

Form OS**OFF-SITE PROGRAM PROPOSAL FORM**Sponsoring Institution(s): University of Missouri - St. LouisProgram Title: NursingDegree/Certificate: B.S.N.-Completion

Options: _____

Delivery Site(s): St. Louis Community College, SSM Healthcare System (DePaul Hospital), Barnes Jewish Christian Healthcare System (Clinical Learning Institute), St. John's Mercy Hospital(Traditional BSN program is already approved for delivery at East Central CC, Jefferson CC, and St. Charles CC, and BSN-Completion program is approved for delivery at St. Charles CC)CIP Classification: 511601Implementation Date: Upon ApprovalCooperative Partners: Program is cooperative with the community colleges as students typically complete their degrees after completing the Associate Degree in Nursing at the community colleges.Expected Date of First Graduation: Two years after start**AUTHORIZATION**

Christa Weisbrook, Director, Academic Programs
Name/Title of Institutional Officer Signature Date

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2. NEED FOR PROGRAM (Please see Justification for all requests)

Societal Need

The BSN (baccalaureate of science in nursing) Completion program provides a mechanism for registered nurses with Associate Degrees in Nursing to complete their baccalaureate degrees, thereby continuing their educations and promoting career mobility. In addition to the desire for lifelong learning and personal development, nurses may seek baccalaureate degrees as a means of moving toward graduate education in masters or doctoral programs. Employers encourage earning baccalaureate degrees in part because employing a higher proportion of nurses with baccalaureate degrees facilitates earning Magnet Hospital certification, which is a recognized indicator of quality provided by the American Nurses Credentialing Center. Studies have also shown a relationship between the proportion of nurses with baccalaureate degrees and selected indicators of patient safety^{1,2}. National attention toward providing baccalaureate completion opportunities for registered nurses with associate degrees indicates need exists for this type of program option. In 2003 the National Advisory Council on Nurse Education and Practice³ recommended that 2/3 of the registered nurse workforce be prepared at the baccalaureate level, while approximately 2/3 of registered nurses who took the licensure exam in the United States in 2000 were prepared at the associate degree level⁴.

A serious shortage of nurse faculty members is contributing to the growing shortage of staff nurses. Missouri is projected to experience nearly a 20% shortage of nurses by 2015, with over 19,000 vacancies expected⁵. Provision of baccalaureate completion programs increases the number of nurses who are eligible to pursue graduate education and potentially move into faculty careers. Expansion of the numbers of nurse faculty members is critical to expanding the numbers of students who can be educated in nursing programs and contribute to alleviating shortages in the nursing workforce.

Regional Need

Normally course sites develop when students engage in clinical or internship courses a hospital, business, or school. The university has no record of past off-site course offerings growing into a series that allows students to complete a degree. Since many of these sites are within driving distance of the campus, students have no problem completing the degree on campus. Recently,

¹ Tourangeau, A.E., Doran, D.M., McGillis Hall, L., Pallas, L.O., Pringle, D., Tu, J.V., Cranley, L.A. (2007). Impact of hospital nursing care on 30-day mortality rate for acute medical patients. *Journal of Advanced Nursing*, 57(1):32-44.

² Aiken, L.H., Clarke, S.P., Cheung, R.B., Sloane, D.M., Silber, J.H. (2003). Educational levels of hospital nurses and surgical patient mortality. *Journal of the American Medical Association*, 290(12):1617-1623.

³ National Advisory Council on Nursing Education and Practice (November, 2003). *Third Report to the Secretary of the Department of Health and Human Services on Nursing Education and Practice*, Washington, DC: Division of Nursing, Health Resources and Services Administration. Retrieved 1/13/08 from <http://bhpr.hrsa.gov/nursing/NACNEP/reports/third/execsum.htm>

⁴ Division of Nursing, HRSA. 2004. What is behind HRSA's projected supply, demand, and shortage of registered nurses? Retrieved 1/13/08 from <http://bhpr.hrsa.gov/nursing/>

⁵ Ibid.

however, organizations have begun to request entire programs. In January 2007, for example, DePaul Hospital of SSM Health Care asked UMSL to offer the BSN-Completion Option on their site. The hospital was pleased with courses that UMSL had offered, and the need for degreed nurses is great; the hospital sees this convenient arrangement as an opportunity to attract nurses. In the past, the College of Nursing provided courses for nurses at the Barnes Jewish Christian Healthcare system as part of the close affiliation with that organization when the UMSL program carried the Barnes names. Although the BJC Healthcare system reclaimed the name in 2004 for their own nursing program, the Barnes Jewish Christian System has indicated they would like to maintain the potential for UMSL to offer our degree-completion program for nurses at their hospitals.

Serving our constituents is a major goal of this proposal. The average age of UM-St Louis undergraduate students at 27.2, and similar to our growing graduate student population, they are adult learners with family and work responsibilities. In addition, non-traditional students are very busy with work and families. It is a natural extension of the University's land-grant mission to offer degrees off campus to meet students' educational needs. This is especially true as St. Louis undergoes roadwork on one of the major freeways between the suburbs and campus. Students and staff alike are looking for alternative ways to meet their goals during these protracted upgrades.

These changes would allow UMSL to develop new partnerships, expanding the breadth and depth of its current successful outreach partnership programs. A new dean of Nursing is building relationships with area hospitals, and approval of this proposal will be seen as a measure of good faith.

University of Missouri-St. Louis Mission

This request supports the University of Missouri-St. Louis mission as a metropolitan land-grant university, which is to provide educational opportunities and access to the people of the St. Louis metropolitan area. UMSL is the region's only public research university and has a range of undergraduate and graduate programs that were designed to meet workforce needs in the area. The addition of these off-campus programs will further enhance our mission. This request is so integral to our mission that it was identified in the re-accreditation self-study of 1998-1999 when the College of Nursing listed the following as a goal that reflected the campus' mission, "Providing access to higher education through distance learning and educational centers."

The University of Missouri System's recent Strategic Plan listed core values and strategic goals that demonstrate how this request aligns with our mission: "Access to Quality Learning and Teaching, Academic and Research Achievement and Quality, Community-University Engagement, Valuing People and Creating a High-Performing Organization, and Developing and Managing Resources and Improving Processes." Although off-campus offerings are not specifically listed in the plan, there are several goals related to access to education and efficiency--in addition to increasing enrollments--that suggest that this proposal aligns with our mission.

A. Student Demand

The majority of students at UMSL are ethnically diverse working adults. They are mature and are instrumentally motivated to complete their education primarily to enhance their career opportunities.

The trend of population growth in outlying areas of the St. Louis region, confirmed by 2000 census information, is reflected in the increasing enrollments at our current off-campus sites in area community college campuses. The increase in travel time and two-wage earner families has contributed to many students – and potential students – becoming place-bound; this is particularly true for working mothers. Indeed, earlier demographic and survey data revealed that 77 % of students taking courses at UMSL's Residence Centers were women, working full- or part-time (93%), nearly one-half married with one-third having children under the age of 13. We anticipate that the participants in these off-site programs will reflect similar demographics.

In addition to this overall picture of UMSL students, nurses face special challenges pursuing higher degrees because workplace shortages make it difficult to leave the workplace to attend program offerings on campus. Students in the BSN Completion program are described as follows on the College of Nursing website:

"The College of Nursing recognizes Registered Nurses as adult learners who are licensed professionals, often with years of experience. The program does not repeat courses and experiences commonly completed as part of a basic associate degree or diploma nursing program." (<http://www.umsl.edu/~nursingweb/academic/flex/index.html>).

Past and current enrollments in degree-completion programs at existing off-campus locations of UMSL show that there continues to be a demand for public higher education opportunities in the extreme reaches of suburban St. Louis County. Between 1994 and 2006 at our off-campus locations, there have been 9577 enrollments and 29,976 credit hours offered in Elementary Education, Business, Nursing, Criminal Justice, Sociology, Social Work, Public Policy and Psychology.

- i. Estimated enrollment each year for the first five years for full-time and part-time students

Form SE STUDENT ENROLLMENT PROJECTIONS

The following projections are based on estimates of cohort size at the various sites included in this proposal.

Projections Based on Market and Student Demand at all Sites

YEAR	1 FY 2008	2 FY 2009	3 FY 2010	4 FY 2011	5 FY 2012
FULL-TIME	0	0	0	0	0
PART-TIME	50	78	103	91	72
TOTAL	50	78	103	91	72

Enrollment at the End of Year 5 for the Program to be Financially and Academically Viable

	YEAR 5
FULL-TIME	0
PART-TIME	72
TOTAL	72

ii. Will enrollment be capped in the future?

Enrollments will be capped if necessary based on faculty availability.

3. DUPLICATION OF PROGRAMS AND COLLABORATION (Please see Justification for all requests)

No public universities in the St. Louis metropolitan area provide BSN-Completion programs. The program involves collaboration with the St. Louis Community College because we will work with the community colleges to design strategies to meet students' needs. The Dean, Interim Associate Dean, and the UMSL Director of Transfer Students met with the St. Louis Community College nursing division faculty in May, 2007 to discuss students' needs and initiate a conversation about new ways to meet those needs. The Director of the Undergraduate Program and BSN-Completion Program Coordinator are making arrangements to with the St. Louis Community Colleges Acting Director of the Nursing Programs to convene a follow up meeting to further these discussions and planning this semester. Nurse executives in the hospital systems listed in this proposal approached the College of Nursing requesting access to the BSN Completion program at their sites.

5. PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

FORM PG

A. Student Preparation

The BSN Completion curriculum is designated to be completed in six consecutive semesters and takes two years to complete. The innovative FLEX Program offers flexibility and accessibility in a part-time program. The FLEX Program allows students to choose to complete their BSN courses online, on campus, or at various satellite sites in the St. Louis area.

Admission Requirements RN to BSN

- Admission to the University.
- Graduate of either an accredited diploma or associate degree program in nursing.

- Evidence of current licensure as a registered nurse with eligibility for licensure in Missouri.
- Cumulative grade point average of 2.5 (4.0 scale) on all previous college-level course work. (excluding nursing course work)
- Minimum of 30 academic hours of college credit applicable to a degree.

B. Faculty Characteristics

The faculty of the College of Nursing consists of tenure-track faculty distinguished for their teaching and research and nontenure track teaching faculty who are dedicated to the profession and to the preparation of the next generation of nurses. A list of the current faculty and their credentials follows:

Tenured and Tenure-track Faculty

Juliann G. Sebastian, Dean and Professor; Ph.D., University of Kentucky

Roberta K. Lee, Hubert C. Moog Endowed Professor of Nursing; Dr. PH, University of Texas-Houston

Jean Bachman, Associate Professor; D.S.N., University of Alabama-Birmingham

Anne Fish, Associate Professor; Ph.D., University of Michigan-Ann Arbor

Ruth L. Jenkins, Associate Professor; Ph.D., Saint Louis University

Kathleen Borcherding, Assistant Professor; Ph.D., Saint Louis University

Wilma Calvert, Assistant Professor; Ph.D., University of Missouri-St. Louis

Dawn Garzon, Assistant Professor; Ph.D., PNP., University of Missouri-St. Louis

Kuei-Hsiang Hsueh, Assistant Professor; Ph.D., University of Arizona

Non-Tenure Track Faculty

Judith Maserang, Teaching Professor; Ph.D, Saint Louis University

Dottye Akerson, Associate Teaching Professor; Ph.D., Saint Louis University

Cynthia Billman, Associate Teaching Professor; University of Missouri-Columbia

Susann Farberman, Associate Teaching Professor; M.Ed., PNP, Washington University

Susan Kendig, Associate Teaching Professor; MSN, PNP, JD, University of Missouri-Columbia

Deborah Kiel, Associate Teaching Professor; MSN, Saint Louis University

Sandy Lindquist, Associate Teaching Professor; Ph.D., Saint Louis University

Julia Campbell, Assistant Teaching Professor; MSN, University of Missouri-St. Louis

Kathy Lee, Assistant Teaching Professor; MSN, Jewish Colleges of Nursing and Allied Health

Elizabeth Mantych, Assistant Teaching Professor; MSN, Saint Louis University

Jean Nelson, Assistant Teaching Professor; Ph.D., University of Missouri-St. Louis

Melodie Rowbotham, Assistant Teaching Professor; Ph.D., University of Missouri-St. Louis

Joan Ruppert, Assistant Teaching Professor, MSN, St. Louis University

Diane Saleska, Assistant Teaching Professor; MSN, University of Missouri-St. Louis

Linda Sherman, Assistant Teaching Professor; MSN, Southern Illinois University- Edwardsville

Darlene Sredl, Assistant Teaching Professor; Ph.D., University of Missouri-St. Louis

Yakima Young-Shields, Assistant Teaching Professor; MSN, ANP, University of Missouri-St. Louis

Vicky Becherer, Assistant Teaching Professor; MSN, Jewish Hospital College of Nursing

Beth Dudley, Lecturer; MSN, University of Missouri-St. Louis

Amanda Finley, Lecturer, MSN, University of Missouri - St. Louis

Gary Frandsen, Lecturer; MSN, University of Missouri-St. Louis

Chris Recktenwald, Lecturer; MSN, University of Missouri-St. Louis

Chris Spencer, Lecturer and Nursing Lab Assistant; BSN, Southern Illinois University-Edwardsville

Jennifer Taylor, Lecturer; MSN, University of Missouri-St. Louis

Claudia Valentine, MSN, ARNP, BC, FNP, University of Texas at Arlington

C. Enrollment Projections

Please see Form SE above

Enrollment in the expanded outreach sites for the BSN Completion program is projected to vary from 50 part time students in Year One to 53 part time students in Year Six, peaking in Year Four with 91 part time students. Variations are based on the number of sites with outreach offerings and are designed to follow a cyclical plan. We anticipate that each part time student will enroll in an average of six credit hours per semester.

D. Student and Program Outcomes

We project 18 graduates at the end of Year Two, 23 graduates at the end of Year Three, 23 graduates at the end of Year Four, 19 graduates in Year Five, and 46 graduates in Year Six.

Residency requirements: Students must be in residence at the University of Missouri-St Louis or at an approved off-campus site for at least 24 of the last 30 hours of graded credit (exclusive of courses graded on a satisfactory/unsatisfactory basis), except under unusual circumstances, to be decided by the dean.

Program Outcomes

Graduates of the BSN program are expected to:

1. Integrate into practice theories and concepts from nursing, the arts, sciences and humanities to provide comprehensive nursing care in a variety of settings.
2. Integrate critical thinking and problem solving in professional practice.
3. Administer competent, compassionate, holistic care to a diverse population of individuals, families, groups and communities.
4. Apply research from nursing and related disciplines to enhance care and guide professional practice.
5. Utilize interpersonal communication, and educational strategies that enhance the quality of personal and professional relationships.
6. Integrate principles of management and leadership in organizing, coordinating, and directing outcome-based professional practice.

7. Assume responsibility and accountability for decisions and actions based on intrapersonal values, ethical and legal obligations, standards of practice, and economics.
8. Participate in professional and community organizations to effect societal change.
9. Exhibit motivation and self-direction in activities that contribute to personal, professional, and intellectual development.

Major requirements (total credits): Minimum of 30 credit hours

3807, Nursing Research (or equivalent)
3808, Management and Leadership in Nursing
3817, Introduction to Nursing and Health Informatics
3900, Dimensions of Professional Nursing
3920, Health Assessment*
4901, Family and Community Nursing*
4905, Values in Professional Nursing
4911, Synthesis in Nursing Practice*
* Includes a laboratory and/or clinical component

3799 Quantitative Analysis in the Health Sciences (3)

Prerequisite: Math 1030 or equivalent. This course focuses on concepts and applications of statistics in the health sciences. Topics include descriptive and inferential statistics, probability distributions of random variables, sampling and estimation. The course uses examples and content from health sciences to provide the basic concept structure for quantitative analysis.

3807 Nursing Research (3)

Prerequisite: Nurse 3799 (or equivalent). This course introduces the values and characteristics of quantitative and qualitative research within an ethical perspective. Students examine the research process through analysis and critique of nursing research.

3808 Management and Leadership in Nursing (3)

Prerequisites: All 3000-level nursing courses; Nurse 3807; Nurse 3817. Econ 1000 or equivalent. This course prepares the nurse to coordinate and manage client care in diverse health care settings. Emphasis is placed on leadership and management theory and related skills, collaboration, delegation, coordination, and evaluation of multi-disciplinary work and the application of outcome-based nursing practice.

3817 Introduction to Nursing and Health Informatics (3)

Prerequisite: None. This online laboratory course establishes competency in fundamental information management and computer technology skills. It enables students to use existing information systems and available information to manage nursing practice. Students critically evaluate technology, information, and its sources; use decision support systems designed for

clinical decision making; and focus on the representation of nursing data, information, and knowledge.

3900 Dimensions of Professional Nursing Practice (3) RN/BSN

Prerequisites: Admission to the College of Nursing as RN. Investigates the roles and responsibilities of the professional nurse within a rapidly changing health care delivery system. Key issues are explored with emphasis on health promotion and health. Graduates of diploma nursing & associate programs will be awarded college credit for successful validation of basic nursing knowledge as part of this course.

3920 Health Assessment (3) RN/BSN

Prerequisites: Nurse 3900 and Nurse 3817 (may be taken concurrently) or consent of instructor. This laboratory course focuses on the knowledge, communication abilities, and technical skills necessary for comprehensive assessment of individuals of all ages.

4901 Family and Community Nursing (5) RN/BSN

Prerequisites: Nurse 3900, 3817 and 3920. This practicum course introduces the concepts, principles, skills, and professional nursing roles essential to practice community-based professional nursing with families and groups.

4905 Values in Professional Nursing (3) RN/BSN

Prerequisites: All 3000 level RN/BSN nursing courses or consent of instructor. Explores values and beliefs as they shape professional nursing practice and influence clinical decision making and interventions in the evolving health care system. Attention is given to the impact of sociocultural factors and health/illness beliefs and practices of the diverse populations served by the professional nurse. Students examine their own understanding of the moral nature of professional nursing within the context of a diverse society.

4911 Synthesis in Nursing Practice (5) RN/BSN

Prerequisites: Nurse 4901. This practicum course focuses on community-based application and synthesis of professional nursing roles and responsibilities with selected populations determined to be at risk for a variety of health related problems. The course includes assessment of cognitive and affective growth achieve while in the BSN Completion Program.

6. Quality Assurance for Off-Site Programs (Please see Justification for all requests)

A. General Oversight: Describe the manner in which this program will be managed. How does the management of this program fit within the institution's academic administrative structure?

Outreach curriculum development and oversight for the nursing program, evaluation of instruction, and assessment of learning outcomes are under the oversight of faculty in the College of Nursing and are incorporated into the regular academic processes of the College of Nursing. This ensures that outreach sites are fully integrated into the College's normal processes and academic planning and oversight. Because of their professional accreditation by the Commission for Collegiate Nursing Education, the College of Nursing follows a systematic approach to assessment.

The BSN-Completion program is coordinated by the RN-BSN Coordinator, who reports directly to the Director of the Undergraduate Program in the College of Nursing. The College is supported by administrative structures for off-site offerings. At UM-St Louis, top-level administrative and academic personnel provide oversight for all off-site programs and regularly review their quality. Each semester, the deans of colleges involved in the programs review the work of their academic staff and monitor their activity so that the highest standards can be maintained. Students taking courses off-campus, like their on-campus peers, are to be surveyed at the end of the term to rate the quality of each course.

To fulfill its land-grant mission, UMSL has a Division of Continuing Education (CE) with a long history of successful oversight of off-campus offerings. The CE website (<http://www.umsl.edu/divisions/conted/credit/index.html>) describes the wide variety of course offerings and distance formats offered through CE. To assure collaboration with academic departments, the CE dean sits with other deans on the Provost's Council. In addition, each participating college has an Associate Dean or other administrator for Continuing Education who is currently charged with scheduling off-site courses. These administrators report directly to the Dean of Continuing Education with dotted lines to the dean of the respective academic college. The only additional requirement for them to implement the additional distance education programs is to assure that appropriate courses are scheduled so that students can complete degrees at the new sites.

UMSL has a long tradition of overseeing the off-campus offerings. In addition to the structure described above, the director of Outreach Development reports to the Provost and Vice Chancellor for Academic Affairs with an indirect reporting line to the Dean of Continuing Education. The Director has day-to-day responsibility over the off-campus locations (Residence Centers). The director formulates a budget for each of the off-campus locations and submits the budget to appropriate officials of the University.

Each semester the department chairs review the course evaluations so that the highest standards can be maintained. In the case of these new sites, Nursing administrators have that responsibility for all courses, on-campus as well as off.

Although the students in the BSN Completion option at these sites will be registered nurses who already have passed their licensure examinations, College of Nursing faculty are very proud of their consistent record of over 90% pass rate on the National Council Licensure Examination (NCLEX) for the past six years. The UMSL College of Nursing NCLEX pass rate has exceeded the average annual pass rate for the state of Missouri and the national passing rate. Faculty members consider this to be an indication of overall BSN program quality. Faculty members teaching off-site are expected to teach the same courses with the same objectives as those that are offered on-campus for BSN Completion students. In fact, many students will take some of their courses off-site close to their home or job and others on campus, so it is crucial for off-site students to have the same preparation as those studying exclusively on campus.

B. Faculty Qualifications: How do the qualifications of faculty at this site compare with those of faculty for this program at the main campus? Please also note the comparable data regarding the proportion of course-section coverage by full-time faculty at each site.

Because of our campus' long history of off-campus course offerings, there are policies in place that require the academic programs to approve all faculty involved in distance education. The standards for faculty teaching off-campus remain the same as for on-campus teaching. If an adjunct faculty member teaches an off-site graduate course, then the dean of the Graduate School must also approve that faculty member's credentials for that particular course, just as she does for on-campus courses. It is a tradition in our off-campus model for the University to have the same ratio of tenure-track to adjunct faculty as that provided to students on campus. Faculty members in the College of Nursing review and make recommendations related to applicants for faculty positions in the College of Nursing in accordance with University faculty appointment policies and procedures. The dean of the College approves all faculty teaching for the College of Nursing.

C. Support Services: Describe how the institution will ensure that students at this site will be able to access services such as academic support, library, computing, and financial aid, as well as other administrative functions, at a level of quality comparable to that of on-campus programs.

In delivering courses at off-campus sites, emerging technologies complement more traditional efforts. We expect students to take advantage of support services already offered online for on-campus students. Services for registration, fee-payment, testing, advising/financial aid, book sales, and administrative support are offered through the University's integrated systems. The student portal on our Blackboard course management system, *My Gateway*, lists links to tools that students often need. On "My Academic Toolbox" are links for an enrollment certification letter, class schedule, DARS report, e-bill student account, e-mail forwarding address, creating a friendly e-mail address, accessing grades and GPA, online testing appointments, registration times, and both the online and telephone registration systems. Advising links are listed under "Academic Planning Tools" These include links to academic advising, academic calendars, choosing a major, the *Bulletin* (catalog), course schedules, final exam schedule, and policies.

Library holdings are computerized; students can conduct reference searches via telecommunications. Entire texts of an increasing number of periodicals are available online. The library's password-protected page on *My Gateway* provides resources to both faculty and students. Faculty can place an item on reserve and request an instruction session for their class through this portal. Students can search for reserve items by a professor's name or by the name of the course. Faculty and students alike have access to online subject guides, the UM-St. Louis Library Catalog, statewide MERLIN and MOBIUS Catalogs, Database searching, Interlibrary Loan, and Library Instruction (Tutorials, How-Tos, etc.). They can also e-mail a reference question or sign up for a research consultation.

Financial aid services and the Cashier's office also may be accessed via *My Gateway*, with scholarship and grant information available online and student billing information available. Students may apply online for scholarships and may seek answers to financial aid or billing questions either online or by telephone, or in person.

This broad range of online services demonstrates that even on-campus students are accustomed to seeking information online. Off-campus students should feel just as comfortable with these services, since they are the same for both groups. If they aren't comfortable, the sites are within driving distance, so students could easily come to campus for assistance.

7. Other Relevant Information (Please see Justification for all requests)

Program Accreditation

The College of Nursing received full accreditation by the Commission on Collegiate Nursing Education in 2000 and is accredited through June 30, 2010. The traditional BSN program is approved by the Missouri State Board of Nursing. The University of Missouri-St. Louis is accredited by the North Central Association of Colleges and Secondary Schools until 2009.

Program Evaluation

The College of Nursing has a comprehensive evaluation plan that includes systematic evaluation of each academic program. The evaluation plan is implemented by the faculty/staff Evaluation Committee. Students complete exit surveys upon graduation, and alumni surveys are sent at one year and three years following graduation and every five years. Surveys are sent to employers every five years and the College initiated the use of annual employer focus groups in Spring, 2008. Evaluation results are summarized and sent to program directors for provision of feedback to faculty and staff.

Academic personnel provide oversight of the off-campus programs. Faculty judge students' outcomes exactly as they do for on-campus courses. For course assessment, the same course evaluations are required of every course, off- and on-campus.

All academic programs at UM-St Louis undergo a required Five-Year Program Review, and reviews of the off-campus programs take place during the regularly scheduled review of that program. Data that faculty provide for the program review's self-study include how students' knowledge and skills are evaluated and what changes have been made as a result of the assessment results. A site visit (i.e., to the main campus) is required during the program review conducted by an external reviewer from another campus (normally another comparator urban public research university) and at least three faculty members from other departments on campus. The University of Missouri System conducts a periodic review of the program review process on each of the four campuses to assure the quality of the review process itself. UM-St Louis underwent the System review in 2006. Evidence of the campus' extensive program review process is at <http://www.umsl.edu/services/academic/assessment>. The College of Nursing opted to participate in the University of Missouri system's Comprehensive Program Assessment review process in 2007 as its required five year review. This process focuses heavily on continuous quality improvement and is conducted by an intercampus review team. A nine member team visited the College of Nursing in April, 2007 and submitted a report outlining their conclusions. The College faculty and staff have used these feedback and the Strategic Plan

completed for the College in 2007 as the basis for ongoing improvement initiatives in the College.