American Association of Colleges of Nursing
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Academic-Practice Partnerships
Partnership Expectation and Outcome Matrix Worksheet
Loyola University Chicago Marcella Niehoff School of Nursing (Loyola Nursing)
Northwestern Medicine Academic Medical Center (NM-AMC)

Purpose: To establish a strategic, collaborative framework that unites excellence in nursing education with innovation in clinical practice, strengthening workforce sustainability and advancing high-quality patient care across the communities served by Loyola University Chicago and Northwestern Medicine Academic Medical Center.

LOYOLA UNIVERSITY CHICAGO

Northwestern Medicine®

Partnership Goals and Objectives	Activities	Outcomes
Goal: Strengthen the nursing workforce pipeline through the Enhanced Clinical Experience (ECE) Program		
Recruitment and Retention Objectives 1. Increase the number of Loyola Nursing students who: a. apply to the ECE program b. are accepted into the ECE program (pending NM-AMC capacity) 2. Increase the number of ECE program participants who: a. apply to an RN role at NM-AMC b. are hired into an RN role at NM-AMC 3. Increase the 1-year retention rate of ECE program participants who are hired into an RN role at NM-AMC	**Recruitment and Retention Activities** *Recruitment for the ECE program:* • Loyola Nursing students are introduced to the ECE program early, during initial discussions about clinical experiences. • Information sessions are held by Loyola Nursing faculty to engage with students and promote the ECE program. • Students receive a "frequently asked questions" document with written information about the ECE program. *Recruitment and Retention for RN roles at NM:* • NM-AMC hosts a career planning event on site during the students' senior year. This event provides an opportunity to network with hiring managers and inpatient unit nurse	**Recruitment and Retention Outcomes** • 273 Loyola Nursing students have participated in the ECE program since its inception (see tables below). • From 2021-2025: o an average of 71% of ECE program participants applied to an RN role at NM-AMC o an average of 50% of ECE program participants who applied to an RN role accepted a position at NM-AMC or within the NM system *Note: If NM-AMC does not have an open position that aligns with a specific interest of an ECE program participant, they would be given an opportunity to interview at another facility within the NM system if a position that meets their interest is available.*

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<tr><th>Partnership Goals and Objectives</th><th>Activities</th><th>Outcomes</th></tr>
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leaders, connect with talent acquisition recruiters, and hear from the Chief Nurse Executive (CNE)/Associate CNE (ACNE) about the benefits of working for NM.
• NM-AMC developed a student recruitment toolkit to assist inpatient unit managers and education coordinators to welcome, engage, and recruit students.
• All ECE program participants who apply for an RN role at NM-AMC have an opportunity to interview for a position.
• All new graduate RNs hired at NM-AMC participate in the Nurse Residency program.
• Loyola Nursing/NM-AMC leadership team has shared decision making. The team meets quarterly to review progress of the ECE program. The Loyola Nursing/NM-AMC leadership team includes the following members:
Loyola Nursing leaders:
o Dr. Lee Schmidt, Executive Associate Dean for Academic Affairs
o Dr. Melissa Carlucci, Associate Dean for Innovative Partnerships & Faculty Practice
o Dr. Jorgia Connor, Assistant Dean of Prelicensure Programs
o Dr. Melissa Murphy, Assistant Dean of Graduate Clinical Programs
o Dr. Patricia Stapleton, Assistant Dean of Clinical Education and Development
o Dr. Mary Byrn, Department Chair
o Karen Berg, Director of Strategic Healthcare Partnerships
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• From 2021-2024, first year retention for ECE program participants hired to an RN role in the NM system was an average of 93%.
• Plan for increased ECE program cohort size from 40 to 48 students in Fall 2026.
• Loyola Nursing/NM-AMC leadership team examined 5 years of ECE program data to determine benchmarks for future growth and achievement.
<table>
<tr><th>Cohort</th><th>Graduation Year</th><th>ECE Program Applicants</th><th>ECE Program Participants</th></tr>
<tr><td>1</td><td>2021</td><td>36</td><td>35</td></tr>
<tr><td>2</td><td>2022</td><td>41</td><td>38</td></tr>
<tr><td>3</td><td>2023</td><td>49</td><td>40</td></tr>
<tr><td>4</td><td>2024</td><td>69</td><td>40</td></tr>
<tr><td>5</td><td>2025</td><td>64</td><td>40</td></tr>
<tr><td>6</td><td>2026</td><td>74</td><td>40</td></tr>
<tr><td>7</td><td>2027</td><td>60</td><td>40</td></tr>
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<table>
<tr><th>Cohort</th><th>Graduation Year</th><th>Applied to NM-AMC</th><th>Hired in NM system</th><th>1 Year Retention</th></tr>
<tr><td>1</td><td>2021</td><td>28 (80%)</td><td>18 (51%)</td><td>16 (89%)</td></tr>
<tr><td>2</td><td>2022</td><td>26 (70%)</td><td>18 (49%)</td><td>17 (94%)</td></tr>
<tr><td>3</td><td>2023</td><td>24 (60%)</td><td>17 (43%)</td><td>17 (100%)</td></tr>
<tr><td>4</td><td>2024</td><td>19 (49%)</td><td>17 (44%)</td><td>15 (88%)</td></tr>
<tr><td>5</td><td>2025</td><td>38 (95%)</td><td>26 (65%)</td><td>TBD</td></tr>
<tr><td>6</td><td>2026</td><td>TBD</td><td>TBD</td><td>TBD</td></tr>
<tr><td>7</td><td>2027</td><td>TBD</td><td>TBD</td><td>TBD</td></tr>
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Partnership Goals and Objectives	Activities	Outcomes
	NM-AMC leaders: o Dr. Christopher McLarty, Chief Nurse Executive o Sarah Buenaventura, Associate Chief Nurse Executive, Director of Professional Practice & Development, Northwestern Memorial Hospital o Diane Muench, Associate Chief Nurse Executive, Director of Professional Practice & Development, Northwestern Medical Group o Brenda Schmitz, Associate Chief Nurse Executive, Director of Professional Practice & Development, Ambulatory, Outpatient & Procedural Nursing, Northwestern Memorial Hospital o Sonja Will, Program Manager, Professional Practice and Development o Nicole Lazzaro, Program Manager, Professional Practice and Development o Karen Ray, Program Director, Nurse Residency Program o Dr. Angela Maeder, Nurse Scientist	

Partnership Goals and Objectives	Activities	Outcomes
Student Engagement Objectives 1. Promote active engagement of ECE program participants with the NM *Patients First* mission and NM core values 2. Provide expanded opportunities for ECE program participants to connect with NM-AMC staff and interact with NM-AMC leaders during the ECE program	**Student Engagement Activities** • ECE program application co-designed by Loyola Nursing/NM-AMC leadership team. • Loyola Nursing and NM-AMC leaders both actively participate in student selection for the ECE program. • Dedicated ECE program orientation on site at NM-AMC. Students are welcomed by the CNE/ACNE, engage with managers and education coordinators, and intentionally interact with the NM mission, vision, values, and nursing attributes. • ECE program participants have an opportunity to attend events that increase engagement with nursing at NM-AMC: o On-site symposia o Nursing Grand Rounds o Nursing Shared Leadership Committee meetings	**Student Engagement Outcomes** • Implemented a competitive application process that includes written statements and an interview and facilitates early engagement with NM-AMC leaders. o NM-AMC leaders participate in all ECE program interviews. o Interview questions and written statements require students to demonstrate their understanding of the NM mission and values. o ECE program is presented as a career launch for students interested in joining the NM organization. • In a survey of Loyola Nursing students who completed the ECE program: o 87% of respondents strongly agreed that returning to the same health system across semesters helped them understand how departments and care teams work together o 93% of respondents strongly agreed that they felt they understood NM's organizational mission and values by the end of the ECE program o 87% of respondents indicated that their clinical confidence grew significantly with each return to the same setting during the ECE program o 87% of respondents indicated that they were extremely likely to recommend the ECE program to other Loyola Nursing students o Familiarity with NM systems and a clearer sense of professional identity were identified as the greatest benefits from the ECE program • Comments from Loyola Nursing students who completed the ECE program:

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“Loyola and NM have very similar values which allowed me to bring my experiences as a Loyola student nurse to the hospital. Both NM and Loyola prioritize patients first. Loyola’s value of cura personalis and NM’s value of Patients First align closely together and showed me that NM is the type of institution I want to work at.”
“Training consistently at NMH helped shape my sense of professional identity by allowing me the time and space to develop my confidence in my own time. Being able to not worry about how to get to clinical or relearning new systems gave me the ability to focus on myself, my skills, my confidence, and my learning in a way that constantly switching locations wouldn’t have allowed.”

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<tr><th colspan="3">Goal: Advance Academic Excellence and Professional Development Through Collaboration</th></tr>
<tr><td>Academic Excellence and Advancement Objectives
1. Provide consistent clinical placements for Loyola Nursing students (ECE participants & non-ECE participants) at NM-AMC sites
2. Strengthen the practice readiness of Loyola Nursing graduate nurses through collaboration between Loyola Nursing and NM-AMC leaders
3. Support NM employees to advance their education at Loyola Nursing</td><td>Academic Excellence and Advancement Activities
• ECE program participants receive guaranteed longitudinal clinical placements at NM-AMC sites.
• Loyola Nursing students completing traditional clinicals (non-ECE program) are prioritized for placement at NM-AMC sites.
• NM-AMC clinical leaders provide ongoing performance assessment of Loyola Nursing students throughout the ECE program.
• Loyola Nursing/NM-AMC leadership team member, Dr. Jorgia Connor, serves on the</td><td>Academic Excellence and Advancement Outcomes

Total number of Loyola Nursing students placed in ECE program clinicals at NM-AMC by graduation year:

<table>
<tr><th>Graduation Year</th><th>Number of Students</th></tr>
<tr><td>2021</td><td>35</td></tr>
<tr><td>2022</td><td>38</td></tr>
<tr><td>2023</td><td>40</td></tr>
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<tr><td></td><td>NM-AMC Nurse Residency Stakeholder Advisory Council.
• Bi-directional feedback is shared among Loyola Nursing/NM-AMC leadership team at quarterly meetings and as needed.
• As the academic partner for the ECE program, Loyola Nursing began offering a tuition discount to NM employees for the DNP program in 2022.</td><td>Total number of Loyola Nursing students placed in traditional clinicals (non-ECE program) at NM-AMC by academic year:
<table><tr><th>Academic Year</th><th>Number of Students</th></tr><tr><td>2020/2021</td><td>168</td></tr><tr><td>2021/2022</td><td>176</td></tr><tr><td>2022/2023</td><td>123</td></tr><tr><td>2023/2024</td><td>61</td></tr><tr><td>2024/2025</td><td>47</td></tr><tr><td>2025/2026</td><td>58</td></tr></table>• Comprehensive clinical placement sites provided to Loyola Nursing students by NM-AMC, including both ECE program participants and students completing traditional clinicals:
o Medical/Surgical: general medicine, general surgery, orthopedics, neurology, oncology, cardiology, observation, in addition to off unit experiences in the OR/PACU, procedural areas, emergency department, adult ICUs
o Obstetrics: labor & delivery, OB triage, antepartum, postpartum, neonatal ICU
o Psychiatry: inpatient, psychiatric emergency department
o Community: ambulatory sites
• Dr. Connor participates in quarterly meetings of the Nurse Residency Stakeholder Advisory Council and has contributed to projects aimed at improving role confidence for new graduate nurses. The following outcomes have resulted from this work:
o Revisions to Professional Development Day curriculum to address psychological safety in the workplace</td></tr>
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24-month aggregate data show an increase in the Casey-Fink role confidence subscale score from 3.2 at 6 months to 3.5 at 12 months on a 1-4 Likert scale.

Loyola Nursing curriculum improvements resulting from NM-AMC leadership team feedback:

Simulation topics added, including effective communication and giving/receiving feedback
Increased emphasis on delegation and prioritization

Steady growth of NM employees who have participated in the Loyola Nursing tuition discount program:

<table>
<tr><th>Year</th><th>Number of NM Employees</th></tr>
<tr><td>2024</td><td>9</td></tr>
<tr><td>2025</td><td>22</td></tr>
<tr><td>2026</td><td>29</td></tr>
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<tr><td>Professional Development and Scholarship Objectives
1. Collaborate on dissemination of partnership activities and ECE program outcomes
2. Support Loyola Nursing graduate students in completing DNP projects at NM-AMC
3. Provide professional development opportunities for NM-AMC nurses working with Loyola Nursing students</td><td>Professional Development and Scholarship Activities
• Sub-group of the Loyola Nursing/NM-AMC leadership team reviews opportunities for dissemination, a standing item at Loyola Nursing/NM-AMC quarterly meetings.
• Loyola Nursing/NM-AMC leadership team member, Dr. Angela Maeder, mentors Loyola Nursing graduate students who are employed as nurses at NM-AMC to complete DNP projects that align with NM quality improvement goals.
• Sub-group of the Loyola Nursing/NM-AMC leadership team exploring innovative clinical education models for NM-AMC nurses to</td><td>Professional Development and Scholarship Outcomes
• Abstract accepted for presentation at the Academy of Medical-Surgical Nurses Convention, September 2026.
• Abstract submitted for presentation at the Illinois Organization of Nurse Leaders Conference, September 2026.
• DNP projects for NM-AMC-employed Loyola Nursing students began in 2024 with 3 projects. This grew to 5 projects in 2025, with a projected increase to 7 projects that will begin in Fall 2026.</td></tr>
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	serve as clinical instructors for Loyola Nursing students. This would be a mutually beneficial strategy to (1) increase clinical instructor availability and (2) support nurse professional development and decrease burnout.	