that result in the awarding of two degrees. Typically there is some overlap so that the total number of units required is reduced. Example: dual degrees for the Juris Doctor and M.B.A. programs, for which the time to completion of both degrees is reduced from five to four years.

Double degrees Students cannot 'invent' their own dual degrees, but they may pursue a concurrent or second degree, sometimes called double degrees. Concurrent or second degrees may be earned when a student enrolls in two programs, either concurrently or sequentially. There does not have to be a formal program that links the two degrees. For example, a student may earn an M.B.A. and then decide to become a teacher and earn an M.Ed. If some course work can legitimately apply to both degrees, students may 'double count' up to 20% of the required coursework (i.e., 6 hrs for a 30-hour master's degree).

Joint degrees are formal programs whereby students earn a single degree, but with two majors. For example: "The Ph.D. program in Anthropology and Linguistics allows students to pursue the joint study of linguistic anthropology and linguistic theory offered both in the Linguistics and Anthropology Departments without having to go through two separate Ph.D. programs."

## Process Issues (from U MN, edited)

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- Two degrees, two admission applications – being admitted in one program does not improve odds of admission to a second program
- When investigating joint-degree programs, here are some things to look for or ask about:
  - Mutual crediting: Will your credits from one degree apply to the other degree's credit requirements, and vice versa?
  - Time to complete the joint degree: How much additional time will it take you to earn both degrees? Can you complete the degrees on a part-time basis?
  - Residency requirements: Where will you be expected to live during the programs?
  - Cost and financial aid: What will your tuition be for each program's course credits? Will you still be eligible for fellowships and other forms of funding?
  - Admissions: What is the deadline for applying for a joint degree in another graduate program after commencing one degree program?

## Credit Counting (from Weber State)

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More than one master degree may be earned at WSU. Students should contact the graduate program for details. Additional master degrees will require additional graduate credit hours beyond the previously-earned graduate degree, comprising a minimum of 20 credit hours required for the additional degree. Students may pursue two different graduate degrees simultaneously by applying to and being accepted to each program. Graduate program approval is required. (Weber State)

With departmental and School of Graduate Studies and Research approval, a student may use the same course to count in two different IUP graduate degree programs, if the course meets the published graduation requirements in both programs.

However, the number of overlap credits counted toward a second graduate degree will be limited to a maximum of 12 in the second graduate degree program. Should credits be requested for use in a second degree program, they will be treated as transfer credits and will therefore count toward the 12-credit maximum permitted by the Transfer Credit Policy.

In order to receive the doctorate as a second degree, doctoral students using credits earned in a previous IUP graduate degree program must meet the minimum doctoral degree credit requirement of 60 graduate credits earned beyond the bachelor's degree, exclusive of dissertation credits and course overlap credits. (IUP)

### **UNC (emphasis mine)**

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For all dual degrees:

- Students must apply to and be admitted to each graduate program separately and abide by all program requirements. So it's best that individuals identify their interest in a dual degree program prior to applying to UNC. In some cases, a student might enter one program and learn of, or gain interest in, the dual degree program during the first year. In such cases, he or she would apply for admission into the other program, informing the registrar and the coordinator in both programs at the time of application.
- University regulations require that students enroll in only one program in any given semester. So once the student is admitted into both programs independently (and thus, in effect, admitted into the dual degree program), one of the admissions must be deferred for a semester or year, depending upon the overall plan. However, he or she may still take courses in the other school or department during that period.
- Applicants must confer with the dual degree coordinators for both programs to arrange for deferred admission and to plan appropriate and efficient courses of study.
- Students may "double count" up to 20 percent of credits across degrees. For SILS students this means they can apply three courses (nine credits) from the other degree toward their MSIS or MSLS degree while also counting these credits toward the other degree.

## U MI Flint

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The term "double-counting" refers to the use of a limited number of credit hours toward the requirements of two separate degrees or programs. The principle of double-counting allows the student to earn two degrees for fewer total credit hours than would normally be required if both programs were taken independently.

> The general Graduate School maximum for the number of hours that may be double-counted is determined as follows: Add together the minimum number of hours required for each of the two programs independently, and divide the sum by six. For example:

Minimum credits required in field A = 30

Minimum credits required in field B = 36

Sum = 66

Sum divided by 6 = 11 = maximum number of credit hours that may be double-counted under the most favorable circumstances.

Please note: when double-counting with a certificate program, one sixth of the minimum required hours for the Master's/Professional degree alone can be double-counted.

> Double-Counting may be permitted only for the overlap of two master's degree programs or for the overlap of a certificate program. Under no circumstances can any program be overlapped with more than one other program.

> In no case may this reduction lower the Rackham degree to less than one-half of the original hourly requirement.

> Individual departments and programs may establish their own limits on double-counting, up to the general Graduate School maximum, or they may prohibit double-counting altogether.

> Any fraction resulting from these calculations must always be rounded down to the nearest whole number of credit hours. Credit hours for a single course may not be split; a course must be double-counted in its entirety.

> To preserve the integrity of any individual degree program, at least one-half the minimum required hours for the degree must be elected in Rackham for use solely toward that degree. This means that no more than half the credit hours for a program may consist of transfer credits and double-counted credits combined.

**Montana State University**  
**College of Nursing**

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Phone: 405-994-3783; Web: [www.montana.edu/nursing](http://www.montana.edu/nursing)

**Associate Degree Registered Nurse to Masters in  
Nursing (Clinical Nurse Leader) Degree Program**

**Level II Proposal to the  
Montana University System Board of Regents**

**November 2013**

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**A Proposal to the Board of Regents of the Montana University System  
Requesting Approval to Initiate an  
Associate Degree Registered Nurse to Master’s Degree in Nursing Program**

**1. Overview**

*Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.*

The College of Nursing at Montana State University is seeking approval to offer a program that will allow Associate Degree Registered Nurses (ADRN) to move on to graduate study. The baccalaureate level content that is missing from ADRN programs has been built into the front-end of the proposed ADRN to Master’s of Nursing (MN) degree program. Students who matriculate into the ADRN to MN degree program will complete two baccalaureate level “bridge” courses in nursing (12 credits) and one graduate level course in Ethics, Law, and Policy (3 credits). The bridge portion of the program will take one year. Successful students then will be admitted into the Graduate School as MN degree-seeking graduate students in the Clinical Nurse Leader (CNL) master’s curriculum. Students will graduate with a MN degree. The proposed ADRN-MN program is congruent with state and national initiatives in the nursing profession that recommend higher levels of education and academic pathways for Associate Degree Registered Nurses. It is well known in the nursing profession and beyond that higher academic degrees for nurses translate to better care for individuals and populations with complex health care needs.

**2. Need**

*a. To what specific need is the institution’s response in developing the proposed program?*

The need for a highly educated nursing workforce continues to increase as health care reform is implemented and concerns over quality and safety rise. Research has shown that lower mortality rates, fewer medication errors and higher quality outcomes are linked to care provided by nurses who have been prepared at the baccalaureate and higher degree levels. A national study, *The Future of Nursing: Leading Change, Advancing Health*, published in 2010 by the Robert Wood Johnson (RWJ) Foundation and the Institute of Medicine made several recommendations related to the critical role that nurses will play in the future in producing a safe, quality health care environment. Of significance to this proposal for an ADRN-MN program is the recommendation that “Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.” This proposed program will directly support that recommendation in that it provides an academic pathway for nurses prepared at the Associate Degree level to advance to the master’s level of education.

Nurse leaders in Montana have already responded to the national call by the Robert Wood Johnson Foundation and the Institute of Medicine by forming the Montana Center to Advance Health through Nursing (MT-CAHN). Through the work of this center, Montana was one of nine states awarded a \$300,000 grant from the RWJ Foundation to advance the state’s strategies to create a highly educated, diverse nursing workforce. Work towards that goal has been a collaborative effort between program leaders in the Associate Degree programs and nurse



executives throughout Montana. The program proposed here will provide an option for Associate Degree Registered Nurses to increase their level of education resulting in a more highly educated nursing workforce that will ultimately improve the health of Montanans now and into the future.

***b. How will students and any other affected constituencies be served by the proposed program?***

The ADRN-MN program will meet the needs of registered nurses who are prepared with an Associate Degree and seek to elevate their level of education by earning a Master's Degree. They will not have to leave the state to earn a graduate degree in nursing. The program will give them credit for prior learning that they have accumulated as registered nurses and not require them to repeat courses that they have completed successfully in their associate education. This program will meet the needs of health care institutions in the state as several of them have moved to requiring higher degrees of their nurses, especially the institutions who have been awarded or are seeking recognition by the American Nurses Credentialing Center as Magnet Hospitals (e.g. Billings Clinic, Bozeman Deaconess Hospital, St. Patrick's Hospital, Kalispell Regional Medical Center). The citizens of Montana and beyond will benefit in that ultimately there will be a more highly educated nursing workforce, which, as previously stated, results in a higher quality of patient care.

***c. What is the anticipated demand for the program? How was this determined?***

Demand for the program is anticipated to be high. The College of Nursing posted an online interest survey on its website beginning in December 2012 and also published an announcement of the survey in the MT Hospital Association newsletter and on the MT-CAHN website. As of September 2013, 258 nurses have responded that their highest nursing degree is an associate degree. Of those, 207 (82.1%) responded stating they are interested in pursuing a Master's Degree in nursing. Of those interested in taking classes in an Associate Degree to Master's Degree program as is proposed here, 141 (65.3%) said they would like to start in the fall semester, 2014. Of those responding, 286 (70.0%) had six or more years of clinical nursing experience.

### **3. Institutional and System Fit**

***a. What is the connection between the proposed program and existing programs at the institution?***

There is no ADRN-MN program or related program at MSU or in the state of Montana. Students who matriculate into the ADRN-MN program will have to provide evidence of completing CORE 2.0. Many may have completed those requirements if their Associate Degree is from a Montana institution, however, there will be students who need to fulfill that requirement. This will result in ADRN-MN students enrolling in courses at MSU to complete CORE 2.0.

***b. Will approval of the proposed program require changes to any existing programs at the institution?***

There will be no changes required in the existing baccalaureate, master's, or doctoral programs in the College of Nursing.

***c. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).***

There are no closely related programs at MSU or across the state of Montana.

***d. How does the proposed program serve to advance the strategic goals of the institution?***

MSU Learning: *Goal - MSU prepares students to graduate equipped for careers and further education.*

- Enrollment in the graduate program in the College of Nursing will increase by 10-15% (Reflective of MSU Metric L.3.2))
- As health care reform is implemented, more job opportunities will be available for nurses prepared as clinical nurse leaders (Reflective of MSU Metric L.3.1)

MSU Discovery: *Goal – MSU will raise its national and international prominence in research, creativity, innovation and scholarly achievement, and thereby fortify the university' standing as one of the nation's leading public research universities.*

- Graduate nursing students in the ADRN-MN degree program will be strongly encouraged to present their clinical scholarly projects at regional and national conferences and publish their work (Reflective of MSU Metric D.3.4)

MSU Engagement: *Goal – Members of the Montana State University community will be leaders, scholars and engaged citizens of their local, national, and global communities, working together with community partners to exchange and apply knowledge and resources to improve the human prospect.*

- Graduate nursing students in the ADRN-MN degree program will have the opportunity and be encouraged to provide primary nursing care in underserved areas as a component of their clinical learning hours (e.g. Dominican Republic, Ecuador, Indian Reservations) to minority populations (Reflective of MSU Metrics E.1.2; E.1.3; E.2.1)
- Graduate nursing students in the ADRN-MN degree program will be educated as leaders (Clinical Nurse Leaders) and will assume leadership roles and responsibilities in health care organizations across the state (Reflective of MSU Metrics E.3.1; E.3.2)

MSU Integration: *Goal - By integrating learning, discovery and engagement, and by working across disciplines, the MSU community will improve the world.*

- One of the key courses in the MN portion of the ADRN-MN degree program is cross-listed with Industrial Engineering and co-taught by College of Nursing and College of Engineering faculty. As such, all students in the ADRN-MN degree program will be taught system design and will collaborate with industrial engineering students as they learn how to solve complex health care system issues (Reflective of MSU Metrics I.2.1; I.2.2)

MSU Access: *Goal – Montana State University is committed to widening access to higher education and ensuring equality of opportunity of all.*

- The very essence of the ADRN-MN degree program is widening access to higher education for the ADRN in Montana by providing an academic path to graduate education for them in the state they call home (Reflective of Metric A.1.3)
- The didactic portion of the ADRN-MN degree program will be delivered using distance delivery technologies ensuring access to all citizens who own a computer and have an internet connection.

This approach does not reach the entire population of Montana, but moves the opportunity closer to many (Reflective of MSU Metric A.1.)

- e. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.***

There is no ADRN-MN degree program in Montana although, as of fall 2012, there were 159 such programs in the nation (see Appendix A for list of schools)The Montana State University College of Nursing is the only graduate nursing program in the state, thus the only entity positioned to offer the ADRN-MN opportunity. There are currently seven schools in Montana that prepare Associate Degree Registered Nurses (Montana State University – Northern; City College of Montana State University- Billings; Missoula College University of Montana; Montana Tech of the University of Montana – Butte; Miles Community College; Salish Kootenai College; and Flathead Valley Community College). These programs will provide an educational foundation for students entering the ADRN-MN degree program.

#### **4. Program Details**

- a. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.***

*Admission to the Program:* Students admitted to the ADRN-MN program will be recommended for admission by the College of Nursing and admitted provisionally into and by the Graduate School. Full acceptance into the Graduate School will not be granted until the student has completed all three bridge courses (15 credits), which includes one 3 credit graduate course, with a 3.0 GPA or better. Applicants will be required to hold an Associate Degree in nursing and to have successfully passed the NCLEX-RN, the licensure exam for entry into professional nursing practice. Students will need to complete the MSU CORE 2.0 requirements either prior to admission or prior to completion of the bridge nursing courses.

The ADRN-MN degree program curricula builds on the Associate Degree nursing curriculum that all students will have completed and reflects *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). The curriculum will include 15 credits of bridge courses including two 6-credit undergraduate nursing courses and one 3-credit master's level course. These courses have been designed by College of Nursing faculty and assure that each student will have met the essential competencies of a baccalaureate prepared nurse and can perform successfully at the graduate level.

The plan of study for the year of bridge courses includes:

**SEMESTER I:**

- NRS 612: Population Health and Leadership (ADRN-MN Bridge Course);
  - Credits: 6 (4 lecture; 2 clinical)
  - Course Description: The purpose of this course is to apply a population-based, epidemiological approach to discover risk factors and evidence-based health promotion and disease prevention practices. Interdisciplinary leadership and management concepts will be incorporated to guide improved outcomes for populations.

**SEMESTER II:**

- NURS 612: Research and Statistics to Support Evidence-based Practice (ADRN-MN Bridge Course)
  - Credits: 6 (5 lecture, 1 college laboratory)
  - Course Description: This course provides an introduction to research principles and methodologies and the statistical procedures used most often to analyze data to support evidence-based practice. Emphasis is placed on critical analysis of nursing and health care research including the correct application and interpretation of statistical data.
- NURS 612: Ethics, Law and Policy (Required Graduate Course)
  - Credits: 3 (3 lecture)
  - Course Description: The graduate nursing student will integrate knowledge of bioethics, current legal issues, ethical comportment, clinical decision-making, and functions of law and policy analysis as applied to clinical practice. Principles of accountability, responsibility, autonomy, and interdisciplinary collaboration within a dynamic healthcare environment will be integrated throughout the course. This course is offered currently in the College of Nursing graduate curriculum.

Upon successful completion of the 15 credits identified above, the student will matriculate into the MN degree (Clinical Nurse Leader) graduate curriculum. The entire curriculum for the ADRN-MN degree program is displayed in Table 1 below.

<b>Table 1: ADRN-MN CURRICULUM</b>	
<b>Undergraduate and Graduate Bridge Courses (required)</b>	<b>Credits</b>
Population Health and Leadership	6 (4 lec; 2 clin)
Research and statistics to support evidence-based practice	6 (5 lec; 1 coll lab)
Ethics, Law, and Policy	3
<b>Clinical Nurse Leader Master’s Option Courses (required)</b>	
Pathophys/Pharm	3
Advanced Health Assessment	3 (2 lec; 1 coll lab)
Evidence Based Practice I	3
Statistical Applications for Graduate Nursing (recommended)	2
Design of Health Care Delivery Systems	3
Design of Health Care Delivery Systems – Lab	1 (clin lab)
Program Planning and Eval, Outcomes, & QI	3
Program Planning and Eval, Outcomes, & QI – Lab	1 (clin lab)

Finance and Budget	2
Clinical Leadership Practicum	8 (clin lab)
Professional Paper/Project	6
<b>Total ADRN-MN credits</b>	<b>48-50</b>

The ADRN-MN courses will be offered in a manner similar to the current graduate courses. The didactic courses will be offered using distance technology as is the current practice for all didactic courses offered in the College of Nursing graduate program. Students will often complete required clinical learning experiences in or near their home locale depending on availability of clinical resources and clinical preceptors.

*b. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.*

If the program is approved, applications will be reviewed and admission decisions made for the ADRN-MN degree program in the spring of 2014 with students beginning studies in the fall semester 2014. Considering the interest survey and the strong coalition among nursing leaders in the state to provide options for nurses with an Associate Degree to advance their education, it is reasonable to expect that the number of applicants will be significant. The College is committed to strategic planned growth and will only admit the number of students for whom there is adequate clinical learning opportunities and faculty resources. Initial projections are that students will be admitted annually in cohorts ranging somewhere between 10 to 15 students. It is anticipated that some ADRN-MN degree-seeking students will progress through the curriculum in three years and will graduate in the spring or summer of 2017. It is also anticipated that some students will select to progress on a part-time basis most likely because of additional time demands related to work and/or family.

**5. Resources**

*a. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.*

Yes, additional faculty and staff resources will be needed to implement this program. The ADRN-MN degree program will require two new undergraduate level courses (12 credits). Additionally, the increased enrollment at the graduate level as students matriculate into the Clinical Nurse Leader courses will result in the need for additional sections of six courses (17 credits) currently offered in the graduate program. This gives the College an additional 29 credits of instruction that we need to support.

Given the mix of faculty (tenured/tenure track and non-tenure track) that could end up teaching these additional credits, we think that use of College wide faculty costs per FTE are an appropriate way to estimate the additional faculty resources required. The mean number of credits taught per faculty FTE is 17 (16.93), with an average salary (per 1.0 FTE) of \$60,710.68. Based on the 29 additional credits to be taught, the College requests an additional 1.7 faculty FTE for a total amount of \$103,208. However, since the new ADRN-MN students would not require the addition of all 29 credits to our program in their first year, we propose a staggered

increase to our base budget with 52% (\$53,668) added to the FY15 budget, and the remaining 48% (\$49,540) distributed to the College for FY16.

On the revenue side, additional tuition dollars will be generated by the increased number of students (and associated student credit hour generation). Using the 2013/2014 MSU undergraduate resident rate of \$222.10/credit and graduate resident tuition rates of \$266.50/credit, the following (minimum – based on the simplified assumption of only resident students) additional tuition dollars would be generated by the ADRN-MN students.

<b>Table 2: Projected Tuition Revenue Generated by ADRN-MN Program</b>							
# Students	Sem #1 (6 cr UG = \$1,332.60)	Sem #2 (6 cr UG & 3 cr GR = \$1,998.90)	Sem #3 (12 cr GR = \$3,198.00)	Sem #4 (11 cr GR = \$2,931.50)	Sem #5 (4 cr GR = \$1,066.00)	Sem #6 (9 cr GR = \$2,398.30)	Total Tuition Revenue
10	\$13,325	\$19,989	\$31,980	\$29,315	\$10,660	\$23,985	\$129,264
15	\$19,989	\$29,983	\$47,970	\$43,972	\$15,990	\$35,977	\$193,897

***b. Are other additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.***

Yes - additional staff support - 0.5 FTE with an estimated cost of \$11,000 (for a Program Assistant). Despite the significant growth in the graduate program (135% increase in student credit hour production and 188% increase in headcount over the past six years) and the approval and implementation of the post-baccalaureate accelerated program (32 additional students during the AY and 64 during the summer semesters) we have not received any additional funds to increase our administrative staff FTE. We have developed a faculty “Coordinator” for our accelerated program, but used existing funds, thus reducing the resources available to support the existing programs. The addition of this ADRN-MN program and the associated further increase in student numbers will simply overload our current administrative staff capacity.

**6. Assessment**

***How will success of the program be measured?***

The ADRN-MN degree program will be evaluated using the same criteria as all other academic programs in the College. The College has a Master Evaluation Plan (see Appendix B) which is formatted according to the four standards that must be met for ongoing national accreditation by the Commission on Collegiate Nursing Education (CCNE), the accreditation arm of the American Association of Colleges of Nursing. The Evaluation Plan provides an infrastructure for identifying what data are to be collected, where to obtain the data, the responsible group/person for analyzing the data, a timeframe for data analysis, and the feedback loop to assure that data are used to make programmatic changes, as needed, or not – based on the evaluation process.

The College of Nursing remains fully accredited by CCNE through 2018. Nursing programs are required to notify CCNE of any “substantive change” which includes a new program offering. Notification must be submitted “no earlier than 90 days prior to implementation or occurrence of

the change, but no later than 90 days after implementation or occurrence of the change” (CCNE; 2009; *Procedures for Accreditation of Baccalaureate and Graduate Degree Programs*). Thus, if approved, the College will notify CCNE of this proposal in summer 2014.

## **7. Process Leading to Submission**

***Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies etc.***

The development and offering of the ADRN-MN degree program has been discussed extensively for several years in the College of Nursing among faculty and administrators at retreats, college meetings, and informal discussions. The College of Nursing strategic plan (approved spring 2012) states:

*Strategy 1.4:* Seamless nursing education supported between ADRN-MN, BSN-DNP and MN-DNP.

*Action/Tactics 1.4.b:* Cost-effectively implement an ADRN-MN program.

Guided by and in response to the College of Nursing’s strategic plan, the dean appointed a task force of faculty and administrators in the fall of 2012 to design and plan for the implementation of an ADRN-MN degree program. The task force shared their progress at general faculty meetings throughout the 2012-2013 academic year. A community interest survey also was conducted during that year. Curricular recommendations were brought by the task force to the faculty at the May 2013 general meeting. Faculty responded with recommendations and the task force made revisions. In August, 2013, the faculty voted unanimously to accept the proposed curriculum.

Board of Nursing approval is not required for this proposal as they do not regulate post licensure education. The Executive Director of the Board of Nursing has been informed of the proposal to initiate an ADRN-MN degree program as a courtesy. Program directors of Associate Degree nursing programs in Montana have been kept informed of the plans for this program as have members of the MT-CAHN. All are enthusiastic and agree that there is a need for such a program in Montana. Letters of support from directors of the Associate Degree programs are being solicited.

## APPENDIX A



### Schools Offering RN to Master's Programs, Fall 2012 (N=159)

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#### **Alabama**

Samford University  
Spring Hill College  
The University of Alabama  
University of North Alabama  
University of South Alabama

#### **Arizona**

University of Arizona

#### **Arkansas**

Arkansas Tech University  
University of Arkansas for Medical Sciences  
University of Central Arkansas

#### **California**

California State University-Fullerton  
California State University-San Marcos  
Dominican University of California  
Mount St Mary's College  
Point Loma Nazarene University  
University of San Francisco  
West Coast University  
Western University of Health Sciences

#### **Colorado**

American Sentinel University  
Aspen University  
Regis University

#### **Connecticut**

Sacred Heart University  
University of Connecticut

#### **Delaware**

University of Delaware  
Wesley College

#### **Florida**

Nova Southeastern University  
University of Central Florida  
University of North Florida  
University of South Florida

#### **Georgia**

Albany State University  
Armstrong Atlantic State University  
Brenau University  
Clayton State University  
Emory University  
Georgia Regents University  
Georgia Southern University  
Georgia State University  
South University  
Thomas University  
Valdosta State University

#### **Hawaii**

Hawaii Pacific University

#### **Idaho**

Idaho State University  
Northwest Nazarene University

#### **Illinois**

Kaplan University  
Loyola University Chicago  
McKendree University  
Resurrection University

#### **Indiana**

Ball State University  
Indiana University-Purdue University (Indianapolis)  
Purdue University-Calumet  
University of Saint Francis- Indiana  
University of Southern Indiana  
Valparaiso University

#### **Iowa**

Allen College

#### **Kansas**

University of Kansas  
Wichita State University

#### **Kentucky**

Frontier Nursing University  
University of Kentucky

#### **Louisiana**

Louisiana State University Health Sciences Ctr  
Loyola University New Orleans  
Our Lady of the Lake College

#### **Maine**

University of Maine  
University of Southern Maine

#### **Maryland**

Notre Dame of Maryland University  
Salisbury University  
Stevenson University  
University of Maryland

#### **Massachusetts**

Boston College  
Elms College  
Endicott College  
MGH Institute of Health Professions  
Northeastern University  
Regis College  
Salem State University  
Simmons College

#### **Michigan**

Ferris State University  
Madonna University  
Saginaw Valley State University  
Wayne State University

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## **APPENDIX B**

### **MONTANA STATE UNIVERSITY COLLEGE OF NURSING**

#### **POLICY A-9**

**TITLE:** MASTER EVALUATION PLAN

**POLICY:** The College of Nursing has developed and will maintain a Master Evaluation Plan to:

- a) Coordinate the evaluation of all program components, and
- b) Guide the collection, analysis, dissemination and utilization of the outcomes of evaluation

**RATIONALE:** A nursing education program is a dynamic structure that requires on-going evaluative input to maintain its quality and relevance. CCNE accreditation, State Board annual review, and periodic State Board Site Visits require evaluative data as evidence that criteria/standards are being met. This Master Evaluation Plan provides a systematic, comprehensive, on-going approach to evaluation.

**PROCEDURE:**

1. Prior to the beginning of each academic year, the Dean and President of the Faculty Organization will meet, review the Master Evaluation Plan, and include evaluation tasks to be completed in the Charges to Committees.
2. Prior to the beginning of each academic year, the Dean will review with the Executive Council the evaluative tasks for the year for which the Executive Council is responsible.
3. At the beginning of each academic year, each standing committee will include in its plan for the year's work the evaluation tasks for which the committee is responsible.
4. At the end of each academic year, the President of the Faculty Organization will be responsible for seeing that the year's mandated evaluations have been completed, results summarized, and reports filed in the Master Evaluation Plan File.

**Reviewed/Approved by:**

**Level I: Executive Council (August, 2006)**

**Level II: Dean (September, 2006)**

**Attachment:** Master Evaluation Plan

**POLICY A-9  
ATTACHMENT #1**

**MASTER EVALUATION PLAN  
(Follows)**

**LEGEND OF ACRONYMS CONTAINED IN THE MASTER EVALUATION PLAN:**

AANP	American Association of Nurse Practitioners
ANA	American Nurses Association
AACN	American Association of Colleges of Nursing
ANCC	American Nurses' Credentialing Center
ATI	Assessment Technologies Institute
BOR	Board of Regents
BSN	Bachelor of Science degree in Nursing
BTC	Burns Technology Center
CCNE	Commission on Collegiate Nursing Education
CDs	Campus Directors
CE	Continuing Education
CNL	Clinical Nurse Leader
CNS	Clinical Nurse Specialist
CON	College of Nursing
CONORS	College of Nursing Office of Research & Scholarship
CQIR	Continuous Quality Improvement Report
DAC	Dean's Advisory Council
EBI	Educational Benchmarking Incorporated
EC	Executive Council

FAC	Faculty Affairs Committee
FDS	Faculty Development Subcommittee
FNP	Family Nurse Practitioner
GAAC	Graduate Academic Affairs Committee
IFO	Individual Faculty Outline
KPIs	Key Performance Indicators
MEP	Master Evaluation Plan
MN	Master of Nursing degree
MNA	Montana Nurses Association
MRO	Master Resource Outline
MRS	Mission, Role & Scope
MSU	Montana State University
NACNS	National Association of Clinical Nurse Specialists
NCLEX-RN	National Council Licensure Examination-RN
NFRC	Nursing Formal Review Committee
NONPF	National Organization of Nurse Practitioner Faculty
SBON	State Board of Nursing
UPBAC	University Planning, Budget, and Analysis Committee
UAAC	Undergraduate Academic Affairs Committee
UG	Undergraduate
UPTC	University Promotion and Tenure Committee

**CCNE STANDARD I - PROGRAM QUALITY:  
MISSION AND GOVERNANCE**

The mission, goals, and expected outcomes of the program 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 – all in the pursuit of the continuing advancement and improvement of the program. 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.

<b>KEY ELEMENTS</b>	<b>MSU EVIDENCE</b>	<b>MSU/CON DOCUMENTS</b>	<b>RESPONSIBLE GROUP/PERSON</b>	<b>TIMEFRAME</b>	<b>FEEDBACK LOOP</b>
<b>I-A.</b> The mission, goals, and expected outcomes of the program are written, congruent with those of the parent institution, and consistent with professional nursing standards and guidelines for the preparation of nursing professionals.	Mission statements of MSU and CON	MSU Faculty Handbook and web site MSU bulletins  Mission, Role & Scope statement CON policy A-3 CON policy D-1 CON policy C-?	University level administration and committees Assoc. Dean for CON component  EC  GAAC UAAC	Ongoing  Review every 2 years  Review every 5 years  Review every 5 years	Registrar’s Office  Faculty for comment on policy revisions
<b>I-B.</b> The mission, goals, and expected outcomes of the program are reviewed periodically and	Policy review cycle  Policy review/approval	Policy documents on web Policy A-1  A component of all policies placed on	EC  Various committees	Review every 5 years  Policies are reviewed every 5	Faculty for comment on policy revisions  Changes brought to faculty for comment

revised, as appropriate, to reflect professional standards and guidelines.	history	web site Professional standards documents: AACN, NONPF, NACNS, SBON	UAAC, GAAC	years	
<b>I-C.</b> The mission, goals, and expected outcomes of the program are reviewed periodically and revised, as appropriate, to reflect the needs and expectations of the community of interest.	Discussion of CON programs and goals at DAC meetings  Employer evaluations	Summary of Dean's Advisory Council meeting  EBI or other reports	Dean/Administrative Assistant  Associate Dean	Ongoing as new standards are published and as evaluative data indicate a need to change.	EC, faculty committees as appropriate  UAAC/GAAC
<b>I-D.</b> Roles of the faculty and students in the governance of the program are clearly defined and enable meaningful participation.	Published CON statements about role of faculty and students  Listing of faculty and students involved in various committees and task forces	CON bylaws (Policy F-1) and policy statements  CON governance and structure document – A-4  Minutes and annual reports of committees and task forces	Bylaws Committee  EC  Various committees, etc.	Policies are reviewed every 5 years  Annual elections/appointments  Annual reporting	Faculty for comment on policy revisions  Student Forum Faculty president Dean  Faculty president
<b>I-E.</b> Documents	Information in the	College website	Associate Dean	Ongoing with	CON webmaster

<p>and publications are accurate. Any references in promotional materials to the program's offerings, outcomes, accreditation/ approval status, academic calendar, admission policies, grading policies, degree completion requirements, tuition, and fees are accurate.</p>	<p>various publications and public information</p>	<p>MSU bulletin</p> <p>College brochures</p> <p>College display materials</p> <p>College policies on the web</p>	<p>Office of the Registrar and Associate Dean</p> <p>Director of Marketing</p> <p>Director of Marketing</p> <p>Various committees</p>	<p>changes made as needed</p> <p>Every two years</p> <p>As new ones are needed and printed Ongoing as changes are made</p> <p>Policies reviewed every 5 years</p>	<p>Registrar's Office or other individuals responsible for publication</p> <p>Faculty for comment on policy revisions</p>
<p><b>I-F.</b> Policies of the parent institution and the nursing program are congruent with and support the mission, goals, and expected outcomes of the program; these policies are fair, equitable, and published and are reviewed and revised as necessary to reflect ongoing improvement. These policies</p>	<p>College recruitment materials</p> <p>College web-site</p> <p>MSU web-site</p> <p>Commissioner's office web site</p> <p>MSU bulletin</p>	<p>Brochures, display materials</p> <p>College policies, curricular information</p> <p>Web site pages</p> <p>Web site pages</p> <p>MSU bulletin</p>	<p>Director of Marketing</p> <p>Various committees</p> <p>College webmaster MSU webmaster</p> <p>MUS webmaster</p> <p>Office of the Registrar Associate Dean</p> <p>EC</p>	<p>Ongoing</p> <p>Ongoing as needed</p> <p>As needed</p> <p>As needed</p> <p>Every 2 years</p>	<p>Dean, GAAC, UAAC</p>

include, but are not limited to, those relative to student recruitment, admission, and retention.	Upper division placement policy	Policy A-12	EC	Every 5 years	Faculty for comment on policy revisions
	Curricular policies regarding progression through the curriculum	Policies A: 10, 13, 19, 30 – 34, 39, 40 Policies B: 1,2 Policies C: 1-4, 10–12 Policies D: 3-5,7,8,10	UAAC, GAAC UAAC GAAC	Every 5 years	Faculty for comment on policy revisions

**CCNE STANDARD II - PROGRAM QUALITY:  
INSTITUTIONAL COMMITMENT AND RESOURCES**

The parent institution demonstrates ongoing commitment and support. The institution makes available resources to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected outcomes of the program.

<b>KEY ELEMENTS</b>	<b>MSU EVIDENCE</b>	<b>MSU/CON DOCUMENTS</b>	<b>RESPONSIBLE GROUP/PERSON</b>	<b>TIMEFRAME</b>	<b>FEEDBACK LOOP</b>
<b>II-A.</b> 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	Tenure and promotion criteria College level University level	Policy E-1	College – NFRC University – campus P&T committee	Annually, per university policy and as needed	Full faculty for affirmation
	Mission, role and scope documents College level University level	Policy A-3 Included in Policy E-1 and on MSU web site	EC Univ. Planning and Budget Council	Every 5 years Annually	EC and full faculty if change needed

expected outcomes of the program.					
<b>II-B.</b> Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. These resources are reviewed, revised, and improved as needed.	College of Nursing budget allocation	Annual allocation letters from provost's office Budget amendment requests	Provost office  Office of Assistant to the Dean	Annual  As needed	CDs and EC  EC and CDs
	Requests from campus directors for additional space, renovation or equipment and instructional materials	Lease agreements for distant campuses Annual requests to campus equipment and technology fund committees	MSU Facilities  Office of Assistant to the dean Associate dean	Annually – in the spring  Annually	CDs  CDs
	Use of program fees to purchase equipment and other instructional materials	Financial records of use of program fees	CON accounting office	Annual budget closeout  Annually	Dean and CDs  Dean
	College statement regarding use/place of technology	CON website	EC/dean	Every 5 years	Full faculty for discussion and vote
	Scholarly productivity of college	Listing of research, publications, and presentations	CONORS	Annually	Faculty for information, campus Office of Planning and Analysis



	Reputation of college within the state and region	Report of survey of graduates and employers	Associate Dean	Every 2 years	GAAC, UAAC
	Adequacy of clinical sites	Contracts with clinical agencies Faculty evaluation of agencies	Campus Directors/Course Coordinators	Each semester	Faculty, Course Coordinators
<b>II-C.</b> Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.	Adequacy of library services/holdings	Survey of graduates	Associate Dean	Every 2 years	CON Library representative, GAAC, UAAC CON Dean, Dean of Libraries
	Strength of advising	Faculty evaluation of library – in BON report	College library representative	Annually	Dean, FAC
	Adequacy of tech support for distance delivery	Technology Plan Annual evaluations of tech personnel	Associate Dean Campus Directors FAC	Annually	Individuals involved
	WebCT training and other in-service programs	WebCT training logs, Evaluations of c-e presentations	Assistant to the dean  Faculty Development Sub-Committee	Annual review Ongoing and annual personnel evaluations  Annually	Faculty president
<b>II-D.</b> The chief nurse administrator is academically and experientially qualified and is	Vita of Dean	Long form of vita Short form of vita	Dean Dean	Ongoing Annual BON report	Dean Dean
		Annual evaluations 360 degree	Provost Provost	Annual Every 5 years	Dean

vested with the authority required to accomplish the mission, goals, and expected outcomes. The chief nurse administrator provides effective leadership to the nursing unit in achieving its mission, goals, and expected outcomes.	Position description of Dean	evaluation Policy A-5 attachment #1	EC	Every 5 years	EC, faculty for comment
	Faculty survey data	Survey data analysis	Dean, CONORS	Annual	Faculty, Provost
	CON reports	Report to BON re meeting goals	Dean	Annual	Faculty
	Dean self-evaluation	Self-evaluation report	Dean	Annual	Provost
<b>II-E.</b> Faculty members are academically and experientially qualified and sufficient in number to accomplish the mission, goals and expected outcomes of the program.	Professional, scholarly and instructional productivity of faculty	Long form CVs	Faculty members, Campus Directors Faculty members, Dean's Administrative Assistant Dean's Office	Ongoing – at campus	Dean      Provost, university community via web site
		Short form (BON) updates		Annual	
		Letters of appointment	Annual		
		Delaware study data  KPIs	MSU Office of Planning and Analysis MSU Office of Planning and Analysis	Annual  Annual	
<b>II-F.</b> The faculty roles in teaching, scholarship, service, and practice are	Faculty workload assignments	Letters of appointment/BOR contracts	Dean's office/CD Faculty Affairs Committee	Annual	CDs, Provost's office

identified clearly and are congruent with the mission, goals, and expected outcomes of the program.	Faculty position description	Policy A-5, attachment #9	EC	Every 5 years	Faculty for comment on policy revisions
	Promotion, retention, and tenure criteria	Policy E-1	Nursing Formal Review Committee	Annual	Faculty for affirmation

**CCNE STANDARD III – PROGRAM QUALITY:  
CURRICULUM AND TEACHING-LEARNING PRACTICES**

The curriculum is developed in accordance with the mission, goals, and expected outcomes of the program and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. There is congruence between teaching-learning experiences and expected outcomes. The environment for teaching, learning, and evaluation of student performance fosters achievement of the expected outcomes.

<b>KEY ELEMENTS</b>	<b>MSU EVIDENCE</b>	<b>MSU/CON DOCUMENTS</b>	<b>RESPONSIBLE GROUP/PERSON</b>	<b>TIMEFRAME</b>	<b>FEEDBACK LOOP</b>
<b>III-A.</b> The curriculum is developed, implemented, and revised to reflect clear statements of expected student learning outcomes that are consistent with professional nursing standards and guidelines and congruent with the program’s mission,	BOR guidelines for development & approval of new options.	BOR website	BOR & Commissioner’s Office	Ongoing	
	MSU Undergraduate Studies Committee, CORE Committee, & Graduate Studies Committee new curricula and course development & approval guidelines. CON Guidelines for	MSU Provost’s website	Provost’s Office	Ongoing	

<p>goals, and expected outcomes.</p>	<p>new course and curricula development &amp; approval.</p>	<p>Undergraduate Program (Policy A-3)  Graduate Program (Policy D-1)  Both UG &amp; Grad policies B-2 &amp; B-3</p>	<p>EC, UAAC   GAAC   UAAC/GAAC</p>	<p>Review policies every five years or as needed.   Review MROs every three years or as needed.  Review IFOs as submitted.</p>	<p>Faculty for comment on policy revisions.   Full faculty approval for all revised MROs.</p>
<p><b>III-B.</b> The curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines. These standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes. Course/unit/level outcomes are consistent with the roles for which the program is preparing its</p>					

<p>graduates.</p> <p>1. The baccalaureate curriculum incorporates knowledge and skills identified in <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 1998).</p> <p>2. The master's curriculum incorporates knowledge and skills identified in <i>The Essentials of Master's Education for Advanced Practice Nursing</i> (AACN, 1996). Any specialty standards adopted for the master's program are</p>	<p>Undergraduate curriculum documents</p> <p>Graduate curriculum documents</p>	<p>Undergraduate Curriculum Map based on <i>The Essentials of Baccalaureate Nursing Education for Professional Nursing Practice</i> (AACN 1998).</p> <p>Undergraduate MROs and IFOs (per Policy B-2)</p> <p>Graduate Curriculum Map based on <i>The Essentials of Master's Education for Advanced Practice Nursing</i> (AACN, 1996) as well as NONPF and NACNS guidelines for FNP and CNS options. CNL option curriculum guided by AACN</p>	<p>UAAC</p> <p>UAAC &amp; Individual Course Faculty</p> <p>GAAC</p>	<p>Annually reviewed &amp; updated as new curriculum is implemented and evaluated via new course forms.</p> <p>MROs reviewed q 3 years or as needed. IFOs reviewed as needed.</p> <p>Annually reviewed &amp; updated as new curriculum is implemented and evaluated via new course forms.</p>	<p>To faculty via UAAC Annual Reports &amp; updates at General Faculty Meetings throughout the academic year.</p> <p>MROs to faculty for approval.</p> <p>To faculty via GAAC Annual Reports &amp; updates at General Faculty Meetings throughout the academic year.</p>
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incorporated into the curriculum. In addition, nurse practitioner program curricula demonstrate incorporation of the Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2002).		competencies. Graduate MROs and IFOs (per Policy B-2)	GAAC & Individual Course Faculty	MROs reviewed q 3 years or as needed. IFOs reviewed as needed.	MROs to faculty for approval.
<b>III-C.</b> The curriculum is logically structured to meet expected program outcomes. 1. The baccalaureate curriculum builds upon a foundation of the arts, sciences and humanities. 2. The master's curriculum builds on the baccalaureate level foundation.	MSU Bulletin for Undergraduate CORE & nursing curricula & course descriptions.  MSU on-line catalog for Graduate nursing curricula & course descriptions.	Sample Plan of Study for BSN showing required prerequisites, CORE, & nursing courses. Policy A-3 Sample Plans of Study for all MN degree options. Policy D-1	UAAC  GAAC	Review q 5 years or as needed.  Review q 5 years or as needed.	Faculty for comment on revisions.  Faculty for comment on revisions.
<b>III-D.</b> Curriculum and teaching-learning practices are evaluated at	Policy & MRO/IFO review/approval <u>cycles</u> .	Policy B-2, B-3, & B-5	UAAC, GAAC	Review q 5 years or as needed.	Faculty for comment on revisions.

regularly scheduled intervals to foster ongoing improvement.	Policy & MRO/IFO review/ approval <u>history</u> .  Faculty annual evaluations	Policy D-6  Course and faculty evaluations (NAP data)	GAAC  Faculty, CDs	Review q 5 years or as needed.  Annually	Faculty for comment on revisions.  Faculty after each course offering and annually
<b>III-E.</b> The didactic and clinical teaching-learning practices and learning environments support the achievement of student learning outcomes.	Distance delivery for many didactic courses requires new teaching-learning practices (BTC offers courses & support for the University; Sarah & Trevor offer courses & support for CON)	Policy A-3 re: Philosophy re: Nursing Education  Policy D-6 re: distance delivery methods	UAAC  GAAC	Review q 5 years or as needed.  Review q 5 years or as needed.	Faculty for comment on revisions.  Faculty for comment on revisions.
<b>III-F.</b> The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.	Discussion at DAC meetings re: CON's use of distance delivery in didactic courses. SNAP surveys of faculty & students. Employer surveys. Exit surveys of graduate students.	Summary of DAC meetings.  Summary of SNAP surveys. Summary of employer surveys. Summary of exit interviews of grad students.	UAAC, GAAC, EC  UAAC, GAAC, EC UAAC, GAAC, EC GAAC, EC	Annually  Annually Every other year Annually	Recommendations made to appropriate groups as needed.  Recommendations made to appropriate groups as needed.  Recommendations made to appropriate groups as needed.

**CCNE STANDARD IV – PROGRAM EFFECTIVENESS:  
STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS**

The program is effective in fulfilling its mission, goals, and expected outcomes. Actual student learning outcomes are consistent with the mission, goals, and expected outcomes of the program. Alumni satisfaction and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual faculty outcomes are consistent with the mission, goals, and expected outcomes of the program. Data on program effectiveness are used to foster ongoing improvement.

<b>KEY ELEMENTS</b>	<b>MSU EVIDENCE</b>	<b>MSU/CON DOCUMENTS</b>	<b>RESPONSIBLE GROUP/PERSON</b>	<b>TIMEFRAME</b>	<b>FEEDBACK LOOP</b>
<b>IV-A.</b> Student performance is evaluated by the faculty and reflects achievement of expected outcomes. Evaluation policies and procedures are defined and consistently applied.	MSU bulletin & Faculty Handbook for University grading policies & procedures. CON grading policy & procedures.	Policy B-1 Policy C-1 Policy C-2 Policy D-3 Policy D-8	UAAC UAAC UAAC GAAC GAAC	Review every 5 years or more often if needed.	To faculty for comment on revisions
<b>IV-B.</b> Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Student outcome data include, but are not limited to, graduation rates, NLCEX-RN pass rates, certification	<u>MSU surveys:</u>  Senior surveys Surveys of graduate students.  Career Services survey of alumni.  <u>CON surveys:</u>  EBI surveys of undergraduate students, alumni and employers.	  CON reviews data collected by MSU.  CON reviews and summarizes data.  EBI reports are reviewed and summarized.	  Assoc Dean, UAAC Assoc Dean, GAAC   Assoc Dean, UAAC, GAAC   Assoc Dean, UAAC	  As it is received.  Annually  Annually	  Recommendations made to appropriate committees as needed. Recommendations made to appropriate committees as needed.  Recommendations made to appropriate committees as needed.



<p>examination pass rates, and job placement rates, as appropriate.</p>	<p>CON exit interviews of graduate students, surveys of alumni and employers.</p> <p>NCLEX-RN &amp; ANCC/AANP reports.</p> <p>Collects job placement information from graduating seniors &amp; graduate students.</p> <p>Discussions at DAC meetings re: employer satisfaction w/ programs</p>	<p>Exit interviews and surveys are reviewed and summarized.</p> <p>Pearson Vue, ANCC &amp; AANP reports are reviewed and summarized. Data are reviewed and utilized for various report and grants.</p> <p>Employer satisfaction</p>	<p>Assoc Dean, GAAC</p> <p>Assoc Dean, UAAC, GAAC</p> <p>Assoc Dean, UAAC, GAAC Dean, Assoc Dean, Faculty President</p>	<p>Annually for interviews; Every 2 years for surveys.</p> <p>Annually</p> <p>Annually</p> <p>Twice a year</p>	<p>Recommendations made to appropriate committees as needed.</p> <p>Recommendations made to appropriate committees as needed.</p> <p>Recommendations made to appropriate committees as needed.</p> <p>Recommendations made to appropriate committees as needed.</p>
<p><b>IV-C.</b> Program outcome data are analyzed to provide evidence of program effectiveness and are used to foster ongoing program improvement.</p>	<p><u>MSU reports:</u> Senior Surveys Grad Student Surveys Career Services reports Various CON reports</p>	<p><u>CON reports:</u> EBI reports ATI reports SBON reports &amp; Pearson Vue reports of NCLEX-RN pass rates ANCC/AANP reports of national certification pass rates</p>	<p>Assoc Dean, UAAC Assoc Dean, UAAC Assoc Dean, UAAC Assoc Dean, UAAC Assoc Dean, GAAC</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>Recommendations made to appropriate committees as needed.</p> <p>Recommendations made to appropriate committees as needed.</p>
<p><b>IV-D.</b> Faculty</p>	<p>MSU Faculty</p>	<p>Policy E-1</p>	<p>NFRC, Dean &amp;</p>	<p>Reviewed and</p>	<p>To faculty for vote</p>

outcomes demonstrate achievement of the program's mission, goals, and expected outcomes and enhance program quality and effectiveness.	Handbook re: Annual Reviews & Promotion & Tenure Policies & Procedures  CON Promotion & Tenure Policies & Procedures	Faculty Outcomes re: Teaching Scholarship Practice Service	Campus Directors	affirmed annually	(affirmation)
<b>IV-E.</b> The program has established policies and procedures by which it defines and reviews formal complaints; analyses of aggregate data regarding formal complaints are used to foster ongoing program improvement.	MSU policies & procedures  CON policies and procedures	Student Conduct & Instructional Guidelines & Grievance Procedures Handbook  Policy C-6 & C-12 Policy D-10	Dean of Students Office CON Dean, Assoc Dean, Campus Directors, Faculty  UAAC GAAC	Updated and published annually  Reviewed q 5 years	Recommendations made to the University as needed.  To faculty for comment on revisions.