School of Nursing
Program Review Self-Study Report

Based on
Version 1.1
10/21/2015

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Instructions

Please use the data provided and the guiding questions to prepare your program review self-study. Please note that the data provided is not all of the data available to you and a more complete set of program review data will also be provided by the IE office. Also note that there may be a few questions that are not relevant to your academic unit and you can simply write "NA" in those text boxes where this is the case. Finally, the text boxes are intended for the reflective answers to the guiding questions and the summaries of your analyses. If there are related documents that contain data or more detailed information that will help the reviewers better understand your narratives, feel free to add these as appendices at the end. Please do not include anything in the appendices that is not necessary or referenced and discussed in the self-study itself.

Technical Note: For your convenience, fillable text boxes have been inserted after each question. If you have non-text items (e.g. tables, charts, etc.) you would like to insert into the document, feel free to remove and replace the textbox placeholder with your information.

Department Level Analysis

A) Introduction (context for department)

1. Name of Academic Unit, Program(s), and Center(s) that are included in this self-study: Include graduate and undergraduate, undergraduate majors, minors and concentrations, etc.

2. This document will be read by both the PLNU Program Review Committee and external reviewers. What do these reviewers need to know about your current programs to understand their context and how they function within the department and across the university? (500 word maximum)

3. If you believe that it will help the reviewers to understand your context, provide a brief history of what has led to your department's current structure and program offerings.

B) Alignment with Mission

Please answer the following questions for all student populations served by your department: residential, graduate and extended learning:

1. Briefly describe how your department contributes to the intellectual and professional development of PLNU students.

2. Review your department's mission, purpose and practice and discuss how your programs contribute to your student's spiritual formation, character development, and discernment of call.

C) Quality, Qualifications and Productivity of Department Faculty

Current Full-Time Faculty				
Faculty Name	**Rank**	**Tenure**	**Degree**	**Years as FT Faculty**
Almonte, Angelica	Associate	Tenure-track	PhD	3
Helgesen, Kathleen	Assistant	Tenure-track	MSN	2
Hensley, Linda	Assistant	Tenure-track	DNP	5
Kelford, Michelle	Assistant	Tenure-track	MSN	2
Lambert, Kristen	Associate	Tenure-track	PhD	5
Maiden, Jeanne	Professor	Tenured	PhD	9
Natipagon-Shah, Bulaporn	Associate	Tenure-track	PhD	0
Rankin, Larry	Professor	Tenured	PhD	13
Riingen, Michelle (CEL)	Professor	Tenured	DNP	16
Sawyer, Monique (CEL)	Assistant	Tenure-track	DNP	0
Scott, Judith	Assistant	Tenure-track	MSN	6
Sloan, Christine	Associate	Tenure-track	PhD	8
Department percent of full-time faculty with doctorate (terminal) degree				**75%**
PLNU percent of full-time faculty with doctorate (terminal) degree (Fall 2014)				**82%**

1. Summarize the most recent scholarly and creative activities of the faculty in this department. If desired, include information about peer reviewed scholarship.

2. Summarize the grants/awards received by the faculty.

3. Describe how the scholarly and creative activities of the faculty impact the mission and quality of your department.

4. Comment on the adequacy and availability of institutional support and outside funding for professional development and travel.

Department Faculty Instructional Loads (FT, PT, and Adjuncts) (excludes release time and independent studies)				
	2012/13	**2013/14**	**2014/15**	**3-yr Average**
SCH per IFTE	**208**	**235**	**228**	**223**
PLNU SCH per IFTE	*TBD*	*TBD*	*TBD*	*TBD*
SFTE per IFTE	**6.93**	**7.77**	**7.55**	**7.40**
PLNU SFTE per IFTE	*TBD*	*TBD*	*TBD*	*TBD*
Independent Studies Units Generated	13	1	2	5.3

Individual Faculty Instructional Loads										
	2012/13			**2013/14**			**2014/15**			**3-Yr**
Full-Time Faculty	**IU**	**SCH**	**SCH/IU**	**IU**	**SCH**	**SCH/IU**	**IU**	**SCH**	**SCH/IU**	**SCH/IU**
Almonte, Angelica	22.0	222	**10.1**	26.0	309	**11.9**	28.0	388	**13.9**	**12.1**
Barber, Sharon							22.0	218	**9.9**	**9.9**
Black, Carrie	34.8	309	**8.9**	28.0	274	**9.8**				**9.3**
Helgesen, Kathleen							26.0	271	**10.4**	**10.4**
Hensley, Linda	23.0	231	**10.0**	31.0	336	**10.8**	27.0	384	**14.2**	**11.7**
Kelford, Michelle				22.0	242	**11.0**	10.0	286	**28.6**	**16.5**
Kim, Son	28.5	312	**10.9**							**10.9**
Lambert, Kristen	26.7	308	**11.5**	33.8	479	**14.2**	15.5	171	**11.0**	**12.6**
Maiden, Jeanne	38.7	375	**9.7**	31.5	380	**12.1**	22.8	300	**13.1**	**11.3**
Noble, Deana	27.7	302	**10.9**							**10.9**
Oliveri, Domenica	11.0	243.5	**22.1**							**22.1**
Rankin, Larry	33.5	243	**7.3**	29.5	300	**10.2**	34.3	391	**11.4**	**9.6**
Riingen, Michelle	27.5	349.5	**12.7**	32.8	567	**17.3**	10.2	131	**12.9**	**14.9**
Scott, Judith	21.7	282	**13.0**	23.2	330	**14.2**	28.8	330	**11.5**	**12.8**
Sloan, Christine	20.7	341	**16.5**	24.5	361	**14.7**	23.5	337	**14.3**	**15.1**
Taylor, Barb	9.3	124	**13.3**	3.5	71	**20.3**	3.5	126	**36.0**	**19.7**

- Links to complete reports that include part-time and adjunct faculty
  - 2014-15
  - 2013-14
  - 2012-13

	IU	SCH	SCH/IU	IU	SCH	SCH/IU	IU	SCH	SCH/IU	SCH/IU
Total Full-Time Faculty	325.0	3,642.0	**11.2**	285.8	3,649.0	**12.8**	251.7	3,333.0	**13.2**	**12.3**
Total Part-Time Faculty	32.0	157.0	**4.9**	48.0	216.0	**4.5**	24.0	102.0	**4.3**	**4.6**
Total Adjunct Faculty	185.3	909.0	**4.9**	162.3	991.0	**6.1**	221.5	1,297.0	**5.9**	**5.6**

IU = Instructional Units: Generated faculty workload units excluding release time
IFTE = Instructional Full-Time Equivalent: Total Instructional workload units divided by 24
SCH = Student Credit Hours: Generated student credit hours associated with the faculty member
SFTE = Student Full-Time Equivalent: Total Student Credit hours divided by 32 for undergraduates/24 for graduate students

5. Compare the SCH load of each faculty member against the departmental average. What does this tell you about the distribution of faculty workload within the department? What changes, if any, might be appropriate?

6. Does looking at the SCH and SFTE to IFTE ratios compared to PLNU averages provide any insights for your program? Explain.

7. Looking at the longitudinal history of independent study units generated in this program, does this provide any insights that might be worth looking into? Explain.

8. What role do part time and adjunct faculty play in the quality and success of the department.

D) Progress on Recommendations from Previous Program Review

1. List the findings from the previous program review and discuss how each finding has been addressed.

2. What additional significant changes have been made in department programs since the last program review? (e.g. introduction of new major or minor, significant reshaping of a program, etc.)

E) General Education and Service Classes

Link(s) to the Department's GE data stored on the GE assessment wheel:
• The School of Nursing has no general education courses

Reflection on longitudinal assessment of general education student learning data: (If you don't have longitudinal data, use the data that you do have)

1. What have you learned from your general education assessment data?

2. What changes (curricular and others) have you made based on the assessment data?

3. What additional changes are you recommending based on your review of the assessment data?

4. How do the pedagogical features of your GE courses compare with the best practices for teaching GE in your discipline?

5. What new pedagogical practices have been tried in GE and service classes by members of your department in the last few years? What has your department learned from these experiments?

6. Are there changes that you could make that would make your part of the GE more efficient and effective (e.g. reducing the number of low-enrollment sections, resequencing of classes, reallocation of units, increase interdisciplinary efforts, etc…)?

7. What service courses (non-GE courses that primarily support a program in another department) does your department teach? Are there changes that you could make that would make your service courses more efficient and effective?

********** Future: find a way to include a GE committee review in this step **********

Program Level Analysis (BSN)

Bachelor of Science in Nursing (traditional program)

BSN-F1) Trend and Financial Analysis

First-Time Freshman Admissions Funnel							
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Inquiries	**920**	**1,193**	**1,353**	**1,464**	**1,702**	**1,690**	**1,385**
Share of PLNU inquiries	*8.2%*	*7.8%*	*8.2%*	*8.0%*	*9.2%*	*7.7%*	*8.3%*
Completed Applications	**292**	**381**	**428**	**432**	**443**	**392**	**377**
Share of PLNU Applications	*14.0%*	*14.4%*	*15.3%*	*15.0%*	*15.0%*	*14.8%*	*15.0%*
Applicant Conversion Rate	**31.7%**	**31.9%**	**31.6%**	**29.5%**	**26.0%**	**23.2%**	**27.2%**
PLNU Applicant Conversion Rate	*18.6%*	*17.3%*	*17.0%*	*15.7%*	*16.1%*	*12.1%*	*15.0%*
Admits	**249**	**248**	**257**	**262**	**256**	**249**	**239**
Share of PLNU Admits	*13.7%*	*12.8%*	*13.4%*	*13.2%*	*12.3%*	*11.8%*	*11.9%*
Selection Rate	**85.3%**	**65.1%**	**60.0%**	**60.6%**	**57.8%**	**63.5%**	**63.4%**
PLNU Selection Rate	*87.4%*	*72.9%*	*68.9%*	*69.0%*	*70.5%*	*79.5%*	*79.8%*
New Transfer Admissions Funnel							
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Inquiries	**173**	**164**	**189**	**293**	**315**	**326**	**286**
Share of PLNU inquiries	*21.2%*	*22.8%*	*21.2%*	*17.8%*	*21.1%*	*17.9%*	*13.7%*
Completed Applications	**88**	**96**	**100**	**72**	**68**	**95**	**58**
Share of PLNU Applications	*21.5%*	*24.1%*	*20.0%*	*15.4%*	*13.8%*	*14.2%*	*12.8%*
Applicant Conversion Rate	**50.9%**	**58.5%**	**52.9%**	**24.6%**	**21.6%**	**29.1%**	**20.3%**
PLNU Applicant Conversion Rate	*50.2%*	*55.5%*	*56.2%*	*28.4%*	*33.2%*	*36.9%*	*21.7%*
Admits	**25**	**13**	**2**	**0**	**2**	**0**	**6**
Share of PLNU Admits	*7.7%*	*5.6%*	*0.7%*	*0.0%*	*0.6%*	*0.0%*	*1.7%*
Selection Rate	**28.4%**	**13.5%**	**2.0%**	**--**	**2.9%**	**--**	**10.3%**
PLNU Selection Rate	*79.3%*	*57.9%*	*54.8%*	*60.5%*	*65.4%*	*64.1%*	*79.2%*

1. What does this data tell you about the external demand for your program? What does this say about the future viability of your program?

First-Time Freshman Admissions Yield							
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Admits	249	248	257	262	256	249	239
Matriculants	**77**	**85**	**83**	**97**	**104**	**90**	**76**
Share of PLNU Matriculants	*14.4%*	*14.4%*	*15.6%*	*16.1%*	*16.1%*	*15.3%*	*12.7%*
Yield Rate	**30.9%**	**34.3%**	**32.3%**	**37.0%**	**40.6%**	**36.1%**	**31.8%**
PLNU Yield Rate	*29.3%*	*30.5%*	*27.7%*	*30.3%*	*31.0%*	*27.9%*	*29.9%*
New Transfer Admissions Yield							
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Admits	25	13	2	0	2	0	6
Matriculants	**15**	**13**	**1**	**--**	**1**	**--**	**2**
Share of PLNU Matriculants	*9.0%*	*9.4%*	*0.7%*	*--*	*0.7%*	*--*	*1.2%*
Yield Rate	**60.0%**	**100.0%**	**50.0%**	**--**	**50.0%**	**--**	**33.3%**
PLNU Yield Rate	*51.1%*	*60.2%*	*54.7%*	*47.3%*	*44.6%*	*46.0%*	*48.0%*

2. How does your yield rate (percentage of students who enroll at PLNU after being admitted) compare to the PLNU average? If your rate is more than 8 percentage points above the PLNU average, what factors do you believe are contributing to this positive outcome? If your rate is more than 8 percentage points below the PLNU average for more than one year, what factors do you believe are contributing to this difference?

Enrollment							
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Pre-Nursing	104	120	108	116	115	95	78
Nursing	168	183	204	207	225	232	232
Total Students	**272**	**303**	**312**	**323**	**340**	**327**	**310**
Share of PLNU Undergraduates	*11.4%*	*12.5%*	*13.1%*	*13.4%*	*13.3%*	*12.7%*	*11.6%*
Minors	School of Nursing has no minors						
Major Migration of Completers*							
Top Importing Programs:	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	6-yr Total
Undeclared		2		3		1	6
Biology-Chemistry				2	1	1	4
Liberal Studies	1		2				3
Business Administration					2		2
Top Export Destinations:	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	6-yr Total
Psychology	2		1	2	6	5	16
Child & Adolescent Development	1		1		3	2	7
Liberal Studies	2	2	2	1			7
Exercise Science			1	2	3		6
Business Administration	1	3			1		5
* Based on degree completions of students who either started or finished within the program and who originally matriculated as first-time freshmen							

3. What does this data tell you about the internal demand for your program? Does this raise any questions about the viability and/or sustainability of your program as it is currently configured? Explain why or why not. Are there any actionable strategies that you can do that might make a difference if your trends are in the wrong direction?

General Education and Service Credit Hour Production				
	2011/12	2012/13	2013/14	2014/15
Total program student credit hours	3,766.0	3,814.0	3,828.0	3,904.0
Number of GE sections taught				
% of SCH that are GE	School of Nursing has no general education			
Share of PLNU GE SCH				
Number of service course sections taught	1	1	1	0
% of SCH that are service	0.2%	0.1%	0.5%	0.0%
Share of PLNU service SCH	TBD	TBD	TBD	TBD

4. What does this data tell you about how your program is impacted by the needs of GE and other academic disciplines? Does this raise any questions about the viability and/or sustainability of your program if these non-programmatic trends continue? Explain why or why not.

Delaware Study Data												
	2010/11			2011/12			2012/13			2013/14		
Program Cost per SCH	**$444**			**$425**			**$410**			**$383**		
Benchmark Percentiles	$255	$342	$438	$268	$356	$414	$253	$342	$472	$252	$347	$442
Ranking	High			High			Medium			Medium		

5. We know that the following factors influence the Delaware cost per credit hour:
   - Large amount of GE and service classes taught by the program
   - The career stage of the program faculty (early career faculty are less expensive)
   - The number of elective courses in the program
   - The amount of unfunded load (faculty receiving more credit for a course than the number of units received by a student – e.g. 4 units of faculty load for teaching a 3 unit class)
   - The amount of release time associated with the program
   - Faculty members on sabbatical
   - The size of the department budget and the cost of specialized equipment

   Please reflect on your program's Delaware data in light of this information. In particular, what factors contribute to your program having a high (above 75th percentile), medium (50th-75th percentile), or low (below 50th percentile) ranking?

6. Recognizing that not all factors above are under departmental control, what kinds of adjustments might be made to reduce the cost per student credit hour?

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***** Future *****
Financial Data: (possibly delayed to the future)
Extra Revenue Generated by Program (lab fees, studio fees, etc.)
Extra Revenue per student credit hour
Extra Costs for the program (equipment not purchased outside of department budget, etc.)
Extra costs per student credit hour
Modified Delaware values: Delaware – extra revenue per SCH + extra costs per SCH

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7. Do these modified Delaware values tell you anything new about the future viability and/or sustainability of your program as it is currently configured? Please explain.

BSN-F2) Findings from Assessment

Links to the department's assessment wheel
• Student Learning Outcomes
• Curriculum Maps
• Assessment Plan
• Evidence of Student Learning
• Use of the Evidence of Student Learning

Reflection on longitudinal assessment of student learning data:

1. What have you learned from this program's student learning assessment data?

2. What changes (curricular and others) have you made based on the student learning assessment data?

3. What additional changes are you recommending based on your review of the student learning assessment data?

DQP Outcomes with Scores
***** TBD *****

DQP Definitions
Intellectual Skills Intellectual Skills define proficiencies that transcend the boundaries of particular fields of study: analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency.
Specialized Knowledge What students in any specialization should demonstrate with respect to the specialization, often called the major field. All fields call more or less explicitly for proficiencies involving terminology, theory, methods, tools, literature, complex problems or applications and cognizance of limits.
Applied and Collaborative Learning Applied learning suggests what graduates can do with what they know. This area focuses on the interaction of academic and non-academic settings and the corresponding integration of theory and practice, along with the ideal of learning with others in the course of application projects.
Broad and Integrative Knowledge Students integrate their broad learning by exploring, connecting and applying concepts and methods across multiple fields of study to complex questions—in the student's areas of specialization, in work or other field-based settings and in the wider society.
Civic and Global Learning Civic and Global Learning proficiencies rely principally on the types of cognitive activities (describing, examining, elucidating, justifying) that are within the direct purview of the university, but they also include evidence of civic activities and learning beyond collegiate settings. These proficiencies reflect the need for analytic inquiry and engagement with diverse perspectives.

Reflection on DQP related data:

Understanding that the DQP framework provides one particular lens on the meaning, quality and integrity of your curriculum, reflect on the DQP data and framework provided for your program.

4. What have you learned from this program's DQP comparison?

5. What changes (curricular and others) have you made based on the DQP comparison?

6. What additional changes are you recommending based on your review of the DQP comparison?

Links to stakeholder assessment data
(if present this will be department housed data)
• Surveys
• Focus Groups
• Market Analysis
• Etc…

Reflection on stakeholder feedback data:

7. What have you learned from this program's stakeholder assessment data? If you do not have stakeholder data, please provide a plan for how you will regularly collect this in the future.

8. What changes (curricular and others) have you made based on the stakeholder assessment data?

9. What additional changes are you recommending based on your review of the stakeholder assessment data?

BSN-F3) Curriculum Analysis

In looking at your curriculum, the program review process is asking you to analyze it through three different lenses. The first lens is looking at your content and structure from the perspective of guild standards or standards gleaned from looking at programs at comparator institutions. The second lens that of employability and is asking you to look at your curriculum and educational experiences from the perspective of skills and professional qualities that you are developing in your students that will serve them will in their future work and vocational callings. The third lens is that of pedagogy and is asking you to look at the delivery of your curriculum to ensure a high quality student learning experience.

Menu and Elective Unit Analysis	
Number of menu and elective units required by the program	0
Number of menu and elective units offered by the program	0
Menu/Elective Ratio	--
Longitudinal Class Section Enrollment Data	
• Link to Class Section Enrollment Report	

Comparison of current curriculum to guild standards and/or comparator institutions.

If your guild standards are associated with a specialized accreditation that your program has, these should be the basis of your analysis. If your guild standards are associated with specialized accreditation that we do not have, then you should primarily use comparator institutions as the basis for your analysis.

If your guild has standards that are not associated with specialized accreditation, then you may choose to use those standards and/or comparator institutions.

After consultation with your Dean, provide the set of guild standards or a list of the comparator institutions that you are using in your analysis.

If using guild standards:
1.   Please provide a list of the guild standards that you are using to evaluate your curriculum.

2.   Indicate if and how your curriculum satisfies the standards (this can be done in a table or narrative form). If applicable, indicate areas where your curriculum falls short of the standards.

Based on the analysis of standard and reflection on the menu and elective ratio above, consider and discuss the following questions:
3.   Are there courses in your program that should be modified? Why or why not.

4.   Are there courses that should be eliminated? Why or why not.

5.   Are there courses that could be merged? Why or why not.

6.   Are there courses that should be added? Why or why not. Note that in general, in order to create the space to add a new course, another course will need to be eliminated or taught less frequently.

7.   What did you learn about your overall curricular structure in terms of its complexity, breadth and depth in light of the guild standards and our institutional size and scope? Are there any structural changes that need to be made in light of your analysis (e.g. sequencing of courses, % and or grouping of electives, overall units required, use of concentrations, etc…)?

If using comparator institutions:
1.   Begin by working with your Dean to identify a list of 5-8 comparator schools to use. In selecting schools, consideration should be given to type of institution, mission of the institution and the number of students majoring in the program.

Institution 1
Institution 2
Institution 3
Institution 4
Institution 5
Institution 6

Gather the curricular requirements for the program in question at each of the comparator institutions.

2. Use this collection of curricular requirements to develop a list of curricular features that are essential for programs of this type. In addition, make note of any innovative or creative curricular feature that may be useful in enhancing the quality of you program.

Review this list with your Dean before using it to analyze your own curriculum.

3. Indicate how your curriculum compares to the list of curricular features from your analysis (this can be done in a table or narrative form).

Based on the analysis of comparator programs and reflection on the menu and elective ratio above:

4. Are there courses in your program that should be modified? Why or why not.

5. Are there courses that should be eliminated? Why or why not.

6. Are there courses that could be merged? Why or why not.

7. Are there courses that should be added? Why or why not. Note that in general, in order to create the space to add a new course, another course will need to be eliminated or taught less frequently.

8. What did you learn about your overall curricular structure in terms of its complexity, breadth and depth in light of the comparator schools and our institutional size and scope? Are there any structural changes that need to be made in light of your analysis (e.g. sequencing of courses, % and or grouping of electives, overall units required, use of concentrations, etc…)?

Burning Glass Skills Data		
1. Communication Skills	5. Writing	9. Supervisory Skills
2. Organizational Skills	6. Research	10. Critical Thinking
3. Leadership	7. Problem Solving	11. Management
4. Planning	8. Quality Assurance and Control	12. Customer Service

Analysis of the curriculum against preparation for employment

9. The Burning Glass data provides a list of skills for students entering common professions that are often linked to your major. Indicate in the table if and where each skill is being taught in your program. Based on reflecting on this data, are there changes you would recommend making to your curriculum?

10. Some programs may serve to prepare students with professional qualities and skills that can serve them well in a great variety of professions that may not show up in data sets like Burning Glass. If this is indicative of your program, please identify the unique skills and/or professional qualities that your program develops in your students and indicate where in the curriculum this is being taught or developed.

Analysis of the teaching of your curriculum

11. How do the pedagogical features of your program compare with the best practices for teaching in your discipline?

12. What new pedagogical practices have been tried by members of your department in the last few years? What has your department learned from these experiments?

13. Are there new developments in pedagogy in your discipline? What would be required to implement these changes in pedagogy in your department?

BSN-F4) Potential Impact of National Trends

Top Burning Glass Occupations for the Program		
Occupation	**Hiring Demand**	**Salary Range**
Healthcare Administrator	Very High	$69K - $71K
Registered Nurse	Very High	$65K - $66K
Intensive/Critical Care Nurse	High	$73K - $75K
Nurse Practitioner	High	$82K - $84K
Clinical Analyst/Clinical Documentation and Improvement Specialist	Medium	$65K - $74K
Clinical Nurse Specialist	Medium	$85K - $90K
Director of Nursing	Medium	$78K - $81K
Health Educator	Medium	$52K - $55K
Nurse Case Manager	Medium	$67K - $70K
Nursing Instructor/Professor	Medium	$61K - $65K
Nursing Manager/Supervisor	Medium	$71K - $73K
Nurse Educator	Low	$73K - $80K
Patient Advocate/Liaison	Low	$42K - $51K

Note that some programs do not have as many professions listed in the Burning Glass data as others do. In these cases we will want to get a list of professions from the chair/school dean to supplement the Burning Glass data.

1. Which professions in the Burning Glass data were you already aware of and for which are you already intentionally preparing students and does the hiring demand in these professions signal anything about the future that you need to be aware of regarding the design and structure of your program ?

2. Are there additional professions in the Burning Glass list or from your knowledge of occupations your alumni have entered, for which you should be preparing students?

3. What changes in your program would be necessary in order to prepare students for the skills and professional qualities needed to succeed in these additional professions?

4. Are there national trends in higher education or industry that are particularly important to your discipline? If yes, how is your program reacting to those trends?
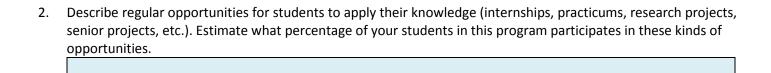
BSN-F5) Quality Markers

Retention/Graduation Rates (First-Time Freshmen)							
	Matriculation Term						
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
First-Year Retention	93.3%	88.9%	90.0%	91.9%	97.7%	87.5%	87.7%
PLNU First-Year Retention	*84.2%*	*84.1%*	*81.1%*	*82.9%*	*89.3%*	*84.5%*	*84.5%*
	Matriculation Term						
	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Four-Year Graduation Rate	63.2%	59.6%	52.0%	51.8%	50.0%	67.6%	73.9%
PLNU Four-Year Graduation Rate	*62.0%*	*65.2%*	*61.7%*	*59.1%*	*63.4%*	*62.2%*	*63.2%*
	Matriculation Term						
	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Six-Year Graduation Rate	84.8%	83.3%	78.9%	72.9%	72.0%	87.3%	79.3%
PLNU Six-Year Graduation Rate	*72.4%*	*73.2%*	*73.0%*	*74.9%*	*72.2%*	*73.6%*	*75.0%*
Degree Completions							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Nursing	51	46	50	55	66	65	66
Share of PLNU Bachelor's Degrees	*8.5%*	*8.7%*	*9.1%*	*10.1%*	*11.6%*	*10.9%*	*12.0%*
FTF Time to Degree *(in semesters)*	8.3	8.3	8.4	8.6	8.9	8.6	8.7
PLNU FTF Time to Degree	*8.2*	*8.2*	*8.3*	*8.2*	*8.3*	*8.3*	*8.3*
Study Abroad Participants	0	0	1	2	2	3	1

1. Based on comparing the quality marker data for your program with the PLNU averages:
   a. What does this tell you about your program?

   b. If your values are below the PLNU averages, what changes could you make to address any areas of concern?

   c. If your values are above the PLNU averages, what do you believe contributes to this success?

2. Describe regular opportunities for students to apply their knowledge (internships, practicums, research projects, senior projects, etc.). Estimate what percentage of your students in this program participates in these kinds of opportunities.

3. Describe any public scholarship of your undergraduate and graduate students in this program (conference presentations, publications, performances, etc.). What percentage of your undergraduate students are involved in these kinds of activities?

4. How many of your students participate in study abroad opportunities in general? Describe any study abroad opportunities specifically organized by your program. What percentage of your majors are involved annually (annualize the number)? How many students outside of your department participate in this departmentally organized program (Annualize the number)?

5. What are any other distinctives of your program? Describe how they contribute to the program's success.

6. Does your program have an advisory board? If so, describe how it has influenced the quality of your program? If not, could it benefit from creating one?

7. Describe any current joint interdisciplinary degrees (majors or minors) offered by your department. Are there additional areas where interdisciplinary programs should be considered?

8. Describe your success with students acquiring jobs related to their discipline.

9. Describe your undergraduate and graduate student success rate for passing licensure or credentialing exams (if they exist in your discipline).

10. Describe your success with undergraduate student acceptance into post-baccalaureate education.

11. What kind of support does your program provide for students encountering academic difficulties? How do you intentionally facilitate these students' connection with institutional support services?

BSN-F6) Infrastructure and Staffing

Full-Time Faculty Program Contribution			
	2012-13	**2013-14**	**2014-15**
Percentage of UG classes taught by FT faculty	60.2%	58.0%	53.9%
PLNU percentage of UG classes taught by FT Faculty	*TBD*	*TBD*	*TBD*
Includes: regular lectures, labs, seminars Excludes: independent studies, private lessons, internships			

1. Are your program's current technological resources and support adequate? If not, what is needed? Do you foresee any additional needs in this area?

2. Are your program's current facilities adequate? If not, what is needed? Do you foresee any additional needs in this area?

3. Is your program's current staffing (administrative, clerical, technical and instructional) adequate? If not, what is needed? Do you foresee any additional needs in this area?

BSN-F7) Challenges and Opportunities

1. Are there any particular challenges regarding this program that have not been addressed through the analysis and reflection on data or questions in sections F1-F6 that you would like to include here?

2. Are there any particular opportunities regarding this program that have not been addressed through the analysis and reflection on data or questions in sections F1-F6 that you would like to include here?

BSN-F8) Recommendations for Program Improvement

List the recommendations you are making regarding this program analysis with a brief rationale for each recommendation.

Program Level Analysis (MSN)

Master of Science in Nursing

MSN-F1) Trend and Financial Analysis

New Graduate Admissions Funnel							
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Inquiries	N/A						
Share of PLNU Graduate inquiries							
Completed Applications	N/A					**30**	**31**
Share of PLNU Graduate Applications						*14.9%*	*9.0%*
Applicant Conversion Rate						**--**	**--**
PLNU Grad Applicant Conversion Rate						*--*	*--*
Admits	N/A					**30**	**30**
Share of PLNU Graduate Admits						*15.7%*	*9.0%*
Selection Rate						**100.0%**	**96.8%**
PLNU Graduate Selection Rate						*94.6%*	*96.8%*

1. What does this data tell you about the external demand for your program? What does this say about the future viability of your program?

New Graduate Admissions Yield							
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Admits	N/A					30	30
Matriculants						**19**	**18**
Share of PLNU Matriculants						*12.0%*	*7.5%*
Yield Rate						**63.3%**	**60.0%**
PLNU Yield Rate						*82.7%*	*72.3%*

2. How does your yield rate (percentage of students who enroll at PLNU after being admitted) compare to the PLNU average? If your rate is more than 8 percentage points above the PLNU average, what factors do you believe are contributing to this positive outcome? If your rate is more than 8 percentage points below the PLNU average for more than one year, what factors do you believe are contributing to this difference?

Enrollment								
Concentrations		**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
ADN to MSN	General	6	17	31	1	13	25	27
	Adult/Gerontology Nursing				6	17	18	5
	Family/Individual Health				4	2	2	
	Pediatric Nursing				2	2	1	
	Mental Health Nursing				3	3		
	Medical/Surgical Nursing (closed)				20	6	2	1
BSN to MSN	General	39	52	55	1	14	25	19
	Adult/Gerontology Nursing				11	11	12	13
	Family/Individual Health				6	5	6	6
	Pediatric Nursing					1	2	4
	Mental Health Nursing				4	2	1	
	Medical/Surgical Nursing (closed)				15	6	1	
Total MSN Students		**45**	**69**	**86**	**73**	**82**	**95**	**75**
Post-MSN CNS Cert.	General	2	5	2				
	Adult/Gerontology Nursing					1	1	1
	Family/Individual Health				1			
	Pediatric Nursing							
	Mental Health Nursing							
	Medical/Surgical Nursing (closed)				1			
Total Post-MSN CNS Students		**2**	**5**	**2**	**2**	**1**	**1**	**1**
Total Graduate Students		**47**	**74**	**88**	**75**	**83**	**96**	**76**
Share of PLNU Graduate Students		*4.3%*	*6.5%*	*8.5%*	*8.8%*	*10.3%*	*11.9%*	*8.5%*
Major Migration of Completers*								
Not applicable for graduate programs								

3. What does this data tell you about the internal demand for your program? Does this raise any questions about the viability and/or sustainability of your program as it is currently configured? Explain why or why not. Are there any actionable strategies that you can do that might make a difference if your trends are in the wrong direction?

General Education and Service Credit Hour Production				
	2011/12	**2012/13**	**2013/14**	**2014/15**
Total program student credit hours	1,008.0	907.0	855.0	830.0
Number of GE sections taught	Not applicable for graduate programs			
% of SCH that are GE				
Share of PLNU GE SCH				
Number of service course sections taught	Not applicable for graduate programs			
% of SCH that are service				
Share of PLNU service SCH				

4. What does this data tell you about how your program is impacted by the needs of GE and other academic disciplines? Does this raise any questions about the viability and/or sustainability of your program if these non-programmatic trends continue? Explain why or why not.

Delaware Study Data												
	2010/11			2011/12			2012/13			2013/14		
Program Cost per SCH	**$444**			**$425**			**$410**			**$383**		
Benchmark Percentiles	$255	$342	$438	$268	$356	$414	$253	$342	$472	$252	$347	$442
Ranking	High			High			Medium			Medium		

5. We know that the following factors influence the Delaware cost per credit hour:
    - Large amount of GE and service classes taught by the program
    - The career stage of the program faculty (early career faculty are less expensive)
    - The number of elective courses in the program
    - The amount of unfunded load (faculty receiving more credit for a course than the number of units received by a student – e.g. 4 units of faculty load for teaching a 3 unit class)
    - The amount of release time associated with the program
    - Faculty members on sabbatical
    - The size of the department budget and the cost of specialized equipment

    Please reflect on your program's Delaware data in light of this information. In particular, what factors contribute to your program having a high (above 75th percentile), medium (50th-75th percentile), or low (below 50th percentile) ranking?

6. Recognizing that not all factors above are under departmental control, what kinds of adjustments might be made to reduce the cost per student credit hour?

***** Future *****
Financial Data: (possibly delayed to the future)
Extra Revenue Generated by Program (lab fees, studio fees, etc.)
Extra Revenue per student credit hour
Extra Costs for the program (equipment not purchased outside of department budget, etc.)
Extra costs per student credit hour
Modified Delaware values: Delaware – extra revenue per SCH + extra costs per SCH

7. Do these modified Delaware values tell you anything new about the future viability and/or sustainability of your program as it is currently configured? Please explain.

MSN-F2) Findings from Assessment

Links to the department's assessment wheel
• Student Learning Outcomes
• Curriculum Maps
• Assessment Plan
• Evidence of Student Learning
• Use of the Evidence of Student Learning

Reflection on longitudinal assessment of student learning data:

1. What have you learned from this program's student learning assessment data?

2. What changes (curricular and others) have you made based on the student learning assessment data?

3. What additional changes are you recommending based on your review of the student learning assessment data?

DQP Outcomes with Scores
***** TBD *****

DQP Definitions
Intellectual Skills Intellectual Skills define proficiencies that transcend the boundaries of particular fields of study: analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency.
Specialized Knowledge What students in any specialization should demonstrate with respect to the specialization, often called the major field. All fields call more or less explicitly for proficiencies involving terminology, theory, methods, tools, literature, complex problems or applications and cognizance of limits.
Applied and Collaborative Learning Applied learning suggests what graduates can do with what they know. This area focuses on the interaction of academic and non-academic settings and the corresponding integration of theory and practice, along with the ideal of learning with others in the course of application projects.
Broad and Integrative Knowledge Students integrate their broad learning by exploring, connecting and applying concepts and methods across multiple fields of study to complex questions—in the student's areas of specialization, in work or other field-based settings and in the wider society.
Civic and Global Learning Civic and Global Learning proficiencies rely principally on the types of cognitive activities (describing, examining, elucidating, justifying) that are within the direct purview of the university, but they also include evidence of civic activities and learning beyond collegiate settings. These proficiencies reflect the need for analytic inquiry and engagement with diverse perspectives.

Reflection on DQP related data:

Understanding that the DQP framework provides one particular lens on the meaning, quality and integrity of your curriculum, reflect on the DQP data and framework provided for your program.

4. What have you learned from this program's DQP comparison?

5. What changes (curricular and others) have you made based on the DQP comparison?

6. What additional changes are you recommending based on your review of the DQP comparison?

Links to stakeholder assessment data
(if present this will be department housed data)
• Surveys
• Focus Groups
• Market Analysis
• Etc…

Reflection on stakeholder feedback data:

7. What have you learned from this program's stakeholder assessment data? If you do not have stakeholder data, please provide a plan for how you will regularly collect this in the future.

8. What changes (curricular and others) have you made based on the stakeholder assessment data?

9. What additional changes are you recommending based on your review of the stakeholder assessment data?

MSN-F3) Curriculum Analysis

In looking at your curriculum, the program review process is asking you to analyze it through three different lenses. The first lens is looking at your content and structure from the perspective of guild standards or standards gleaned from looking at programs at comparator institutions. The second lens that of employability and is asking you to look at your curriculum and educational experiences from the perspective of skills and professional qualities that you are developing in your students that will serve them will in their future work and vocational callings. The third lens is that of pedagogy and is asking you to look at the delivery of your curriculum to ensure a high quality student learning experience.

Menu and Elective Unit Analysis	
Number of menu and elective units required by the program	
Number of menu and elective units offered by the program	N/A
Menu/Elective Ratio	
Longitudinal Class Section Enrollment Data	
• Link to Class Section Enrollment Report	

Comparison of current curriculum to guild standards and/or comparator institutions.

If your guild standards are associated with a specialized accreditation that your program has, these should be the basis of your analysis. If your guild standards are associated with specialized accreditation that we do not have, then you should primarily use comparator institutions as the basis for your analysis.

If your guild has standards that are not associated with specialized accreditation, then you may choose to use those standards and/or comparator institutions.

After consultation with your Dean, provide the set of guild standards or a list of the comparator institutions that you are using in your analysis.

If using guild standards:
1. Please provide a list of the guild standards that you are using to evaluate your curriculum.

2. Indicate if and how your curriculum satisfies the standards (this can be done in a table or narrative form). If applicable, indicate areas where your curriculum falls short of the standards.

Based on the analysis of standard and reflection on the menu and elective ratio above, consider and discuss the following questions:
3. Are there courses in your program that should be modified? Why or why not.

4. Are there courses that should be eliminated? Why or why not.

5. Are there courses that could be merged? Why or why not.

6. Are there courses that should be added? Why or why not. Note that in general, in order to create the space to add a new course, another course will need to be eliminated or taught less frequently.

7. What did you learn about your overall curricular structure in terms of its complexity, breadth and depth in light of the guild standards and our institutional size and scope? Are there any structural changes that need to be made in light of your analysis (e.g. sequencing of courses, % and or grouping of electives, overall units required, use of concentrations, etc…)?

If using comparator institutions:
1. Begin by working with your Dean to identify a list of 5-8 comparator schools to use. In selecting schools, consideration should be given to type of institution, mission of the institution and the number of students majoring in the program.

Institution 1
Institution 2
Institution 3
Institution 4
Institution 5
Institution 6

Gather the curricular requirements for the program in question at each of the comparator institutions.
2. Use this collection of curricular requirements to develop a list of curricular features that are essential for programs of this type. In addition, make note of any innovative or creative curricular feature that may be useful in enhancing the quality of you program.

Review this list with your Dean before using it to analyze your own curriculum.
3. Indicate how your curriculum compares to the list of curricular features from your analysis (this can be done in a table or narrative form).

Based on the analysis of comparator programs and reflection on the menu and elective ratio above:
4. Are there courses in your program that should be modified? Why or why not.

[ ]

5. Are there courses that should be eliminated? Why or why not.

[ ]

6. Are there courses that could be merged? Why or why not.

[ ]

7. Are there courses that should be added? Why or why not. Note that in general, in order to create the space to add a new course, another course will need to be eliminated or taught less frequently.

[ ]

8. What did you learn about your overall curricular structure in terms of its complexity, breadth and depth in light of the comparator schools and our institutional size and scope? Are there any structural changes that need to be made in light of your analysis (e.g. sequencing of courses, % and or grouping of electives, overall units required, use of concentrations, etc…)?

[ ]

Burning Glass Skills Data
Data not available for graduate programs

Analysis of the curriculum against preparation for employment

9. The Burning Glass data provides a list of skills for students entering common professions that are often linked to your major. Indicate in the table if and where each skill is being taught in your program. Based on reflecting on this data, are there changes you would recommend making to your curriculum?

[ ]

10. Some programs may serve to prepare students with professional qualities and skills that can serve them well in a great variety of professions that may not show up in data sets like Burning Glass. If this is indicative of your program, please identify the unique skills and/or professional qualities that your program develops in your students and indicate where in the curriculum this is being taught or developed.

[ ]

Analysis of the teaching of your curriculum

11. How do the pedagogical features of your program compare with the best practices for teaching in your discipline?

12. What new pedagogical practices have been tried by members of your department in the last few years? What has your department learned from these experiments?

13. Are there new developments in pedagogy in your discipline? What would be required to implement these changes in pedagogy in your department?

MSN-F4) Potential Impact of National Trends

Top Burning Glass Occupations for the Program		
Occupation	Hiring Demand	Salary Range
Data not available for graduate programs		

Note that some programs do not have as many professions listed in the Burning Glass data as others do. In these cases we will want to get a list of professions from the chair/school dean to supplement the Burning Glass data.

1. Which professions in the Burning Glass data were you already aware of and for which are you already intentionally preparing students and does the hiring demand in these professions signal anything about the future that you need to be aware of regarding the design and structure of your program ?

2. Are there additional professions in the Burning Glass list or from your knowledge of occupations your alumni have entered, for which you should be preparing students?

3. What changes in your program would be necessary in order to prepare students for the skills and professional qualities needed to succeed in these additional professions?

4. Are there national trends in higher education or industry that are particularly important to your discipline? If yes, how is your program reacting to those trends?

MSN-F5) Quality Markers

Graduation Rates							
	Matriculation Term						
	Fall 2008	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**
Graduation Rate *PLNU Grad Student Graduation Rate*	Data is not available						
Degree Completions							
Concentrations	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
ADN to MSN — General							7
Adult/Gerontology Nursing					1	1	11
Family/Individual Health						1	
Pediatric Nursing							2
Mental Health Nursing						2	
Medical/Surgical Nursing (closed)					4	7	1
BSN to MSN — General	1						6
Adult/Gerontology Nursing	2		1	3	4	3	10
Family/Individual Health	4	3	2	3	3	2	1
Pediatric Nursing							1
Mental Health Nursing			2	2	2	1	
Medical/Surgical Nursing (closed)	2	3	6	6	12	8	1
Total Master's Degrees	**9**	**6**	**11**	**14**	**26**	**25**	**40**
Share of PLNU Master's Degrees	*2.9%*	*2.4%*	*4.5%*	*5.7%*	*8.5%*	*10.5%*	*17.2%*
Time to Degree *(in semesters)* *PLNU Graduate Time to Degree*	Data is not available						
Study Abroad Participants	Not applicable for graduate programs						

1. Based on comparing the quality marker data for your program with the PLNU averages:
   a. What does this tell you about your program?

   b. If your values are below the PLNU averages, what changes could you make to address any areas of concern?

   c. If your values are above the PLNU averages, what do you believe contributes to this success?

2. Describe regular opportunities for students to apply their knowledge (internships, practicums, research projects, senior projects, etc.). Estimate what percentage of your students in this program participates in these kinds of opportunities.

3. Describe any public scholarship of your undergraduate and graduate students in this program (conference presentations, publications, performances, etc.). What percentage of your undergraduate students are involved in these kinds of activities?

[ ]

4. How many of your students participate in study abroad opportunities in general? Describe any study abroad opportunities specifically organized by your program. What percentage of your majors are involved annually (annualize the number)? How many students outside of your department participate in this departmentally organized program (Annualize the number)?

[ ]

5. What are any other distinctives of your program? Describe how they contribute to the program's success.

[ ]

6. Does your program have an advisory board? If so, describe how it has influenced the quality of your program? If not, could it benefit from creating one?

[ ]

7. Describe any current joint interdisciplinary degrees (majors or minors) offered by your department. Are there additional areas where interdisciplinary programs should be considered?

[ ]

8. Describe your success with students acquiring jobs related to their discipline.

[ ]

9. Describe your undergraduate and graduate student success rate for passing licensure or credentialing exams (if they exist in your discipline).

[ ]

10. Describe your success with undergraduate student acceptance into post-baccalaureate education.

[ ]

11. What kind of support does your program provide for students encountering academic difficulties? How do you intentionally facilitate these students' connection with institutional support services?

[ ]

MSN-F6) Infrastructure and Staffing

Full-Time Faculty Program Contribution			
	2012-13	**2013-14**	**2014-15**
Percentage of grad classes taught by FT faculty	84.2%	72.2%	68.4%
PLNU percentage of grad classes taught by FT Faculty	*TBD*	*TBD*	*TBD*
Includes: regular lectures, labs, seminars Excludes: independent studies, private lessons, internships			

1. Are your program's current technological resources and support adequate? If not, what is needed? Do you foresee any additional needs in this area?

2. Are your program's current facilities adequate? If not, what is needed? Do you foresee any additional needs in this area?

3. Is your program's current staffing (administrative, clerical, technical and instructional) adequate? If not, what is needed? Do you foresee any additional needs in this area?

MSN-F7) Challenges and Opportunities

1. Are there any particular challenges regarding this program that have not been addressed through the analysis and reflection on data or questions in sections F1-F6 that you would like to include here?

2. Are there any particular opportunities regarding this program that have not been addressed through the analysis and reflection on data or questions in sections F1-F6 that you would like to include here?

MSN-F8) Recommendations for Program Improvement

List the recommendations you are making regarding this program analysis with a brief rationale for each recommendation.

Program Level Analysis (RN to BSN)

RN to BSN (Adult Degree Completion Program)

RNtoBSN-F1) Trend and Financial Analysis

New ADC Transfer Admissions Funnel							
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Inquiries							**197**
Share of PLNU ADC inquiries			Program did not exist				*42.6%*
Completed Applications							**48**
Share of PLNU ADC Applications			Program did not exist				*55.2%*
Applicant Conversion Rate							**24.4%**
PLNU ADC Applicant Conversion Rate							*18.8%*
Admits							**48**
Share of PLNU ADC Admits			Program did not exist				*56.5%*
Selection Rate							**100.0%**
PLNU ADC Selection Rate							*97.7%*

1. What does this data tell you about the external demand for your program? What does this say about the future viability of your program?

New ADC Transfer Admissions Yield							
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Admits							48
Matriculants							**38**
Share of PLNU ADC Matriculants			Program did not exist				*52.1%*
Yield Rate							**79.2%**
PLNU ADC Yield Rate							*85.9%*

2. How does your yield rate (percentage of students who enroll at PLNU after being admitted) compare to the PLNU average? If your rate is more than 8 percentage points above the PLNU average, what factors do you believe are contributing to this positive outcome? If your rate is more than 8 percentage points below the PLNU average for more than one year, what factors do you believe are contributing to this difference?

Enrollment							
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
RN to BSN							**55**
Share of PLNU ADC Undergraduates			Program did not exist				*53.4%*
Minors	No minors for this program						
Major Migration of Completers*							
Not applicable to adult degree completion programs							

3. What does this data tell you about the internal demand for your program? Does this raise any questions about the viability and/or sustainability of your program as it is currently configured? Explain why or why not. Are there any actionable strategies that you can do that might make a difference if your trends are in the wrong direction?

General Education and Service Credit Hour Production				
	2011/12	**2012/13**	**2013/14**	**2014/15**
Total program student credit hours	Program did not exist			
Number of GE sections taught	Not applicable to Adult degree completion programs			
% of SCH that are GE				
Share of PLNU GE SCH				
Number of service course sections taught	Program did not exist			
% of SCH that are service				
Share of PLNU service SCH				

4. What does this data tell you about how your program is impacted by the needs of GE and other academic disciplines? Does this raise any questions about the viability and/or sustainability of your program if these non-programmatic trends continue? Explain why or why not.

Delaware Study Data												
	2010/11			**2011/12**			**2012/13**			**2013/14**		
Program Cost per SCH	**$444**			**$425**			**$410**			**$383**		
Benchmark Percentiles	$255	$342	$438	$268	$356	$414	$253	$342	$472	$252	$347	$442
Ranking	High			High			Medium			Medium		

5. We know that the following factors influence the Delaware cost per credit hour:
   - Large amount of GE and service classes taught by the program
   - The career stage of the program faculty (early career faculty are less expensive)
   - The number of elective courses in the program
   - The amount of unfunded load (faculty receiving more credit for a course than the number of units received by a student – e.g. 4 units of faculty load for teaching a 3 unit class)
   - The amount of release time associated with the program
   - Faculty members on sabbatical
   - The size of the department budget and the cost of specialized equipment

   Please reflect on your program's Delaware data in light of this information. In particular, what factors contribute to your program having a high (above 75th percentile), medium (50th-75th percentile), or low (below 50th percentile) ranking?

6. Recognizing that not all factors above are under departmental control, what kinds of adjustments might be made to reduce the cost per student credit hour?

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***** Future *****

Financial Data: (possibly delayed to the future)

Extra Revenue Generated by Program (lab fees, studio fees, etc.)

Extra Revenue per student credit hour

Extra Costs for the program (equipment not purchased outside of department budget, etc.)

Extra costs per student credit hour

Modified Delaware values: Delaware – extra revenue per SCH + extra costs per SCH
</div>

7. Do these modified Delaware values tell you anything new about the future viability and/or sustainability of your program as it is currently configured? Please explain.

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RNtoBSN-F2) Findings from Assessment

Links to the department's assessment wheel
• Student Learning Outcomes
• Curriculum Maps
• Assessment Plan
• Evidence of Student Learning
• Use of the Evidence of Student Learning

Reflection on longitudinal assessment of student learning data:

1. What have you learned from this program's student learning assessment data?

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2. What changes (curricular and others) have you made based on the student learning assessment data?

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3. What additional changes are you recommending based on your review of the student learning assessment data?

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DQP Outcomes with Scores
***** TBD *****

DQP Definitions
Intellectual Skills Intellectual Skills define proficiencies that transcend the boundaries of particular fields of study: analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency.
Specialized Knowledge What students in any specialization should demonstrate with respect to the specialization, often called the major field. All fields call more or less explicitly for proficiencies involving terminology, theory, methods, tools, literature, complex problems or applications and cognizance of limits.
Applied and Collaborative Learning Applied learning suggests what graduates can do with what they know. This area focuses on the interaction of academic and non-academic settings and the corresponding integration of theory and practice, along with the ideal of learning with others in the course of application projects.
Broad and Integrative Knowledge Students integrate their broad learning by exploring, connecting and applying concepts and methods across multiple fields of study to complex questions—in the student's areas of specialization, in work or other field-based settings and in the wider society.
Civic and Global Learning Civic and Global Learning proficiencies rely principally on the types of cognitive activities (describing, examining, elucidating, justifying) that are within the direct purview of the university, but they also include evidence of civic activities and learning beyond collegiate settings. These proficiencies reflect the need for analytic inquiry and engagement with diverse perspectives.

Reflection on DQP related data:

Understanding that the DQP framework provides one particular lens on the meaning, quality and integrity of your curriculum, reflect on the DQP data and framework provided for your program.

4.   What have you learned from this program's DQP comparison?

5.   What changes (curricular and others) have you made based on the DQP comparison?

6.   What additional changes are you recommending based on your review of the DQP comparison?

Links to stakeholder assessment data
(if present this will be department housed data)
- Surveys   - Focus Groups   - Market Analysis   - Etc…

Reflection on stakeholder feedback data:

7. What have you learned from this program's stakeholder assessment data? If you do not have stakeholder data, please provide a plan for how you will regularly collect this in the future.

8. What changes (curricular and others) have you made based on the stakeholder assessment data?

9. What additional changes are you recommending based on your review of the stakeholder assessment data?

RNtoBSN-F3) Curriculum Analysis

In looking at your curriculum, the program review process is asking you to analyze it through three different lenses. The first lens is looking at your content and structure from the perspective of guild standards or standards gleaned from looking at programs at comparator institutions. The second lens that of employability and is asking you to look at your curriculum and educational experiences from the perspective of skills and professional qualities that you are developing in your students that will serve them will in their future work and vocational callings. The third lens is that of pedagogy and is asking you to look at the delivery of your curriculum to ensure a high quality student learning experience.

Menu and Elective Unit Analysis	
Number of menu and elective units required by the program	0
Number of menu and elective units offered by the program	0
Menu/Elective Ratio	--
Longitudinal Class Section Enrollment Data	
Link to Class Section Enrollment Report - **(no report for this program)**	

Comparison of current curriculum to guild standards and/or comparator institutions.

If your guild standards are associated with a specialized accreditation that your program has, these should be the basis of your analysis. If your guild standards are associated with specialized accreditation that we do not have, then you should primarily use comparator institutions as the basis for your analysis.

If your guild has standards that are not associated with specialized accreditation, then you may choose to use those standards and/or comparator institutions.

After consultation with your Dean, provide the set of guild standards or a list of the comparator institutions that you are using in your analysis.

If using guild standards:
1.   Please provide a list of the guild standards that you are using to evaluate your curriculum.

2.   Indicate if and how your curriculum satisfies the standards (this can be done in a table or narrative form). If applicable, indicate areas where your curriculum falls short of the standards.

Based on the analysis of standard and reflection on the menu and elective ratio above, consider and discuss the following questions:
3.   Are there courses in your program that should be modified? Why or why not.

4.   Are there courses that should be eliminated? Why or why not.

5.   Are there courses that could be merged? Why or why not.

6.   Are there courses that should be added? Why or why not. Note that in general, in order to create the space to add a new course, another course will need to be eliminated or taught less frequently.

7.   What did you learn about your overall curricular structure in terms of its complexity, breadth and depth in light of the guild standards and our institutional size and scope? Are there any structural changes that need to be made in light of your analysis (e.g. sequencing of courses, % and or grouping of electives, overall units required, use of concentrations, etc…)?

If using comparator institutions:
1.   Begin by working with your Dean to identify a list of 5-8 comparator schools to use. In selecting schools, consideration should be given to type of institution, mission of the institution and the number of students majoring in the program.

| Institution 1 |
| Institution 2 |
| Institution 3 |
| Institution 4 |
| Institution 5 |
| Institution 6 |

Gather the curricular requirements for the program in question at each of the comparator institutions.

2. Use this collection of curricular requirements to develop a list of curricular features that are essential for programs of this type. In addition, make note of any innovative or creative curricular feature that may be useful in enhancing the quality of you program.

Review this list with your Dean before using it to analyze your own curriculum.

3. Indicate how your curriculum compares to the list of curricular features from your analysis (this can be done in a table or narrative form).

Based on the analysis of comparator programs and reflection on the menu and elective ratio above:

4. Are there courses in your program that should be modified? Why or why not.

5. Are there courses that should be eliminated? Why or why not.

6. Are there courses that could be merged? Why or why not.

7. Are there courses that should be added? Why or why not. Note that in general, in order to create the space to add a new course, another course will need to be eliminated or taught less frequently.

8. What did you learn about your overall curricular structure in terms of its complexity, breadth and depth in light of the comparator schools and our institutional size and scope? Are there any structural changes that need to be made in light of your analysis (e.g. sequencing of courses, % and or grouping of electives, overall units required, use of concentrations, etc…)?

Burning Glass Skills Data		
1. Communication Skills	5. Writing	9. Supervisory Skills
2. Organizational Skills	6. Research	10. Critical Thinking
3. Leadership	7. Problem Solving	11. Management
4. Planning	8. Quality Assurance and Control	12. Customer Service

Analysis of the curriculum against preparation for employment

9. The Burning Glass data provides a list of skills for students entering common professions that are often linked to your major. Indicate in the table if and where each skill is being taught in your program. Based on reflecting on this data, are there changes you would recommend making to your curriculum?

10. Some programs may serve to prepare students with professional qualities and skills that can serve them well in a great variety of professions that may not show up in data sets like Burning Glass. If this is indicative of your program, please identify the unique skills and/or professional qualities that your program develops in your students and indicate where in the curriculum this is being taught or developed.

Analysis of the teaching of your curriculum

11. How do the pedagogical features of your program compare with the best practices for teaching in your discipline?

12. What new pedagogical practices have been tried by members of your department in the last few years? What has your department learned from these experiments?

13. Are there new developments in pedagogy in your discipline? What would be required to implement these changes in pedagogy in your department?

RNtoBSN-F4) Potential Impact of National Trends

Top Burning Glass Occupations for the Program		
Occupation	**Hiring Demand**	**Salary Range**
Healthcare Administrator	Very High	$69K - $71K
Registered Nurse	Very High	$65K - $66K
Intensive/Critical Care Nurse	High	$73K - $75K
Nurse Practitioner	High	$82K - $84K
Clinical Analyst/Clinical Documentation and Improvement Specialist	Medium	$65K - $74K
Clinical Nurse Specialist	Medium	$85K - $90K
Director of Nursing	Medium	$78K - $81K
Health Educator	Medium	$52K - $55K
Nurse Case Manager	Medium	$67K - $70K
Nursing Instructor/Professor	Medium	$61K - $65K
Nursing Manager/Supervisor	Medium	$71K - $73K
Nurse Educator	Low	$73K - $80K
Patient Advocate/Liaison	Low	$42K - $51K

Note that some programs do not have as many professions listed in the Burning Glass data as others do. In these cases we will want to get a list of professions from the chair/school dean to supplement the Burning Glass data.

1. Which professions in the Burning Glass data were you already aware of and for which are you already intentionally preparing students and does the hiring demand in these professions signal anything about the future that you need to be aware of regarding the design and structure of your program ?

2. Are there additional professions in the Burning Glass list or from your knowledge of occupations your alumni have entered, for which you should be preparing students?

3. What changes in your program would be necessary in order to prepare students for the skills and professional qualities needed to succeed in these additional professions?

4. Are there national trends in higher education or industry that are particularly important to your discipline? If yes, how is your program reacting to those trends?

RNtoBSN-F5) Quality Markers

Degree Completions						
	2008-09	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
RN to BSN	Program did not exist						
Share of PLNU ADC Bachelor's Degrees							

1. Based on comparing the quality marker data for your program with the PLNU averages:
   a. What does this tell you about your program?

   [ ]

   b. If your values are below the PLNU averages, what changes could you make to address any areas of concern?

   [ ]

   c. If your values are above the PLNU averages, what do you believe contributes to this success?

   [ ]

2. Describe regular opportunities for students to apply their knowledge (internships, practicums, research projects, senior projects, etc.). Estimate what percentage of your students in this program participates in these kinds of opportunities.

   [ ]

3. Describe any public scholarship of your undergraduate and graduate students in this program (conference presentations, publications, performances, etc.). What percentage of your undergraduate students are involved in these kinds of activities?

   [ ]

4. How many of your students participate in study abroad opportunities in general? Describe any study abroad opportunities specifically organized by your program. What percentage of your majors are involved annually (annualize the number)? How many students outside of your department participate in this departmentally organized program (Annualize the number)?

   [ ]

5. What are any other distinctives of your program? Describe how they contribute to the program's success.

   [ ]

6. Does your program have an advisory board? If so, describe how it has influenced the quality of your program? If not, could it benefit from creating one?

   [ ]

7. Describe any current joint interdisciplinary degrees (majors or minors) offered by your department. Are there additional areas where interdisciplinary programs should be considered?

   [ ]

8. Describe your success with students acquiring jobs related to their discipline.

[ ]

9. Describe your undergraduate and graduate student success rate for passing licensure or credentialing exams (if they exist in your discipline).

[ ]

10. Describe your success with undergraduate student acceptance into post-baccalaureate education.

[ ]

11. What kind of support does your program provide for students encountering academic difficulties? How do you intentionally facilitate these students' connection with institutional support services?

[ ]

RNtoBSN-F6) Infrastructure and Staffing

Full-Time Faculty Program Contribution			
	2012-13	**2013-14**	**2014-15**
Percentage of classes taught by FT faculty	Program did not exist		
PLNU percentage of classes taught by FT Faculty			
Includes: regular lectures, labs, seminars Excludes: independent studies, private lessons, internships			

1. Are your program's current technological resources and support adequate? If not, what is needed? Do you foresee any additional needs in this area?

[ ]

2. Are your program's current facilities adequate? If not, what is needed? Do you foresee any additional needs in this area?

[ ]

3. Is your program's current staffing (administrative, clerical, technical and instructional) adequate? If not, what is needed? Do you foresee any additional needs in this area?

[ ]

RNtoBSN-F7) Challenges and Opportunities

1. Are there any particular challenges regarding this program that have not been addressed through the analysis and reflection on data or questions in sections F1-F6 that you would like to include here?

2. Are there any particular opportunities regarding this program that have not been addressed through the analysis and reflection on data or questions in sections F1-F6 that you would like to include here?

RNtoBSN-F8) Recommendations for Program Improvement

List the recommendations you are making regarding this program analysis with a brief rationale for each recommendation.

Departmental Level Synthesis

G) Synthesis of Program Recommendations

Please create a combined list of program recommendations and rank order that list according to the department's priorities. Please provide a brief rationale for the ranking.

H) Action Plan Considerations for MOU

Review your prioritized recommendation list with the Dean and in partnership with the Dean develop a draft action plan and timeline to be considered as part of the MOU.

Dean Level

I) Compliance Checklist

In addition to the Dean roles above, The Dean will be responsible to evaluate and generate a brief report on the following areas to be included with the self-study that is sent to the PR committee and external reviewers.

Check the Academic Unit's Assessment Wheel for each program:
1. Do they have learning outcomes? Are they adequate? Are they up to date?
2. Are their syllabi posted? Are they up to date?
3. Do they have course learning outcomes? Are they adequate? Are they up to date?
4. Do they have a curriculum map? Is it adequate? Is it up to date?
5. Do they have a multi-year assessment plan? Is it adequate? Is it up to date?
6. Do they have methods of assessment? Are they adequate? Are they up to date?
7. Do they have direct methods of assessment? Are they adequate? Are they up to date?
8. Do they have evidence of student learning? Are they adequate? Are they up to date?
9. Have they established the criteria of success? Are they adequate? Are they up to date?
10. Have they analyzed their findings? Are they adequate? Are they up to date?
11. Have they made changes based on evidence? Are they adequate? Are they up to date?
12. Credit Hour: Are the courses in the program in compliance with credit hour expectations?
13. Does the department have evidence posted on the assessment wheel for the Core Competencies?

When complete, the Dean signs off on the self-study as being ready to submit to the Program Review Committee and external reviewers (if no outside accreditation exists)

Program Review Committee and External Review

Once the Self-Study is ready, send it to the chair of the Program Review Committee and the Dean approved External Reviewers for their consideration. The Program Review Committee will incorporate the external reviewer feedback into a combined report that will go back to the Dean and Academic unit for their response. The academic unit leader, the Dean and the Provost will finalize an MOU with action plan for cabinet approval. The self-study, the compliance checklist, the PR committee report, the departmental response and the cabinet-approved MOU will comprise a completed program review.