Commission on
Collegiate Nursing
Education

Serving the
Public Interest
Through Quality
Accreditation

November 15, 2010

Elizabeth A. Buck, PhD, RN
Director
Department of Nursing
Maryville University of St. Louis
650 Maryville University Drive
St. Louis, MO 63141

Dear Dr. Buck:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on October 14-16, 2010, to grant accreditation of the baccalaureate degree program in nursing at Maryville University of St. Louis for the term of 10 years, extending to December 31, 2020. The accreditation action is effective as of February 15, 2010, which was the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the spring of 2020.

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At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

As is required for all accredited programs, the Board requested that the program submit a Continuous Improvement Progress Report (CIPR) at the mid-point of the accreditation term. The CIPR should address the nursing program's continued compliance with all accreditation standards. The deadline for submitting the progress report to CCNE is December 1, 2015. The Report Review Committee, and then the Board of Commissioners, will review the progress report in the spring of 2016. For more information about CIPRs, please refer to the CCNE *Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs*, available at http://www.aacn.nche.edu/Accreditation/pdf/Procedures.pdf.

Please note that the aforementioned CIPR will need to address the CCNE standards that are in effect at the time of submission. In the reminder letter sent approximately 5 months prior to the CIPR due date, CCNE will inform the program of the specific standards to be used and will provide guidance for the preparation of the report.

A copy of the accreditation report that was sent to you earlier, along with your response to it, is being transmitted to the institution's chief executive officer as the Commission's official report to Maryville University of St. Louis. We hope that both the results of your self-study process and the accreditation report will be useful to the continued growth and development of the nursing program. A certificate of accreditation is enclosed.

As a reminder, programs are expected to continue to comply with the CCNE standards and procedures throughout the period of accreditation. This includes advising CCNE in the event of any substantive change in your nursing program or of any major organizational changes that may affect the program's administration, scope, or quality. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no

later than 90 after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE *Procedures*.

We appreciate the many courtesies and the helpfulness extended to the CCNE evaluation team in the spring of 2010. The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing program.

Sincerely,

Carol Ledbetter, PhD, FNP, BC, FAAN
Chair, Board of Commissioners

cc: President Mark O. Lombardi
CCNE Board of Commissioners
CCNE Accreditation Review Committee
CCNE Evaluation Team

Commission on
Collegiate Nursing
Education

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October 21, 2005

Mary P. Curtis, RN, PhD
Interim Director
Department of Nursing
Maryville University of Saint Louis
13550 Conway Road
Saint Louis, MO 63141

Dear Dr. Curtis:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on September 29, 2005, to grant accreditation of the baccalaureate degree program in nursing at Maryville University of Saint Louis for a term of five years, extending to December 31, 2010. The Board also acted to grant accreditation of the master's degree program in nursing for a term of 10 years, extending to December 31, 2015.

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You should plan for the next on-site evaluation of the baccalaureate program to take place in the spring of 2010. You should plan for the next on-site evaluation of the master's program to take place in the spring of 2015.

At its meeting, the Board determined that both programs met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

As is required for all accredited programs, the Board requested that each program submit a continuous improvement progress report at the mid-point of the accreditation term. Each report should address the respective program's continued compliance with all accreditation standards.

The deadline for submitting the baccalaureate program's progress report to CCNE is December 31, 2008. The Report Review Committee, and then the Board of Commissioners, will review the progress report for the baccalaureate program in the spring of 2009.

The deadline for submitting the master's program's progress report to CCNE is December 31, 2010. The Report Review Committee, and then the Board of Commissioners, will review the progress report for the master's program in the spring of 2011. For more information about the continuous improvement progress report, please refer to the CCNE procedures.

A copy of the accreditation report that was sent to you earlier, along with your response to it, is being transmitted to the institution's chief executive officer as the Commission's official report to Maryville University of Saint Louis. We hope that both the results of your self-study process and the accreditation

CERTIFICATE OF ACCREDITATION

In accordance with its accreditation standards and procedures, the

Commission on Collegiate Nursing Education

has accredited
the

Master's Degree Program in Nursing

at

Maryville University of Saint Louis

Director of the Commission on Collegiate Nursing Education

September 29, 2001
Date of Accreditation Action

The Commission on Collegiate Nursing Education is listed by the U.S. Secretary of Education as a nationally recognized accrediting agency.

This certificate is effective for the duration of the period of accreditation.

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530 • Washington, DC 20036

EVALUATION TEAM REPORT ON THE ACCREDITATION REVIEW OF THE MASTER'S DEGREE PROGRAM IN NURSING AT MARYVILLE UNIVERSITY OF SAINT LOUIS

COMMISSION ON COLLEGIATE NURSING EDUCATION
ON-SITE EVALUATION: April 2 - 4, 2001
EVALUATION TEAM:

Shirley Jarecki, Ph.D., RN, Team Leader
Donna Allis, Ph.D., RN
Colleen Bock-Laudenslager, MS, RN

Introduction

This report presents the findings of the evaluation team from the Commission on Collegiate Nursing Education (CCNE), the accrediting body devoted exclusively to the evaluation of baccalaureate and graduate degree programs in nursing, regarding the Master of Science in Nursing (MSN) program at Maryville University of Saint Louis and its compliance with CCNE's standards for accreditation. This review constituted the initial evaluation of the nursing program for accreditation by CCNE. This is the first review of the master's program by any accrediting agency.

Maryville University of Saint Louis (MU) is a private, coeducational institution that enrolls approximately 3,500 students and employs approximately 100 full-time faculty, 180 part-time faculty (60 FTE), and 186 staff. Between 1872 and 1992, the institution evolved from an academy for young women established by the Religious of the Sacred Heart, to a small, independent, comprehensive, community-oriented, teaching university. MU offers 34 majors at the baccalaureate level and graduate programs in business, education, nursing, occupational therapy, physical therapy, and rehabilitation counseling. It also offers certificate programs in education and gerontology. Governed by the Board of Trustees, MU is authorized by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (NCACS) to offer baccalaureate and master's degrees in the arts and sciences and in various professional fields. MU was last accredited by NCACS in 1995 for a period of 10 years.

MU is located on a 290 acre campus in West Saint Louis County. It is an element of the Maryville Center, "an educational, cultural, corporate, and residential complex" (catalog, p. 5). MU is "unique in its commitment to integrating liberal arts with professional learning by providing innovative and interactive programs with and for the business, education, health care, cultural, and arts communities it serves" (catalog, p. 5).

The School of Health Professions (SHP) administers MU's nursing degree programs. Other programs in the SHP include: health care management, music therapy, occupational therapy, physical therapy, rehabilitation counseling, and a gerontology certificate. An associate degree program in nursing was in place from 1970 to 1988. A baccalaureate completion program was initiated in 1977, and a generic program in 1985.

MU began to offer the MSN program in Fall 1999, after receiving the approval of NCACS in

I-C. Documents and publications should accurately reflect the mission, philosophy, and goals/objectives of the program.

Compliance? Master's: Yes

Rationale:

Information is consistent among publications and available at multiple locations on the campus. MU's mission is stated in the catalog (p. 4) and the student handbook (p. 5). Observations during the on-site evaluation confirmed that the university community strives to fulfill this mission. For example, both the catalog and the student handbook declare a commitment "to the whole person through programs designed to meet the needs of traditional and non-traditional students..." Consistent with this statement is the requirement for students in the MSN program to build upon previously mastered liberal arts studies. MU attempts to take into account the needs of adult learners by offering courses, clinical experiences, and university services at times acceptable to employed students.

The nursing faculty philosophy is published in the graduate student handbook (pp. 3-5) and program goals are listed in the same document (p. 7). The 2001-2002 catalog will include the nursing faculty philosophy and graduate nursing program goals (self- study document, p. 14). The graduate nursing brochure also lists the graduate program objectives, as does a Web page. Faculty, administrators, and students interviewed during the on-site evaluation were familiar with these published statements and confirmed that they serve as reference points for planning and implementation of curriculum and for life on the campus.

I-D. Roles of the faculty and students in the governance of the program are clearly defined and enable meaningful participation.

Compliance? Master's: Yes

Rationale:

The role of faculty in the governance of the university is described in the MU policy manual, part one. This manual states: "The faculty assembly has a paramount responsibility in the

The university president, the vice president for student and academic affairs, the special assistant to the president and vice president for planning and institutional research, and the vice president for administration and finance all expressed strong support for the MSN program. The vice president for administration and finance observed that MU's commitment to excellence is demonstrated by its willingness to voluntarily support accreditation for many programs including nursing, music, occupational therapy, education, interior design, and physical therapy (catalog, p. 1). The IDN will have the opportunity to participate in the budget building process.

II-C. The chief nursing administrator is qualified to lead the program in its pursuit of accomplishment of the mission, philosophy, goals/objectives and expected results.

Compliance? Master's: Yes

Rationale:

The nursing leadership at MU changed in March 2001. The program director who provided leadership since 1998 became a member of the full-time teaching faculty at MU, and an IDN was appointed. Both the former program director and the newly appointed IDN are doctorally prepared and have experience in nursing education. The IDN will continue in this role for at least one year.

II-D. Faculty members are qualified and sufficient in number to accomplish the mission, philosophy, goals/objectives and expected results of the program.

Compliance? Master's: Yes

Rationale:

There are currently eight full-time nursing faculty members at MU. Two have doctorates, and six have begun doctoral studies. All faculty have earned master's degrees in nursing with various majors, including community health, pediatrics, medical-surgical, adult health, psychiatric-mental health, and parent-child. Role tracks completed by faculty include education and clinical specialist. One faculty member has a doctorate in gerontological nursing, and another has completed graduate coursework in gerontology. One faculty member is a family

The titles and descriptions of the courses in the master's program are linked to the graduate program outcomes. For example, the graduate program goal that students will "synthesize concepts and theories from nursing and related disciplines to form the basis of advanced practice" is achieved through the graduate course NURS 600: Theoretical Foundations of Nursing Practice. In this three credit course, students are expected to "critique, evaluate and utilize appropriate theory within his/her practice. This course is focused on the theoretical and conceptual frameworks to guide decision making that enhances health for culturally diverse populations."

III-B. The baccalaureate nursing curriculum builds upon a foundation of the arts, sciences, and humanities which are essential to professional nursing. The master's curriculum builds on the competencies of baccalaureate graduates and focuses on advanced nursing roles.

Compliance? Master's: Yes

Rationale:

The MSN program is designed to build on competencies of nurses prepared at the baccalaureate level. Prospective students are required to have undergraduate courses in statistics and health assessment prior to admission to the program.

MU's MSN course objectives are consistent with the expectations of graduates explicated in the *Master's Essentials* document. For example, the *Master's Essentials* states "the purpose of research at the Master's level is to prepare a practitioner for the utilization of new knowledge;...the goal of the research component of the curriculum should be to prepare a clinician who is proficient at the utilization of research". The final course objective of NURS 601 is to "evaluate utilization of research in nursing practice."

Likewise, the *Master's Essentials* states that, in relation to pathophysiology, the "advanced practice nurse should possess a well-grounded understanding of normal physiologic and pathologic mechanisms of disease that serves as one primary component of the foundation for clinical assessment, decision making and management." The guidelines from the National

patterns, student satisfaction, course evaluation, evaluation of clinical agencies and preceptors, and course and clinical faculty review. The evaluation of program outcomes will occur every two years; this is the responsibility of the MSN curriculum committee, nursing program advisory council, and IDN. The IDN discussed the possibility of creating program benchmarks including items such as certification pass rates, retention, and recruitment.

III-F. The curriculum is sequentially and logically organized to facilitate student achievement of expected results.

The master's nursing curriculum incorporates content and learning experiences essential to performance in advanced nursing roles.

Compliance? Master's: Yes

Rationale:

The curriculum is sequentially and logically organized; the initial courses offer foundations in advanced practice nursing including theoretical foundations, research, health policy, and professional role development. The next set of courses, including health promotion, pathophysiology, advanced health assessment, and pharmacotherapeutics provides skills essential for clinical practice. The final set of courses builds on the competencies in application of the content to clinical practice in conjunction with theory for advanced practice skills. The specialty practice courses include content from simple to complex; for example, in the nurse practitioner courses the course sequences begin with sinusitis and conclude with oncology. Research is introduced early in the program, and a final graduate research project is scheduled in the final quarter of the curriculum.

Content central to the clinical nurse specialist is identified in the role development course. Topics include the nurse as educator, researcher, counselor, administrator, CNS, and nurse practitioner. The roles of nurse as case manager and consultant are incorporated into other courses.

Webmaster to update the information. The self-study document indicated that course descriptions needed to be updated in the university catalog, and these changes were submitted in early March according to the IDN. The program director and nursing program recruitment committee review published brochures and handouts.

activities and process document, which outlined summative data being collected. The IDN said that the MSN curriculum committee, and the faculty as a whole would review outcome results. Neither the MSN curriculum nor the faculty committee minutes reflected evidence of summative evaluation data review.

The faculty have developed a well-organized physical assessment check-off tool to ensure student competency prior to providing direct patient care. In addition, a preceptor evaluation of student performance tool has been developed and includes all the central elements required by NONPF. While both tools include generic concepts included in the graduate nursing goals, they lack measurable outcome criteria for each step and lack evidence of nursing philosophy constructs.

Students verified that faculty communicate student performance progress in a timely, confidential, and sensitive manner. Grading scales are outlined clearly in the graduate student handbook, the MU handbook, and all course syllabi. The students said that the grading process is clear, well defined, and consistently applied. The IDN and academic vice president for academic and student affairs indicated there have been no student grievances since the inception of the program.

IV-B. Surveys and other data sources to collect information about student, alumni, employer satisfaction and demonstrated achievements of graduates provide evidence of program effectiveness. Data gathered about demonstrated achievements include, but are not limited to, graduation rates, NCLEX scores and job placement rates.

Compliance? Master's: Yes

Rationale:

The faculty use MU's generic course evaluation tool. Faculty review their own outcome data and share results with the program director on an ongoing basis. The IDN said that the data are used to drive course/program improvement and faculty development.

A new midterm qualitative evaluation tool has been developed in an effort to manage the