

## **Standard I. PROGRAM QUALITY: MISSION AND GOVERNANCE**

**The mission, goals, and expected outcomes of the program are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest – all in the pursuit of the continuing advancement and improvement of the program. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.**

### **Key Elements:**

**1-A. The mission, goals, and expected outcomes of the program are written, congruent with those of the parent institution, and consistent with professional nursing standards and guidelines for the preparation of nursing professionals.**

The mission of Point Loma Nazarene University (PLNU) at both the undergraduate and graduate level is:

To Teach ~ To Shape ~ To Send

PLNU exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Further, the mission statement was adopted within this overarching framework:

### **Mission Context**

The university, established in 1902 by the Church of the Nazarene, offers quality liberal arts and professional programs on its main campus in San Diego and select graduate and professional programs throughout the denomination’s southwest educational region.

The Wesleyan theological tradition refers to the heritage of the Church of the Nazarene that traces its roots to John Wesley’s life and teachings. Wesley demonstrated his Christian faith not only through preaching, teaching, and writing, but also by serving the temporal needs (physical, social, and emotional) of the poor in London during the 19<sup>th</sup> century. He was outspoken against the systems that favored one group over another. The Wesleyan heritage focuses on a search for truth through the dimensions of reason, Holy Scripture, experience, and tradition.

## Demographic and Institutional Characteristics

The main campus of the university is located in a residential neighborhood of San Diego, California and has an enrollment cap of 2000 FTE. Although it is sponsored by the Church of the Nazarene and serves the south-west educational region, approximately 25% of the student body identify as Nazarene. Table I-A.1 describes the ethnic demographic distribution of during the previous academic year. PLNU is predominantly White, non-Hispanic at the undergraduate level (71.8%), but diversity at the graduate level is much more evident with only 59% White, non-Hispanic. One of our Western Association of Schools and Colleges (WASC) goals for the university is to increase diversity as stated in the most recent WASC Capacity and Preparatory Review report:

...increasing diversity in the faculty and staff, recruiting a more diverse student body, ensuring student success with support networks and services, attending to campus climate, and addressing diversity dimensions in the curriculum.

**Table I-A.1: Ethnic Demographics for Academic Year 2007-2008**

	White, non-Hispanic	Black, Non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	Other and Non-Resident Alien
Total Enrollment	71.8%	2.8%	1.0%	5.9%	15.4%	3.0%
Undergraduate	78%	2.2%	0.9%	5.7%	11.0%	2.1%
Graduate	59%	4.1%	1.1%	6.5%	24.3%	4.9%

Approximately 40% of FT faculty are women, with 86.3% White, non-Hispanic. This has decreased from 91.5% in 2000. The Diversity Task Force of the university has been tasked with addressing all issues of diversity for the institution.

The university is largely residential for students. As a general rule, freshman live on campus. Off-campus housing petitions are available for students at or above the sophomore level, and/or married students. The university has been more cognizant of the needs of transfer and commuter students and has made several additions in student support services for them.

For demographic trends over the last several years, see [www.pointloma.edu/Accreditation/InstitutionalPortfolio.htm](http://www.pointloma.edu/Accreditation/InstitutionalPortfolio.htm).

### **Core Values**

- Excellence in teaching and learning
- An intentionally Christian community
- Faithfulness to our Nazarene heritage and a Wesleyan theological tradition
- The development of students as whole persons
- A global perspective and experience
- Ethnic and cultural diversity
- The stewardship of resources
- Service as an expression of faith

Consistent with the mission of the university, the Provost and the General Education Committee & Task Force are examining the expected outcome(s) of PLNU graduates. The goal for implementation of the revised strategies related to General Education is Fall 2010. The Faculty will be active participants in the revision process.

The mission and expected outcomes of the School of Nursing (SON) programs continue to be congruent with the mission and core values of PLNU at both the undergraduate and graduate levels.

The mission statement for the BSN program is:

Liberal arts education in the Wesleyan tradition leads to a search for truth and provides a framework for the ethical standards of professional nursing practice. The nursing faculty of PLNU is dedicated to preparing competent, responsible practitioners who are committed to service and leadership as professional nurses. Graduates are able to function at an entry level of professional practice in a wide variety of health care settings.

The mission statement for the MSN program is expanded and states:

Through the efforts of a professionally prepared and caring faculty and staff, PLNU School of Nursing aspires to prepare MSN graduates who are leaders among their peers in a global community. These graduates think critically, value

diversity, and are committed to the highest spiritual and ethical good. These MSN graduates expand educational opportunities that empower individuals to optimal health and effective citizenship; and work to become models of creative Christian leadership who seek to improve the quality of life in their communities. Graduates are exposed to a broad foundation of knowledge to meet the rapidly changing needs of today's healthcare environment. PLNU combines instruction, research, and public service opportunities that advance the intellectual, spiritual, professional, and economic potential of its MSN graduates for productive nursing practice in settings around the globe.

While the SON does not have separate *goals*, similar contextual language is embedded in the mission and expected outcomes of the SON and is reflected in mission and core values of the university. As demonstrated in Appendix I-A.1, the mission statement and core values of the university incorporate the concepts of service as a reflection of faith, integration of faith with learning, professional development, and a commitment to meeting the diverse needs of a worldwide community. To meet the mission statement and core values, the nursing faculty dedicates to preparing competent, responsible practitioners, who are committed to service and leadership as professional nurses. The mission statement of the Master of Science in Nursing (MSN) program was formulated to build further upon the foundation of the Bachelor of Science in Nursing (BSN) program.

In order to be congruent with the university's mission and core values, five expected outcomes for both the BSN and the MSN programs are stated as: Critical Thinking, Therapeutic Nursing Interventions, Communication, Service, and Spirituality. See Appendix I-A.2 for the five expected outcomes and core competencies at both programs.

- **Critical Thinking** is defined as a learned approach to the practice of nursing which reflects intellectual development in reasoning, analysis, research, and decision-making.
- **Therapeutic Nursing Interventions** is defined as a series of theory-based, nurse-initiated actions which are goal-directed and designed to optimize health. These interventions are client-centered, inter-disciplinary, research-based, and focus on empowering the client.
- **Communication** is defined as a dynamic, interactive process that transmits thoughts, ideas, and feelings through the use of symbols which are culturally appropriate.

- **Service** is defined as the provision of leadership in clinical practice and the socio-political environment.
- **Spirituality** is defined as that dimension of life that provides meaning to existence. Within the context of vital Christianity, ethics arise out of spiritual framework. The ethical practice of nursing adheres to the ethical and legal standards of the nursing process.

The mission, core values, and expected outcomes of the both programs are also consistent with the professional nursing standards and guidelines. The BSN program incorporates guidelines of 1998 AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* in preparing graduates who are able to function at an entry level of professional practice in a wide variety of health care settings. See Appendix I-A.3. for an incorporation of the BSN Mission statement and the 1998 AACN *Essentials of Baccalaureate Education for Professional Nursing Practice*.

The MSN program incorporates guidelines of 1996 AACN *Essentials of Master's Education for Advanced Practice Nursing* in preparing graduates who become the leaders among their peers in a global community. The Clinical Nurse Specialist (CNS) track incorporates the recommendations from 2004 National Association of Clinical Nurse Specialists (NACNS) and the California Board of Registered Nursing (BRN) Certification of Clinical Nurse Specialist. The Nurse Educator track incorporates the *National League for Nursing's 2002 Statement: The Preparation of Nurse Educators*. See Appendix I-A.4 for a comparison of the MSN Mission Statement and recommendations from above organizations.

**I-B. The mission, goals, and expected outcomes of the program are reviewed periodically and revised, as appropriate, to reflect professional standards and guidelines.**

The mission and expected outcomes of the both programs are reviewed by the Curriculum Evaluation Committees (CEC) by both levels, on a regular basis. The evaluation plan calls for a review of the mission and conceptual framework every four years. Curricular review is done on an annual basis incorporating California BRN Guidelines, 1998 AACN *Essentials of Baccalaureate Education for Professional Nursing Practice*, 1996 AACN *Essentials of Master's*

*Education for Advanced Practice Nursing, 2004 NACNS Statement, and National League for Nursing's 2002 Statement: The Preparation of Nurse Educators.* See Program Evaluation Grid in Appendix I-B.1.

**I-C. The mission, goals, and expected outcomes of the program are reviewed periodically and revised, as appropriate, to reflect the needs and expectations of the community of interest.**

The internal community of interest includes the Board of Trustees, administration, faculty, staff and students/families of PLNU. Additionally, the SON, Academic Policies Council, and the Graduate Studies Committees are representative groups of the PLNU faculty and the students currently enrolled in the program. Feedback from these groups is sought by formal and informal means, such as student evaluations of faculty and student exit interviews, and is outlined in SON faculty and student handbooks, which are updated annually as needed.

The external community of interest consists of PLNU alumni, local nursing education program leaders (at the associate, bachelor, master, and doctoral levels), and local clinical agencies where undergraduate and graduate students practice, and where graduates are employed. See On-Site Resource File for current clinical affiliation agreements. Additionally, the accrediting body for the university, the Western Association of Schools and Colleges (WASC), the approving and accrediting bodies for the SON, California BRN, and the Commission of Collegiate Nursing Education (CCNE) are members of the external community of interest.

Community expectations of PLNU's nursing programs are sought on an ongoing basis through faculty-agency interactions and during an annual meeting of the faculty and clinical staff. Each academic year the SON sponsors a community advisory breakfast for the BSN program, as well as an MSN advisory breakfast, which both serve as venues to gain feedback from these various external constituents. Participants at the breakfast meetings continue to verify that our programs consistently meet community needs for entry-level and advanced-practice nurses.

PLNU faculty and staff participate in a twice-yearly Nursing Education Directors (NEDS) meeting, where nursing Deans meet to discuss curricular and clinical issues that arise during the

year, as well as plan for upcoming years. In addition, The PLNU faculty is part of the local Association of Clinical Nurse Leaders (ACNL) which meets several times during the year, and the Dean is an active member of the California Association of Colleges of Nursing (CACN), a statewide group of nursing program directors, through which she attends the organization's annual fall and spring conferences. These are other venues for seeking and receiving program input, and obtaining up-to-date information in order to maintain program quality, regarding meeting the needs and expectations of the community of interest. The community of interest was notified via electronic mail and letter distribution describing the CCNE accreditation site visit and process. Instructions were provided on how to submit comments to CCNE for any identified areas of concern. See On-Site Resource File for copies of communication.

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

Faculty, undergraduate, and graduate students continue to be invited to take an active role in decision-making, and are asked for their input into decisions made about the program through both the university and the SON. At the undergraduate level, it is a program requirement for each student to attend one SON meeting each year. There is also an undergraduate group of student representatives at each class level who act as student-faculty liaisons and attend various community and SON events. Students are invited to all committee meetings and feedback is sought addressing student and programmatic issues which may arise. The various meetings include the SON, Academic and Student Affairs (ASAC) and CEC, the Health Promotion Center (HPC), sophomore, junior, and senior level team meetings, and the MSN committees. A calendar with all SON committee meeting dates is made available to each student and faculty member at the beginning of the school year.

All full-time faculty members who teach in the MSN program are members of the MSN committee. While attendance at SON meetings is not required at the graduate level, students are invited and strongly encouraged to attend MSN committee meetings.

All committees report directly to the nursing faculty, and all faculty members have adequate opportunities for input and contribution in the decision-making process. Only full-time faculty members have voting rights. See Appendix I-D.1 for the SON Organizational Chart.

Another mechanism for receiving faculty and student input is found in the process of hiring SON faculty and staff. Students are invited to interview prospective faculty and staff and are asked to give both verbal and written input of the faculty candidate's presentation.

In order to be responsive to the needs of the students, e-mail has been utilized extensively to seek input and communicate important information. Recent examples of how the SON has responded to student and faculty needs include: intentional incorporation of increased pharmacology content throughout the curriculum (resulting from a nursing student Honors Scholar Project), increased opportunities for health related mission trips, provision of support and resources to meet the needs of male nursing students (resulting from a nursing student Honors Scholar Project), collaboration with Assessment Technologies Institute (ATI©) to increase success of first-time test takers for the National Council Licensure Examination for Registered Nurses (NCLEX- RN®).

**I-E. Documents and publications are accurate. Any references in promotional materials to the program's offerings, outcomes, accreditation/approval status, academic calendar, admission policies, grading policies, degree completion requirements, tuition, and fees are accurate.**

With exception of the grading policy, the SON adheres to the university catalog in each of the areas listed above. The SON has established a more rigorous grading scale which is consistent with nursing education community standards. This grading policy is consistent at both undergraduate and graduate levels and is printed in each course syllabi as well as the nursing student handbooks.

Documents and publications about the undergraduate and graduate nursing programs are reviewed annually, and/or as needed by the Dean, Associate Deans (BSN/MSN Directors) and the appropriate committees. For example, the undergraduate catalog and graduate catalog copy is reviewed by the Dean and the Associate Deans with changes coming from BSN/MSN committees for course changes, descriptions, units, etc. Changes to the undergraduate and graduate catalogs are formally approved by the Academic Policies Committee (APC) for undergraduate and Graduate Studies Committee (GSC) for graduate, and are voted upon by the



entire PLNU faculty for publication in the next catalog edition, as applicable. The BSN/MSN committees and the two Program Assistants also review both curricular and student affairs issues, as well as needed changes to the BSN/MSN student handbooks.

Brochures are reviewed by the appropriate committee(s). Updating of documents is under periodic review, with the guidance of the Marketing and Creative Services department of the university, and in conjunction with the SON faculty and administration. See On-Site Resource File.

The focus of printed media has shifted to a more general nature which encourages the reader to visit our website for more detailed information. This will reduce the amount of printed program information that is prone to become outdated. The PLNU website at [www.pointloma.edu](http://www.pointloma.edu) has become one of the primary ways to communicate information about the programs. The university underwent a major revision of its website to incorporate a content management system. This allows the SON to maintain its own website pages to reflect the most current information.

**I-F. Policies of the parent institution and the nursing program are congruent with and support the mission, goals, and expected outcomes of the program; these policies are fair, equitable, and published and are reviewed and revised as necessary to reflect ongoing improvement. These policies include, but are not limited to, those relative to student recruitment, admission, and retention.**

Any proposals for change to the undergraduate nursing program or curriculum are first initiated and discussed at the appropriate committee level (i.e. ASAC or CEC), and are then voted upon by members of the committee prior to presentation to the full-time SON faculty. Once presented, the proposal is reviewed by faculty over the next month, in preparation for a vote at the next SON faculty meeting. After approval by the SON faculty, and if university approval is also necessary, the proposal is then submitted to the university Academic Policies Committee (APC). All final-approved university and SON proposals are added to the university catalog, SON student and faculty handbooks for the upcoming academic year, as appropriate. The SON student and faculty handbooks are reviewed on a monthly basis by the ASAC. See Appendix I-B.1. for Program Evaluation Grid.

The graduate program is similar to the procedures above with the exception of approval by the GSC as opposed to the APC.

At the undergraduate level, since the last CCNE report, a number of changes and additions which promote recruitment, admission and retention have occurred, which include:

- Creation of a BSN Program Assistant position to interface with prospective students/parents, high schools, community colleges, health care institutions, and to provide event planning. This person has been the Chair of the Selection Committee and oversees all communication and procedures regarding recruitment, selection and admission to the SON.
- Creation of the Selection Committee, a subcommittee of the ASAC that reviews admission and selection criteria and procedures on an annual basis in order to reflect and maintain professional community standards. All approved changes are posted on the public SON website and published on the SON application, as well as the university catalog.
- Expansion of the BSN program, in conjunction with a large healthcare system, from 45 to 66 students for each sophomore cohort.
- Incorporation of assessment data from ATI© (i.e. critical thinking, self-assessment inventory, evaluation of essential academic skills) during the first semester of the nursing program to proactively identify at-risk students and provide 1:1 counseling with clinical instructor or full-time faculty.
- Socialization twice per semester of pre-nursing students with the SON by offering a meal and a topical focus. Subject matter has included stress management, test taking, nursing as a profession, basic nursing skills, and meetings with faculty and current upper division nursing students in order to encourage and facilitate retention.
- Revision of BSN curriculum occurred in 2002 by moving NSG 399 – Nursing Research from the senior to the junior level in order to allow students to participate in the university Honors Scholar Program. See copies of the CCNE notification of this revision in the On-Site Resource File.

- Incorporation of mission-type opportunities by the SON, as a direct response from student requests, including trips to Armenia, Mexico, Sri Lanka (LoveWorks), New Orleans (post-Katrina) and India (LoveWorks).

Also at the graduate level, since the last CCNE report, a number of changes and additions which promote recruitment, admission and retention have occurred, which include:

- Initiation of the Celebration of the Advanced Practice Nurse event in May 2008. The first regional guest speaker was Rev. Carmen Warner Robbins, RN, MSN, FAAN, and awards were presented to community leaders for the CNS and Educator tracks. Success of this event was largely made possible because of our standing as the first MSN Nursing Education Program in San Diego, and through the recognition we've achieved as a community voice of prominence.
- Consolidation of SON services to the 3<sup>rd</sup> floor of the Mission Valley Regional Center, completed during the summer of 2008, to help to facilitate graduate student access to SON resources. Such consolidation included the MSN Director's office (previously on main campus), faculty and staff offices, classrooms and learning laboratory.
- Expansion of marketing and recruitment of both the BSN and MSN programs to include radio and television advertisement, and annual "Salute to Nurses" special section of the *San Diego Tribune*. Additionally, the SON has increased person-to-person connection with healthcare leaders and potential students in the community. Sponsorship of various healthcare conferences has also assisted in recruitment efforts.
- Consolidation of Graduate Support Services (GSS) to the 1<sup>st</sup> floor of the Mission Valley Regional Center. Departments include:
  - Admission
  - Records
  - Student Financial Services (SFS)
- Expansion of Student Services, including:
  - Web/ITS support on site at Mission Valley Regional Center.
  - Addition by the university of a library resource person dedicated to the graduate program.

- Expansion of the Mission Valley Bookstore hours to 3:30-5:30 p.m., Monday-Thursday.
- Creation of the position of Vice Provost of Graduate Studies by the university to oversee policy and procedures at the graduate level.

### **Standard I - Program Quality: Mission and Governance**

Areas for Quality Improvement include expanding the prominence and voice of the SON and PLNU in the community.

#### **Plan of Action:**

- Marketing: Continue and increase collaboration with PLNU Marketing and Creative Services to promote SON programs in the community (i.e. BSN, MSN).
- Graduate Program Marketing: Investigate the feasibility of a dedicated staff position for marketing and recruitment of the MSN program.
- Graduate Program Marketing: Continue Annual Celebration of the Advanced Practice Nurse. Guest speaker for May 2009 is scheduled to be Dr. Patricia Benner, RN, PhD, FAAN.
- Computer Simulation Lab: Procure resources for a new, technology-driven Simulation Laboratory to be located at the Mission Valley Regional Center for use by PLNU nursing students and the healthcare community of San Diego.
- Doctoral Program: Begin dialogue with university and MSN Advisory Board regarding future Doctor of Nursing Practice (DNP) program, in order to be consistent with the AACN 2015 target date for the DNP as entry level for the APN.
- University and Program Outcomes: Participate in university discussions regarding General Education and PLNU graduate outcomes.

## **Standard II. PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES**

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

### **Key Elements:**

**II-A. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected outcomes of the program.**

PLNU is supportive of the mission and philosophy of the SON. See Appendix I-A.1. Administrative decisions reflect and foster a commitment to excellence. The nursing faculty has support from the university in teaching, scholarship, service, and practice. Nursing salaries, budget, and workload are equitable to other departments/schools within the university. See Salaries/Budget/Workload in On-Site Resource File.

Since the last CCNE visit, the university governance model has undergone changes so that it has become a School of Nursing rather than a department. Under the leadership of the Provost, alongside of other schools/departments (i.e. Education, Business and Biology) the SON is now led by a Dean of the SON. The SON Dean reports directly to the Vice Provost & Dean of Social Science and Professional Studies, Rebecca Havens, PhD. This positive change has proved vital to the SON's ability to uphold both the undergraduate and graduate programs while reporting to a single entity.

### **Support in Teaching**

The central focus for PLNU's faculty is teaching. This is evident in the criteria that are used to evaluate faculty for contract and promotion review. See On-Site Resource File. These evaluation criteria, listed in the *PLNU Faculty Handbook*, are weighted by the percentages shown:

- 50 to 60 percent: Classroom instruction

- 20 percent: Professional responsibility (advising, committee work, professional organizations)
- 20 to 30 percent: Research, community involvement, and continuing education to be determined by individual interest

As PLNU remains mainly a teaching institution, faculty load consists primarily of teaching responsibilities. A full teaching load is 24 load credits and any load greater than 24 credits is compensated. This is consistent across the campus in all disciplines. The additional expectations involve participation on faculty committees, SON committees, and as advisors to pre-nursing and nursing students.

The statement on page 1 of both the current *Undergraduate* and *Graduate Catalogs* describes faculty in this way:

The Point Loma faculty is composed of Christian teachers/scholars who are dedicated to teaching and other scholarly activity in an environment of vital Christianity. Individuals serving as faculty are committed to lifelong learning and teaching. They strive to exemplify excellence in their profession and model a personal integration of faith, learning and living.

Currently full time faculty members receive \$1000 annually for professional development that may include graduate tuition remission, conference attendance or professional dues. Professional development funds are provided to all full-time faculty members to support membership renewal in professional organizations and travel to professional meetings. Up to \$400 of this annual allotment may be used for non-travel professional development support (memberships, books, etc.) and up to \$500 may be carried forward to the next year.

Full-time faculty are expected to complete terminal degrees in their disciplines, and to this end the university has been creative in providing financial assistance and faculty load accommodations as necessary. At any given point in time, SON faculty are at various stages of their doctoral education. University support for these individuals consists of technology and

librarian services, clinical load reduction, and financial assistance. See PLNU Faculty Handbook in On-Site Resource File. The link is:

<http://www.pointloma.edu/AcademicAffairs/FacultySite/FacultyHandbookHome.htm>

The Center for Teaching and Learning (CTL), a place where faculty can go to augment their teaching skill and whose director works collaboratively with faculty to plan programs that enhance teaching at PLNU, has also been an outgrowth of the Provost's vision for excellence in teaching. PLNU teaching must reflect both the standards of the professional discipline as well as the relational values of our Wesleyan heritage. The CTL exists to encourage and empower faculty to develop their teaching craft, and to become more intentional in their discipline-specific pedagogy.

The university has implemented a new faculty seminar for all new faculty during their first fall semester of employment. Faculty are given 3 units of load credit for this seminar. New faculty are familiarized with areas such as: the history of the university, Wesleyan heritage, issues of teaching and learning, evaluation, and academic and support services. See On-Site Resource File for a topical outline of the Fall 2008 New Faculty Seminar.

Ongoing collegial support from other departments/schools and faculty as a whole enable dialogue to ensure quality programming needs for nursing programs. For example the interdisciplinary nature of the graduate program has been essential for a broader understanding of graduate higher education. While at the undergraduate level, interdepartmental relationships are fostered through periodic lunch meetings which serve to provide a venue for discussion of trends, concerns and issues that are occurring in nursing and/or nursing education.

### **Support in Scholarship**

There has been increased support for research and faculty development from various departments on campus. Other opportunities for faculty support in scholarship include Wesleyan, Research and Special Projects Funds (RASP), and Alumni Grants. Each of these grants is supported and/or administered by various university entities and have specific criteria for selection.

There is a commitment on the part of administration to support scholarly activities among the faculty. Faculty are professionally challenged and learn through the scholarly presentation of peers. This has included presentations of posters, research (e.g. sabbatical, dissertation), and articles published. Faculty accomplishments are recognized annually in a published report. An example of this publication is available in the On-Site Resource File.

Additionally, the Provost hosts “Lunch for a Buck” each Wednesday during the academic year. This reduced cost lunch provides a forum for informal, interdisciplinary interaction and community building among faculty. More formal interdisciplinary faculty lunch discussion groups also meet weekly during the two regular semesters on the main Point Loma campus. The Social Issues Discussion Group and Science and Technology group are two examples. Several nursing faculty have participated in the Social Issues Discussion Group, and have taken part in leading the group discussion.

### **Support in Service**

University service by faculty is highly encouraged. See Appendix II-A.1 for a chart showing participation of SON full-time faculty in university governance.

The SON has identified Service as one of the essential outcomes of both the undergraduate and MSN programs. Nursing is a service-oriented profession that lives out the core mission of PLNU by its outreach to others.

The School of Nursing established a Health Promotion Center (HPC) at the Church of the Nazarene in Mid-City in 2000. This center provides an opportunity for nursing students both at the BSN and MSN level to assess learning needs and to do health teaching. This unique church, at the heart of San Diego’s inner city houses seven different congregations: Spanish-speaking, Samoan, Cambodian, French-Creole (primarily Haitian), Sudanese, Swahili, and English-speaking. The church is located in an area of the city where many immigrants live. Most have no health insurance and little access to health care. This is a unique forum for faculty and students to serve the community together.



Undergraduate and Graduate students have been a part of bi-monthly blood pressure and diabetes screenings at the Health Promotion Center in the Nazarene Church at Mid-City. Since 1999 the School of Nursing has also sponsored an annual Spring Festival of Health for the Mid-City community. Undergraduate students have assessed the learning needs and provided booths and education on a variety of subjects of interest to the community. In addition, the MSN students take an active role in this event helping to develop teaching aids, and assessing the impact of the presentations. Pictures of this event are available in the On-Site Resource File.

The San Diego Health-Faith Alliance, which has a site at the HPC, was formed between several faith-based organizations and those interested in offering care to the underserved and uninsured poor of the area. Since 2003, service learners from PLNU's SON joined with medical residents and student pharmacists from University of California, at San Diego (UCSD) Medical Center, as well as child and family counseling students from the University of San Diego (USD) and pastoral care students from VITAS Innovative Hospice Care. This interdisciplinary collaboration utilizes service learners (faculty and students together) to hold clinics at the Mid-City church and other sites in San Diego which allows many uninsured residents access to health care. A grant was received in summer 2003 from the White House Office of Faith-Based and Community Initiatives to provide operational support for this effort.

### **Support in Practice**

Nursing faculty members are strongly encouraged to remain competent and current in their specialty areas to enhance clinical opportunities with students. The SON faculty actively seek ways in which to support and enhance their nursing practice. These roles include nurse clinicians, nurse practitioners, nurse midwives, clinical nurse specialists, and community consultants. No load credit is given for clinical practice but accommodations in scheduling are made when possible.

Faculty members belong to professional nursing organizations and attend local and national conferences. All full time faculty hold membership in, and nearly all have been officers of, Zeta Mu, PLNU and USD Chapter-At-Large of Sigma Theta Tau International. Many of the faculty

members are also members of the local chapter of the Association of California Nurse Leaders (ACNL). Please see Appendix II-A.1 for all faculty service, scholarship and practice.

**II-B. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. These resources are reviewed, revised, and improved as needed.**

### **Salaries, Budget and Workload**

Salaries for full-time faculty are calculated using the basic faculty salary scale. The Vice Provost & Dean of Social Science and Professional Studies is responsible for the undergraduate and graduate nursing program as well as eight other departments/schools. The salary scale for all faculty members is published in the *PLNU Faculty Handbook*. See On-Site Resource File.

Since 1998, there has been an annual increase in salary, which was approved by the Board of Trustees. A position on the salary step scale is assigned according to education and experience and in accordance with the *PLNU Faculty Handbook*. The Vice Provost & Dean of Social Science and Professional Studies recommends this salary placement to the Provost, who is responsible for distributing contracts. Faculty members advance one salary step per year of employment up to the maximum salary range. When promoted, the faculty is moved to the higher category on the salary scale; this policy is consistent throughout all academic departments/schools. Criteria for promotion are published in the *PLNU Faculty Handbook*, which shows salary and rank for the Nursing faculty as compared with other departments/schools. Overall, the salaries are comparable and equitable across university departments and schools. See On-Site Resource File for faculty criteria for promotion.

The operating budget for the School of Nursing is allocated annually. The amount is set after collaboration between the Vice Provost, Provost and Vice President for Financial Affairs. Faculty salaries are not a part of the nursing budget and are paid through Academic Affairs budget. The operating budget is increased each year to cover increases in salary and benefits for the school of nursing faculty and staff. Since the last CCNE accreditation visit, the SON has received increases in other areas of the budget.

The undergraduate and graduate nursing programs are provided with separate budgets proportionate to the number of students in each program. The operating budget allows for flexibility between budget categories. Nursing faculty have input regarding the nursing budget through the SON Dean and by discussions in faculty meetings. The SON Dean presents a written budget to the department each fall and a summary after the close of the fiscal year. See On-Site Resource File.

The full-time teaching load is 24 credit hours through the university, for a 9-month contract. In both programs, teaching load for nursing clinical/laboratory courses is figured at double the unit credit (e.g. 6 units per 3 unit clinical course). The SON Dean has an 11-month contract, and is responsible for arranging faculty loads by matching academic preparation, experience, individual interest, and talents to the courses and subject matter. The Associate Deans work collaboratively with the SON Dean to assign the teaching loads, which are presented to faculty during the spring semester for any changes/edits regarding the following academic year.

The Vice Provost & Dean of Social Science and Professional Studies oversees the load for the undergraduate and graduate programs. It has been intentional that all PLNU faculty members teaching in the graduate program, also teach at the undergraduate program. Doctoral preparation is preferred for faculty who teach in the graduate program, though advanced nursing practice (clinical nurse specialist and nurse practitioner credential) is also seen as extremely valuable.

### **Office, Administrative and Classroom Support**

The SON is assisted in marketing, student financial aid, records, coordination of advertisements, and processing applications by the undergraduate and graduate administrative offices. The undergraduate nursing program, located on the main San Diego campus, is supported by two full-time administrative staff members. This includes an SON Assistant and a BSN Program Assistant. In addition, student workers are utilized for basic secretarial work between 10 and 15 hours a week during school session.

The addition of a full-time graduate Program Assistant in May 2003 was a necessary step in managing the workload and has allowed MSN faculty to focus on teaching and program

congruence over the day to day operations. Close communication with Graduate Admissions has been enhanced by having a full-time MSN Program Assistant in the Mission Valley Regional Center.

The three SON assistants work collaboratively. Record-keeping, data management, recruitment and interface with the public are part of the job descriptions. See On-Site Resource File.

For the undergraduate program, there are four dedicated classrooms, a conference room, and a fundamental skills and computer lab located on the San Diego main campus. Full-time faculty, private offices are located in the SON with two adjunct offices in an adjacent building.

At the Mission Valley Regional Center, all nursing classroom and offices are located on the 3<sup>rd</sup> floor of the building. The large classrooms (Room 303 & 308) on the third floor have been adequate for teaching MSN classes. Since classes are held on Tuesday nights and alternate Saturdays, this arrangement has worked out adequately. Occasionally, cohorts that are in session on Saturdays have been able to meet on the main campus thus providing access to other resources that are not available on the Mission Valley campus.

### **Media and Technical Support**

Support for the faculty and staff is available through the Media Services and Instructional Technology Services (ITS). Both departments offer encouragement, teaching and assistance to faculty members in a variety of technology needs. Additionally, there are a variety of basic and advanced computer classes offered weekly to faculty and staff.

Computer laboratories are available and accessible to nursing students in the SON, main campus library, and the third floor of the Mission Valley Regional Center. Personnel from ITS are available to nursing students, faculty, and staff. At the beginning of the academic year, the ITS staff are invited to undergraduate and graduate classes to instruct students in available resources. The ITS support staff is also available during off-hours to assist students and faculty in computer-related needs.

There are dedicated undergraduate and graduate staff librarians for the SON. Additionally, a Ryan Library staff librarian and the Director of Media Services provide student education on completing a Web search utilizing the resources of Ryan Library and the various browsers available to students. LINK+, an Inter-Library Loan system as well as the ILLiad network are time-saving options that are available to students at reasonable costs. These systems link 31 different college libraries and allow students to request and receive resources from them all, when needed.

Although there is a rich source of medical library resources in the San Diego area, PLNU has recently expanded the electronic resources available to nursing students at no cost through the availability of the Academic Search Premier (via EBSCO) and Cochrane data bases.

**II-C. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.**

Academic support services are reviewed and evaluated annually and as indicated at both the undergraduate and graduate ASAC meetings. Faculty, as well as students, are in attendance at ASAC meetings, and input is sought and valued by all participants. With the continuing advancement of technology, the SON faculty are currently investigating upgrades in classroom technology (e.g. classroom response systems) to enhance the teaching and learning of undergraduate, as well as, graduate level students. Support for the PLNU electronic classroom management system (E-Class) has been appropriate and readily available.

Proxima projectors are available in each classroom. Informational technology (IT) requests for upgrades are submitted for consideration to the SON Dean and subsequent approval by administration annually, and on an as-needed, basis. In addition, a digital document presenter has been recently procured for use in the large classroom (Taylor 106). Subsequent needs are prioritized and equipment and technology needs are granted as per the university budget.

A change in the practical education of nursing students has led to the inclusion of higher fidelity manikins. The proposed addition of these manikins, and a desire to simulate clinical experiences and enhance critical thinking, has prompted the approval of preliminary exploration of the

architectural design and financial resources for a clinical simulation lab for both graduate and undergraduate students. This simulation lab would be housed at the Mission Valley Regional Center.

Undergraduate students who require additional assistance with writing or special learning needs are able to access the Bond Academic Center on the main Point Loma campus to obtain needed help. The need for additional services for graduate level research writing and statistical support at the Mission Valley Regional Center are also being investigated at the university level. Recently, the SON has implemented a writing workshop, prior to the start of the first year for graduate nursing students, in conjunction with the Vice Provost of Faculty Development.

**II-D. The chief nurse administrator is academically and experientially qualified and is vested with the authority required to accomplish the mission, goals, and expected outcomes. The chief nurse administrator provides effective leadership to the nursing unit in achieving its mission, goals, and expected outcomes.**

The chief nursing administrator is Barbara Taylor, Ph.D., R.N. Dr. Taylor is qualified and has the authority to lead the SON. See Appendix I-D.1 for PLNU Organizational Chart. After teaching three years at Trinity Christian College in Illinois, she came to PLNU in 1999, and has served in several roles as assistant, associate, and full professor, MSN Program Director, Associate Dean, and for the past two years, as Dean of the SON. She has served as the Student Nurse Association at Point Loma (SNAPL) advisor, pinning coordinator, and junior-level coordinator. Her own master's education at Lewis University focused on nursing education and prepared her well for the graduate nursing education emphasis. Her doctoral education was completed in 2006 at USD and her emphasis (i.e. dissertation and electives) was on teaching/learning and nursing education.

She is active in local, regional, and national level nursing associations. A Nursing Education Director's group (NED's) from San Diego meets several times a year to discuss pertinent issues. Additionally, she attends the biannual meetings of AACN and the California Association of Collegiate Nursing (CACN) director's meetings, and the annual joint meeting of the California Organization of Associate Degree Nursing (COADN) directors in conjunction with CACN. In the Fall of 2007, she was asked by the International Board of Education (IBOE) of the Church of

the Nazarene to be a team member evaluating the mission and curriculum of the Reynold's Memorial Hospital School of Nursing, in Washim, India.

The breadth and depth of her experience has provided vision and leadership for the SON. See Appendix II-A.1 for additional information regarding Dr. Taylor's experience and credentials. The Dean of the SON reports to the Vice Provost & Dean of Social Science and Professional Studies, and has the scope of authority for the day-to-day administration and planning for the SON. This organizational structure is consistent across other schools and departments in the university.

Dr. Michelle Riingen is the current Associate Dean of the BSN program, which includes program development. This position entails all aspects of the undergraduate program and necessitates proven leadership skills. She earned her Doctor of Nursing Practice (DNP) at Case Western Reserve University. Dr. Riingen joined PLNU in 1998 as an adjunct faculty member at the sophomore level, while maintaining her full time position as a clinical nurse specialist (CNS) at Sharp Chula Vista Medical Center (SCVMC). One year later, she accepted a full time faculty position at PLNU as part of the sophomore team, teaching medical surgical nursing and pharmacology, and has served as sophomore level coordinator for several years. Upon graduation from her DNP program in 2006, she assumed the role of Associate Dean of the BSN program, and began teaching one of the courses in nursing education in the graduate program. In 2007, she completed the AACN and the Hartford Institute Geriatric Nursing Education Consortium (GNEC).

Dr. Riingen continues to be a per-diem employee of SCVMC as a CNS consultant for the acute and critical care areas of SCVMC. In addition, she is a member of the National Association of Clinical Nurse Specialists. Her wisdom gleaned from the local and national arenas has provided insight into the continuing endeavors for our undergraduate and graduate programs. See Appendix II-A.1 for additional information regarding Dr. Riingen's experience and credentials.

Dr. Larry Rankin is the current Associate Dean and Director of the MSN program. This position encompasses all aspects of the graduate program and necessitates proven leadership skills. Dr.

Rankin was the first faculty member hired specifically to teach at the graduate level in 2002. He earned his Ph.D. in Nursing at the University of Michigan and taught for four years at Eastern Michigan University at both the baccalaureate and master's level prior to coming to PLNU. In 2007, he completed the AACN and the Hartford Institute Geriatric Nursing Education Consortium.

At PLNU, Dr. Rankin has been actively involved in the undergraduate mental health nursing courses and has taught a course in the women's studies minor. In addition, he has been a vital team member of the graduate program since its inception. He is currently a resource member of the Graduate Studies Committee, and has served as the chair and continues to be member of the Institutional Review Board. Dr. Rankin's insights and experience regarding graduate education are invaluable in the continued development of the graduate program. See Appendix II-A.1 for additional information regarding Dr. Rankin's experience and credentials.

**II-E. Faculty members are academically and experientially qualified and sufficient in number to accomplish the mission, goals, and expected outcomes of the program.**

There are 13 full-time and 14 part-time/adjunct faculty members in the SON. Joining in the Fall of 2008 are two new full-time faculty members, Cathy Kay and Dee Oliveri. The numbers are sufficient to accomplish the mission, goals and expected outcomes of the program. The courses are assigned, and each faculty carries an equitable load, as outlined in the *PLNU Faculty Handbook*. The listing of current faculty assignments and loads are available in the On-Site Resource File. As previously discussed in Standard II-A.1, the PLNU faculty is active in practice and keep current in their areas of expertise. See On-Site Resource File for faculty vitae.

Eight faculty members are doctorally prepared (Taylor, Riingen, Rankin, Kim, Maiden, Callahan, Oliveri & Hutchins) and two are candidates for doctoral degrees (Mareno and Noble). The current number of doctorally prepared faculty is the highest number in the history of the PLNU SON. All full-time faculty members hold a minimum of a master's degree. Clinical nurse specialist certification is held by several of the faculty. See Appendix II-A.1 for additional information regarding experience, scholarship and credentials of full-time faculty.



Faculty members are committed to maintaining expertise in their areas of teaching responsibilities. They all obtain continuing education credit as required by the California BRN. Although the legal requirement is a minimum of 30 hours every two years, the nursing faculty far exceeds this requirement. Clinical agencies expect faculty to maintain minimum clinical competence in their nursing practice. The anecdotal feedback about the competency of PLNU faculty has been very positive.

Faculty members are appointed to teach in the area of their educational and experiential preparation. Currently, all of the faculty members who teach in the graduate program also teach concurrently in the undergraduate program. Part-time/adjunct faculty members are hired to teach theory and/or clinical courses as well, working closely with the full-time faculty in that area. All have experience in the area of their assigned teaching responsibilities. See On-Site Resource File for part-time/adjunct faculty load assignments.

**II-F. The faculty roles in teaching, scholarship, service, and practice are identified clearly and are congruent with the mission, goals, and expected outcomes of the program.**

As stated in Standard II-A, the central role of PLNU's faculty is teaching, and the role is clearly set forth in the *PLNU Faculty Handbook*. The role of the faculty in teaching, scholarship, service, and practice correlate to the mission, philosophy, goals, and expected outcomes (i.e. Critical Thinking, Therapeutic Nursing Interventions, Communication, Service, & Spirituality) of both the baccalaureate and MSN programs. See Appendix I-A.1. The mission statements are student-centered with the implicit role of the faculty member being to assist students in their endeavors to learn.

**Teaching**

There are approximately 25-30 students enrolled in all classes other than NSG 250 (Nursing of Individuals: Adult Health I) and NSG 480 (Trends/Issues in Professional Nursing), where there may be 66 students enrolled. For these classes, while the numbers are high, they are team-taught, and this has served to meet course outcomes and student learning needs. This current academic year, NSG 260 Nursing of Individuals: Adult Health II has been divided into 2 sections to facilitate improved student learning and teaching practices. Prior to this, NSG 260 was also a

course with 66 students enrolled. We will continue to monitor outcomes to assess effects of this change, to consider separating NSG 250 into sections as well in the future.

Faculty members have organized workshops both on and off campus in order to enhance their teaching and learning methods:

- Fall 2004 – Consultant: Donna Ignatavicius regarding Critical Thinking and Test Writing, presented to the SON faculty and graduate students. Outcomes Addressed: Critical Thinking, Therapeutic Nursing Interventions, Communication & Spirituality.
- Spring 2005 – Assessment Technology Institute (ATI©) Consultant regarding NCLEX-RN® preparation and technological advances that facilitate attainment of desired outcomes, presented to the SON faculty. Outcomes Addressed: All
- Fall 2005 – Presentation by PLNU School of Education, Dr. Jim Johnson regarding working with the “difficult” student and students with disabilities, presented to the SON faculty. Outcomes Addressed: All.
- Fall 2006 – Consultant: Linda Caputi regarding Promoting Critical Thinking and Decision Making in the Clinical Setting, presented to the SON and community with approximately 170 participants. Outcomes Addressed: All.

### **Practice and Scholarship**

Practice and scholarship is a vibrant and growing area for the SON faculty. Most publications and regional, national, and international presentations have occurred in the last five years. Dr. Jeanne Maiden, was given the opportunity to present advanced EKG assessment content at a critical care conference in Paris, France during the Fall of 2006. As described earlier, in Standard II-A and Standard II-E, faculty roles in practice and scholarship are varied among clinical specialties and congruent with all program outcomes. See Appendix II-A.1.

### **Service**

To further enhance learning experiences related to the SON mission and program outcomes, members of the faculty have participated in service opportunities with a variety of populations.

- Deana Noble has worked extensively with immigrant and homeless families. Outcomes addressed: All.
- In the Fall of 2005, Dr. Larry Rankin was asked by Heart to Heart International to assist in the immediate health care needs of the New Orleans, LA, following Hurricane Katrina. Outcomes addressed: All.
- In December 2006, Heart to Heart International also partnered with the PLNU SON to participate in health screenings and community surveys of the 9<sup>th</sup> Ward in New Orleans, LA. Outcomes addressed: All.
- Dr. Son Chae Kim served as adjunct faculty at the Yanbian University of Science & Technology in China during the Summer of 2002, where she taught introduction to nursing and history of nursing to first year students. Outcomes addressed: All.
- The SON has a long history of taking nursing students on health care mission trips once or twice a year to a number of countries; the most recent being Sri Lanka (2006) and India (2008). Outcomes addressed: All.
- In Summer of 2008, Dr. Larry Rankin and Dr. Rita Callahan travelled to Ghana to explore the possibility of nursing education program development. Outcomes addressed: All.
- Dr. Jeanne Maiden and her family annually host military personnel in their home for Thanksgiving dinner. Outcomes addressed: All.
- Chris Sloan travels to Mexico and New Orleans periodically with her family to participate in construction of housing. Outcomes addressed: All.
- Pam Adler has trained several service dogs to aid the disabled. Outcomes addressed: All.
- Leanne Burke is a volunteer for Unified San Diego County Emergency Services Organization. Outcomes addressed: All.

## **Standard II - Program Quality: Institutional Commitment and Resources**

### **Plan of Action:**

- Simulation Lab: With initial administrative support, continue to explore funding sources for adequate space and acquisition of computer simulation technology for the SON skills lab at the Mission Valley Regional Center.
- Proposal: Develop proposal (e.g. market & cost analysis) and present to PLNU Administration for an SON staff position that will provide grant writing and graduate program marketing expertise.
- Doctoral Program: By 2012, secure administrative and university-wide faculty support for interdisciplinary doctoral programs (e.g. Doctor of Nursing Practice) at PLNU.

### **Standard III. PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES**

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

#### **Key Elements:**

**III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student learning outcomes that are consistent with professional nursing standards and guidelines and congruent with the program's mission, goals, and expected outcomes.**

The curriculum for the undergraduate and graduate nursing programs is built upon the philosophy of the SON, which is based on the mission statement of the SON and the university.

As stated in Standard I, the mission statement for the BSN program is:

Liberal arts education in the Wesleyan tradition leads to a search for truth and provides a framework for the ethical standards of professional nursing practice. The nursing faculty of PLNU is dedicated to preparing competent, responsible practitioners who are committed to service and leadership as professional nurses. Graduates are able to function at an entry level of professional practice in a wide variety of health care settings.

The SON incorporates a modified Roy Adaptation Model as theoretical framework for the undergraduate program. See *Undergraduate Nursing Student Handbook* in the On-Site Resource File. The SON admits students one time per year in the fall for the undergraduate program.

The mission statement for the MSN program is expanded and states:

Through the efforts of a professionally prepared and caring faculty and staff, PLNU School of Nursing aspires to prepare MSN graduates who are leaders among their peers in a global community. These graduates think critically, value diversity, and are committed to the highest spiritual and ethical good. These MSN graduates expand educational opportunities that empower individuals to optimal health and effective citizenship; and work to become models of creative Christian leadership who seek to improve the quality of life in their communities.

Graduates are exposed to a broad foundation of knowledge to meet the rapidly changing needs of today's healthcare environment. PLNU combines instruction, research, and public service opportunities that advance the intellectual, spiritual, professional, and economic potential of its MSN graduates for productive nursing practice in settings around the globe.

The graduate program admits cohorts one time per year in the fall. However, students may start graduate education courses prior to the fall semester. As adult learners, when students make the decision to begin graduate school, it is optimal for them to be able to start classes in a timely manner.

The congruence between the university mission statement and the SON mission statements for both the BSN and MSN programs is illustrated in Appendix I-A.1. There are five program outcomes for both the BSN and the MSN programs. These are: Critical Thinking, Therapeutic Nursing Interventions, Communication, Service, and Spirituality, which are defined in Standard I. See Appendix I-A.2 which demonstrates how the MSN competencies expand on the BSN competencies for each outcome.

At both academic levels students complete a portfolio which demonstrates competency achievement. The completed BSN portfolios are showcased during the final spring semester of the program, and members of the healthcare community, as well as the PLNU community, are invited to meet with the students and discuss their portfolios. Additionally, the MSN students showcase their completed portfolios at the annual Scholarly Day, which is open to the PLNU campus and San Diego healthcare community. See PLNU BSN and MSN Student Portfolio Forms in Appendices III-A.1 & III-A.2.

As described in Standard I, the nursing program curricula are congruent with the mission, goals and outcomes of the university and the SON. The SON has utilized the *1998 AACN Essentials of Baccalaureate Education for Professional Nursing Practice*, the *1996 AACN Essentials of Masters Education for Advanced Practice Nursing*, the *2004 NACNS Statement on Clinical Nurse Practice and Education*, the California BRN Certification of CNS and the *2002 NLN Statement: The Preparation of Nurse Educators* for curriculum development.

**III-B. The curriculum is developed, implemented, and revised to reflect professional standards and guidelines. These standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes. Course/unit/level outcomes are consistent with the roles for which the program is preparing its graduates.**

- 1. The baccalaureate curriculum incorporates knowledge and skills identified in the *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 1998).**

Appendix I-A.3 demonstrates incorporation of the 1998 AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* with the BSN curriculum. See BSN course syllabi in the On-Site Resource File for consistency of role preparation and program outcomes.

- 2. The master's curriculum incorporates knowledge and skills identified in *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996). Any specialty standards adopted for the master's program are incorporated into the curriculum. In addition, nurse practitioner program curricula demonstrate incorporation of the *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2002).**

Appendix I-A.4 demonstrates incorporation of the 1996 AACN *Essentials of Master's Education for Advanced Practice Nursing*, as well as the *National League for Nursing's 2002 Statement: The Preparation of Nurse Educators*, the California Board of Registered Nursing Certification of Clinical Nurse Specialist. See MSN course syllabi in the On-Site Resource File for consistency of role preparation and program outcomes.

**III-C. The curriculum is logically structured to meet expected program outcomes.**

- 1. The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.**

Being a liberal arts university provides for a breadth and depth to student teaching/learning with a total of 128 units of college credit earned with the BSN degree, of which 52 units are in the 3-year nursing major. General education (GE) courses, such as humanities or history bring great discussions in nursing small groups or in the

classroom. Additionally, current events that pertain to healthcare or health policy are also nursing education.

The nursing curriculum has a solid foundation in the liberal arts (i.e. arts, sciences, and humanities) and incorporation of assignments and experiences from these courses are encouraged to be a part of the student portfolio. Nursing courses are in sequence, in that one builds upon the other, and each level must be complete before advancing to the next level. For example, all nursing 200-level courses must be complete before 300-level courses can be taken.

The sophomore-level courses (200-level) include NSG 250 Nursing of Individuals: Adult Health I and NSG 260 Nursing of Individuals: Adult Health II provide the fundamental building blocks of skills, knowledge, and behaviors for all other coursework. These foundational courses deal with the individual. In addition, it was decided to include NSG 270 Pharmacology in Nursing during the second semester of the sophomore year so that concepts could be threaded throughout the curriculum.

The junior-level courses (300-level) incorporate the family, and include NSG 310 Nursing of Families: Child/Adolescent Focus, NSG 330 Nursing of Families: The Childbearing Process, and the complex patient and family in NSG 340 Nursing of Families: Adult Health III. In addition NSG 399 Nursing Research was moved from the senior to the junior year as part of a curriculum revision in 2002. This change enables the nursing student to have a broader experience regarding nursing science as expanded over two years, rather than one.

The senior-level courses (400-level) are built upon the 200 and 300-level courses. NSG 450 Nursing of Communities: Mental Health Focus, NSG 460 Nursing of Communities: Community Health Focus, and NSG 470 Nursing of Communities: Leadership and Management Focus cover advanced content and incorporate the individual, family and groups. NSG 480 Trends/Issues in Professional Nursing is offered in the final spring semester and serves to prepare the nursing student for transition to the professional role.



In conjunction with the pre-requisite and co-requisite courses, GE courses add to the richness of each of the five Program Outcomes for the SON. See Table III-C.1 for a brief GE curriculum outline. For a description of the four year course progression, including pre and co-requisite courses throughout the nursing program see Appendix III-C.1.

**Table III-C-1: Incorporation of Liberal Arts into Nursing Curriculum**

<b>General Education (GE) Courses</b>	<b>Pre-requisite for nursing courses</b>	<b>Co-requisite for nursing courses</b>
Fine Arts 4 units	Biology 8 units	Nutrition 3 units
Literature 5-6 units	Chemistry 5 units	Human Development 3 units
History 6 units	Statistics 3 units	Microbiology 5 units
Psychology 3-4 units	Race and Ethnicity 3 units	
Sociology 3 units	Abnormal Psychology 3 units	
Mathematics 3-6 units		
Communication 3 units		
Physical Education 2 units		
Religion and Theology 8 units		
Total = 43 units	Total = 22 units	Total = 11 units

**2. The master’s curriculum builds on the baccalaureate level foundation.**

The MSN curriculum was designed for the bachelor’s prepared, working Registered Nurse. The graduate program builds upon prior education and knowledge of nursing theory, research and practice. There are two tracks available: nursing education and clinical nurse specialist. The clinical nurse specialist track includes four clinical options: medical-surgical, gerontology, family health, and mental health.

The curriculum consists of 40-43 units of study, using a cohort model approach. Students that elect the nursing education option will complete 40 units of study, while the students that elect to complete the CNS option will need 43 units of study. The CNS certification requires 400-500 clinical practice hours in the chosen focus area. The BRN for the State of California requires 400 clinical hours for CNS certification, while nationally it is generally closer to 500 clinical hours. For national CNS certification 500 hours are required. Students are strongly encouraged to obtain 500 clinical hours in the program.

The cohort model is designed to move the same group of students through the courses. This model builds group cohesion and support. If a situation arises that causes a student to fall out of the planned course progression, the student may be able to complete coursework with another cohort. Courses are in sequence, in that one builds upon the other. The foundational courses GNSG 601 Theoretical Foundations and Nursing Research and GNSG 602 Teaching Faithfully: Communicating with Adult Learners in a Diverse Society provide the building blocks for all other coursework.

The three Advanced Practice Nursing (APN) core curriculum courses in advanced health assessment, advanced pathophysiology, and advanced pharmacology serve to provide the MSN student with further knowledge, in order to assume responsibility and accountability in the APN role. See Appendices III-C.2 & III-C.3 for the MSN curriculum outline. Furthermore, two core courses (i.e. GED 670: Advanced Educational Psychology and GED 672: Philosophy of Education) are taken in the School of Education. These courses provide essential interdisciplinary skills of collaboration, communication, and consultation that are critical to the APN role.

MSN course competencies are derived from the graduate program outcomes. Assignments and experiences from all graduate courses are expected to be a part of the student portfolio. See Appendix III-A.2.

#### **III-D. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.**

The faculty incorporate a variety of teaching practices/methods which serve to challenge and engage students in their learning. Some examples include: clinical, lecture, discussion, group presentations, individual presentations, written assignments, use of media, reflection, assigned readings, self-evaluation, and testing.

Faculty and students have a variety of opportunities in which to give and receive feedback. Several suggestions have been incorporated into the SON program and/or courses. Summative

and formative evaluation is conducted throughout the program. Formative evaluation occurs regularly and sometimes spontaneously, but may not be as structured as with the summative evaluation process.

Each faculty/course is evaluated by students utilizing the IDEA or SIR standardized forms (summative evaluation). Students are invited and required and/or encouraged to attend BSN and MSN committee meetings and to contribute to the decision making process as described in Standard I-D. In addition, student and faculty input is sought at each committee meeting regarding decisions made about nursing program such as:

- Curriculum: Topics for Honors Scholar projects, writing, APA workshops
- Teaching-learning practices: Electronic texts, computerized testing package, textbook preferences, learning styles
- Student affairs: Dress code, Conflict resolution policy

An example of how student input and evaluations are included in the review of curriculum, teaching and learning practices, is in the area of electronic texts. The CEC has been investigating the use of electronic texts as an alternative to purchase of hardcopies of texts. This has evolved from informal student inquiry to a full evaluation. Students have been involved at all levels of this process. Decisions on this subject will be finalized during the next academic year. See On-Site Resource File for this evaluation.

The CEC meets monthly to discuss and evaluate curriculum at both levels. Content is reviewed on a regularly scheduled basis using the Program Evaluation Grid. See Appendix I-B.1. Other sources of input for CEC agendas are derived from the NCLEX- RN® blueprint, the California BRN, the healthcare community, and national standards.

An example of how input from the community of interest is used in curriculum development and revision can be seen in the Program Evaluation Grid topic of “grief and loss.” See Appendix I-B.1. A conversation at a community liaison breakfast between a PLNU nursing faculty member and a representative from San Diego Hospice blossomed into a curriculum improvement focus

regarding end of life issues. As a result, based on End-of-Life Nursing Education Consortium (ELNEC) guidelines, the SON and San Diego Hospice have co-sponsored a course, *Nursing Care at End-of-Life*, as part of a service provided to the San Diego community and PLNU nursing students. In addition, the course *Perspectives on Death and Dying* is offered to students as an elective and has been attended by other majors of the university.

Assessment Technologies Incorporated (ATI©), a learning assessment tool, is used to assess student knowledge at each level in the undergraduate program. ATI© components are implemented for each course in the BSN program and at each level to assess progress within the program. Additionally, it is used to identify areas of strength and areas needing improvement in student learning. ATI© representatives are annually scheduled to attend each level of class to provide updates and address questions with students. Individualized assessments, study plans, and mentors are available to students. Student progress is discussed and reviewed monthly at each team level meeting to identify students at risk early on. Monthly executive faculty sessions include a review of at risk students and discussion of progress toward outcome goals. A Virtual ATI© component is provided to students after graduation for the purposes of study and remediation in preparation for NCLEX- RN®.

Peer evaluation occurs within the faculty on an annual basis to promote best-practices for teaching and learning. The CTL provides many opportunities to develop faculty pedagogy (e.g. brown bag lunch sessions, scholarly text review, Teachers Noticing Teachers) in order to promote teaching excellence through pragmatic techniques and reflective evaluation.

### **III-E. The didactic and clinical teaching-learning practices and learning environments support the achievement of student learning outcomes.**

#### **Didactic**

Didactic courses at the undergraduate and graduate levels are designed to build on foundational concepts that support program outcomes. Support for teaching-learning is done individually (i.e. 1:1 faculty-student meetings), as a group (i.e. group exam prep and reviews), and as a program (i.e. ATI©). Additionally, at the end of each nursing course, there is a formative and summative evaluation component. This information is collected anonymously and returned to the Vice

Provost & Dean of Social Science and Professional Studies. The Dean of the SON then provides feedback and development for each faculty member on an annual basis.

As part of undergraduate SON policy and procedure to support teaching-learning, students progress upon successful completion of each pre-requisite, theory/practicum course, and/or co-requisite prior to advancing to the next subsequent course or level. Other related policies can be found in the SON Student Handbooks. See On-Site Resource File.

The university and undergraduate programs are a traditional Monday through Friday, didactic, pedagogy format. The graduate program is more flexible to accommodate the working, adult learner. The graduate SON courses meet on Tuesday evenings and alternate Saturdays.

### **Clinical**

PLNU participates in the city-wide Nursing Education Consortium. The Dean of the SON is the representative along with the BSN Program Assistant. The purpose of the consortium is to fairly and equitably distribute clinical sites for students among the San Diego community nursing programs. The clinical/practicum opportunities are broad and vary according to individual student needs. Each of the clinical/practicum experiences provides students with the opportunity to “try-on” the role of the Baccalaureate or APN as illustrated in didactic. Examples of settings for BSN & MSN practice include: hospitals, clinics, schools, and public health settings. See Appendices III-E.1 & III-E.2.

The students evaluate each clinical site each semester, which provides a data flow back to facility management and preceptors. This data is reviewed and allows the SON to stay informed about which facilities are providing the best teaching-learning environment(s). Students also anonymously evaluate clinical faculty each semester. This information is compiled and given to the Dean of the SON who shares findings and recommendations with the faculty member. See On-Site Resource File.

There is an active undergraduate internship program which allows students to utilize introductory skills within the clinical arena and apply classroom learning to real-life situations. Furthermore,

as a result of community feedback regarding new graduate readiness, the SON is in the process of revising the leadership clinical to move away from middle management experiences and return to bedside leadership while partnered with a staff nurse. Students will continue to be supervised by clinical faculty to guide and evaluate the teaching/learning process.

As appropriate, MSN students are provided with clinical experiences that are individually tailored to enhance each student's identified goals. Preceptors have a wide variety of academic and APN clinical role experience to enhance MSN student learning. Students evaluate each preceptor, and this information is reported back to the MSN Director for review and use in future clinical placement. Beginning in the academic year 2008-09, students will complete a clinical site evaluation. The format will be similar to the undergraduate clinical site evaluation.

Faculty teaching is further supported by the clinical agencies who provide annual orientation and facility updates pertaining to student needs. During these sessions, faculty have an opportunity to provide feedback and pose questions. Student learning is enhanced by the information gleaned from these sessions.

### **Didactic & Clinical**

Didactic and clinical content are woven together at every opportunity: bedside, classroom, 1:1, pre and post-conferences. Additionally, students develop and complete a professional portfolio which addresses end-of-program competencies. The completed BSN portfolios are showcased during the final spring semester of the program, and members of the healthcare community, as well as the PLNU community, are invited to meet with the students and discuss their portfolios. Additionally, the MSN students showcase their completed portfolios at the annual Scholarly Day, which is open to the PLNU campus and San Diego healthcare community. See PLNU BSN and MSN Student Portfolio Forms in Appendices III-A.1 & III-A.2.

**III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.**

The community of interest as identified in Standard I is assessed in an ongoing manner. At each level of the program there have been annual meetings with the community (i.e. undergraduate Community Liaison Breakfast, graduate MSN Advisory Board) to obtain feedback regarding student preparation, the clinical challenges identified by each agency, and the role of the faculty in facilitating changes as needed. As a result of feedback from the community of interest, a shift has been made to combine these meetings into in a single, annual joint meeting. Data from the discussions are gathered and analyzed by the CEC and MCEC at both levels. Data is then shared with the full nursing faculty for suggestion and implementation as appropriate. See On-Site Resource File.

An example of how the SON has considered the needs and expectations of the identified community of interest is the active participation of faculty and students in the San Diego Evidence-Based Practice (EBP) Institute. This inter-collegial, EBP Institute is comprised of representatives from healthcare organizations and other schools of nursing, and serves to improve patient care by advancing nursing science.

At the MSN level, the Advisory Board has expressed a continued need for APNs in San Diego County, especially mental health CNSs. Additionally, there remains a critical need for nurse educators. At the BSN level, nurse leaders from participating clinical agencies provide feedback on the BSN student preparation for entry into professional nursing practice. See On-Site Resource File.

### **Standard III. Program Quality: Curriculum and Teaching-Learning Practices**

#### **Plan of Action:**

- Undergraduate Curriculum: By 2011, major curriculum revision of the BSN incorporating 2008 AACN BSN Essentials and incorporation of revised PLNU General Education requirements.
- Graduate Curriculum: By 2011, major curriculum revision of the MSN incorporating current MSN Essentials and incorporation of revised PLNU General Education requirements as they pertain to the MSN curriculum and program outcomes. With University President and Provost support, all revisions to the MSN program will facilitate transition towards the Doctor of Nursing Practice (DNP)
- Graduate Curriculum: By 2011, submit proposal regarding DNP program to the Board of Trustees and University Cabinet so that appropriate support, marketing and planning can occur. This is consistent with the AACN 2015 target date for the DNP as entry level for the APN.



## **Standard IV. PROGRAM EFFECTIVENESS: STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS**

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

**IV-A. Student performance is evaluated by the faculty and reflects achievement of expected outcomes. Evaluation policies and procedures are defined and consistently applied.**

### **Student Performance and Expected Outcomes**

The mission statement and Program Outcomes of the SON are published in the *School of Nursing Student Handbooks* and stated in Standard I. Faculty/student discussion and small group activities facilitate learning experiences and achievement of competencies for both undergraduate and graduate students in the five outcome areas. The curriculum outcomes are: Critical Thinking, Communication, Therapeutic Nursing Interventions, Spirituality, and Service.

The SON Program Evaluation Grid guides outcome data collection and analysis by nursing faculty. This process is ongoing and reflected in committee meeting minutes. See On-Site Resource File for committee meeting minutes.

Results of analysis and evidence of student achievement of outcomes and competency development have been used to maintain and update the curriculum. Outcomes are defined as the results expected at the end of each course and upon completion of the BSN or MSN programs. Competencies are a range of knowledge, attitudes, skills, or abilities that students are expected to demonstrate. See Standard III, Appendices III-A.1 & III-A.2 and sample student portfolios in On-Site Resource File.

A portfolio format was chosen as an indicator of student progress toward meeting competencies and outcomes and is consistent with the PLNU BSN and MSN program review. Students are expected to build upon previous work and become more proficient as they progress through the

program. The portfolios evaluate achievement of the five required outcomes. Review of the portfolio at the end of course allows for self-evaluation by the student and faculty feedback for outcome progress and achievement. Student performance is reviewed through the development of a portfolio, which after self-evaluation, is reviewed by faculty.

Competencies reflecting the five program outcomes are written for each BSN and MSN course. In addition, all class assignments/projects have clearly written competencies and are designed to assist the student in meeting course outcomes. All courses are designed to prepare students to meet outcomes of both programs.

### **Consistency in Program Evaluation Policies and Procedures**

All nursing course syllabi include course competencies, methods of evaluation, and grading policies of students. Grading policies are consistent with the *School of Nursing Handbooks*. The SON grading scale is based on nursing education community standards and contains mathematical computations that are not negotiated. This deviates from the university grading policy. See On-Site Resource File for copies of the *PLNU Catalog and SON Handbook*.

The faculty maintains a consistent process to evaluate and analyze student performance. As mentioned previously, each course assignment has a description of expected competencies and grading criteria is provided in each course syllabus. Evaluation of assignments is completed by faculty using the grading criteria and SON grading scale towards meeting curricular outcomes.

Clinical evaluations are both formative and summative, based on the clinical competencies, and are completed on all students during the clinical course. Students are given the opportunity to self-evaluate against all competencies for the clinical experience. Preceptors evaluate students in BSN leadership & internship experiences and MSN clinical experiences. The student and instructor (and preceptor if available) meet in person to review the evaluation. Both the student and the faculty sign and date the form after discussing areas of strength and future goals. The MSN faculty member completes an assessment form for each student after a clinical site visit is complete. For the BSN student, a clinical site assessment form is reviewed at the end of the clinical rotation. See On-Site Resource File for these forms.

The student clinical evaluation form allows faculty to provide a narrative comment under each of the curriculum outcomes based on their observation of the clinical experience over the course of the semester. Clinical grades are represented as credit (CR) or no credit (NC), consistent with SON policy and course grading criteria for courses that count toward a student's total number of units but have no grade-point value and no effect on the grade-point average. The completed clinical evaluation forms for each student are located in the student's file. See selected student files in On-Site Resource File.

For the graduate student a completed Project (P) or Thesis (T) demonstrates a final summative evaluation. Scholarly work represented by a Project/Thesis (P/T) demonstrates the student's ability to meet graduate program outcomes. All P/T require a nursing faculty committee comprised of one full-time faculty member as the chair, and an additional faculty member to form the committee. An additional faculty member or community member prepared at, or above, the master's level with clinical expertise in the area of the P/T may be added. Guidelines are available in the *MSN Student Handbook* for the development of this scholarly work. Dissemination of this summative work is required through a presentation. The graduate student also formally presents their P/T at the annual Scholarly Day exhibition.

**IV-B. Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Student outcome data include, but are not limited to, graduation rates, NCLEX- RN® pass rates, certification examination pass rates, and job placement rates, as appropriate.**

Based on recent California BRN recommendations, the SON has revised data collection methods regarding employer and graduate satisfaction. Data collection methods prior to this have included mailings to alumni, and have had poor response rates. This is consistent with other colleges and universities. Employer satisfaction feedback from verbal feedback and completed surveys of supervisors regarding our new graduates is obtained at our annual spring BSN Community Liaison Breakfast. The recommendation to consolidate this meeting with the MSN Advisory Board is supported and will begin in the Spring of 2009. See the On-Site Resource File for this data.

Furthermore, the SON has administered exit surveys to graduating students at both levels during their final semester of coursework in order to collect program evaluation data. As a result of this self-study, the SON has found that the design of the undergraduate exit survey and the process of data collection at the graduate level, do not provide the SON with consistently constructive information to make appropriate programmatic improvements. Revisions to the exit surveys are necessary as the SON plans for the next decade.

### **Student, Alumni and Employer Satisfaction**

Each year in the NSG 480 Trends/Issues in Professional Nursing course, graduating seniors complete a detailed, anonymous “Satisfaction Questionnaire” to give feedback on all aspects of the program. The feedback is shared each year with the Nursing faculty, resulting in changes when warranted, and raising awareness of student perceptions. See On-Site Resource File for this data.

Information regarding the MSN program has been gathered during MSN graduate exit interviews and clinical site evaluations. The exit interview allows for dialogue regarding the student’s experience in the MSN program, suggestions for the near future, immediate career plans, how the advanced degree will affect their professional career, how the student managed clinical hours, class times, physical space, library services, and resources available. See On-Site Resource File for this data.

Employer satisfaction and role preparation survey feedback regarding experience with PLNU new BSN graduate nurses indicated that new graduates met or exceeded standards in the majority of our outcome competencies. Feedback for improvement was noted in the outcome competency for leadership related to verbalizing awareness of ongoing research and volunteering for assignments in research-related activities. The SON’s involvement in the San Diego Evidence-Based Practice Institute is expected to strengthen this student preparation area. See On-Site Resource File.

At the 2006 MSN Advisory Board meeting, the topic for discussion included the market need for a joint MSN/MBA degree. All members of the MSN Advisory Board and the SON faculty were in agreement not to pursue this option. Overall, we have consistently received positive feedback from nurse leaders who have worked with our MSN graduates.

Each year the SON hosts an Alumni Homecoming Breakfast where graduates of the program are invited back to share their achievements. This informal breakfast is a time for alumni, faculty, and current students to share insights about the program and needs of the nursing community. An alumni survey is being developed by the CEC to administer at this annual meeting.

### **Graduation Data**

At the undergraduate level, there are 80-90 qualified applicants from a typical pool of 110-120 applications for each Fall sophomore class. Of these 80-90, approximately 50 are qualified PLNU pre-nursing students who are given priority selection status over transfer applicants. Undergraduate retention rates have increased slightly in the past three years, related primarily to academic failure of those students. See Appendix IV-B.1 for Attrition Data. Of those students, many have repeated prerequisite science course(s) or were admitted late into the program. Students admitted late into the program have struggled academically. To that end, we have not admitted students after August 1 for the Fall of 2008. We continue to track this issue. See Standard IV-C for ongoing program improvement.

For the MSN level, graduation rate is defined as the percentage of full-time students who fulfill all program and university requirements within one year following course completion. A benchmark of 80% was set as the MSN graduation rate. See Table IV-B.1 for summary of MSN graduations rates per cohort. One of four part-time students has graduated. Two part-time students are still in progress with coursework and one has not completed requirements. Data regarding part-time students and one completed post graduate certification student are not included in the table below.

**Table IV-B.1: Summary of MSN Graduation Rates**

Cohort/ Year of course completion	# of full-time students who started MSN program	# of students who finished coursework	# of students who completed university & program requirements	Graduation Rate
1/2004	19	15	14	93.3%
2/2005	11	10	10	100%
3/2006	7	7	5	71.4%
4/2007	9	9	5	55.6%
5/2008	8	8	2 – as of August 2008	TBD
6/2009	3	TBD	TBD	TBD
7/2010	15	TBD	TBD	TBD

Of those students who complete coursework and go on to complete all university and program requirements, there is an 80% graduation rate. It is recognized that the retention rate, defined as the number of students who begin the program, compared to the number that fulfill all program and university requirements is below 80%. Issues of retention at the graduate level center on circumstances faced by the adult learner.

Adult learners are often faced with unexpected life circumstances due to their multiple roles and responsibilities in life, requiring them to adjust their timeline for completion of a graduate degree. For students who have completed coursework, but who have not fulfilled university and program requirements, completion of project/thesis has been the major barrier. The faculty members are committed to, and continue to, work with them. The GSC has concurred that the project/thesis has been the barrier for all of the graduate programs. As of the 2008-2009 academic year, the university will initiate an administrative fee for all in-progress graduate project/thesis requirement(s) extending beyond one year, as incentive for program completion.

**NCLEX- RN®**

NCLEX- RN® pass rates are presented in Table IV-B-2, below. Data is obtained from personal communication with out of state BSN graduates, the California BRN website, and California BRN NCLEX- RN® quarterly report. The established benchmark for the State of California is 70% for first-time test-takers. The SON has established a 90% pass-rate as a benchmark for first-time test-takers.

**Table IV-B-2: NCLEX-RN® Results**

<b>Calendar Year</b>	<b>Number Graduates</b>	<b>Number of 1<sup>st</sup> time Test Takers passing NCLEX-RN®</b>	<b>Percentage</b>
1998-1999	34	30	88.2%
1999-2000	39	36	92.3%
2000-2001	33	25	75.75%
2001-2002	46	43	94.48%
2002-2003	38	35	92.1%
2003-2004	42	36	85.71%
2004-2005	43	39	90.6%
2005-2006	41	33	80.4%
2006-2007	53	50	94.3%
2007-2008	48	47	97.9%

**State Certification & National Examination Pass Rates**

Master's students are asked to report results of national certification exams. State certification results are available on the California BRN web site. The California BRN does not require national certification to be recognized as a CNS. All MSN graduates who have applied through the California BRN have been granted CNS certification. A benchmark of 85% pass-rate is set for MSN graduates electing to pursue national certification in a specialty area. Results reported by alumni will be tracked for possible improvement in specialty area curriculum. To date, two MSN graduates have taken and passed national CNS certification. In addition, five MSN graduates are currently in doctoral studies. See Appendix IV-B.2.

**Job Placement Rates**

Over the last three years, all BSN graduates have found employment in a variety of health care settings and roles. See On-Site Resource File. For those MSN graduates who have sought education or CNS roles, all have found job placement in a variety of health care settings. See Appendix IV-B.2 for Post Graduation MSN Roles, Job Placement, and Doctoral Studies.

#### **IV-C. Program outcome data are analyzed to provide evidence of program effectiveness and are used to foster ongoing program improvement.**

Program effectiveness is assessed frequently. Some aspects of program effectiveness are reviewed on a monthly basis (e.g. ASAC, CEC, and level team meetings) in the SON and are carefully considered in decision making regarding program enhancement. See On-Site Resource File for SON committee minutes. Per the university WASC self-study and recommendations, the university has just hired a Director of Institutional Effectiveness, with whom we will be working closely regarding data management and outcome improvement. Evidence of program effectiveness that is used to foster ongoing program improvement is reviewed annually and includes:

##### **Recruitment & Retention**

###### **Undergraduate Program**

For the academic year, 2008-2009, the SON is partnering with the university's Department of Mathematical, Information and Computer Sciences to further analyze selection, retention, and attrition data in order to proactively identify at-risk students and to enhance mechanisms for student academic support.

In the SON, recruitment is addressed every semester as the application and selection processes are reviewed. See On-Site Resource File for SON committee minutes. The BSN Program Assistant interfaces with high schools and community colleges in San Diego County to introduce the nursing profession and our nursing program for potential student recruitment. See On-Site Resource File for a record of visits.

In addition, retention issues are discussed in monthly executive session of the SON faculty and ASAC meetings. Student progress is discussed weekly at the sophomore level, and monthly at the junior and senior level team meetings. See On-Site Resource File for SON committee minutes. Emphasis is placed on identification of trends so that program procedures (e.g. selection, disciplinary) can be modified. For example, the SON recently created a standardized documentation tool for disciplinary action. This form was designed to clarify the process and



facilitate consistency among all faculty members. See On-Site Resource File for Contract/Probation Form.

### **Graduate Program**

Our greatest recruitment tool has been the personal recommendations by our MSN graduates and key San Diego healthcare employers. Combined with our recruitment efforts and assistance from Graduate Administrative Services (GAS) and Marketing & Creative Services, the program enrollment has increased as presented in Table IV-B.1. In the MSN Committee, recruitment is addressed every month. The MSN Program Assistant interfaces with community colleges, health care facilities in San Diego County, and regional nursing conferences to recruit for our graduate nursing program.

After several years of declining enrollment, numerous discussions with the Provost and Vice Provost & Dean of Social Science and Professional Studies have ensued regarding the MSN Program Director responsibilities. The 2008-2009 academic year will be the first year that the MSN Program Director's undergraduate teaching responsibilities have been significantly reduced. This will provide time for the MSN Program Director to focus on marketing and recruitment for the graduate program.

During the MSN committee meetings, issues of retention are discussed in monthly executive sessions. In addition, formative evaluation regarding needs of the adult learner is addressed 1:1 and periodically in each class.

### **NCLEX- RN® Pass Rates**

NCLEX- RN® pass rates are presented in Table IV-B.2 above. In 2001, the lower pass rate caused serious concern among faculty. Several students reported taking the NCLEX-RN® examination without formal review or preparation. After a special graduate survey was completed with the 2001 class to examine the possible reasons for the dip in test scores, a change was made from Educational Resources Incorporated (ERI) to Assessment Technologies Institute's (ATI©) ongoing remediation and computer testing program. ATI© offers a computer-

based, comprehensive assessment and review program to help students prepare for the NCLEX-RN® examination. The testing format through ATI© is designed to provide practice with computerized testing which is comparable to the NCLEX- RN® format.

ATI© testing includes assessment of critical thinking, content areas, and NCLEX-RN® preparation. After each nursing course, students take the course specific ATI© test. Remediation, which is part of the ATI© testing package, provides the student with a printout of scores for specific nursing content. The student can then focus on the areas of weakness and retake tests to improve scores, with emphasis given to the importance of a thorough review and better understanding of the NCLEX-RN® test plan. Efforts such as discussing the NCLEX-RN® blueprint with students at all levels and planning for NCLEX- RN® preparation have been implemented.

In 2004 and 2005, as noted in Table IV-B.2, NCLEX- RN® pass rates declined again. This data prompted multiple faculty and student discussions. Subsequently, the faculty voted in the fall of 2006, that all students would be enrolled in a post-graduation, formal review program. Virtual ATI© (VATI©) was selected as an ATI© package enhancement not previously available to students. In addition, ATI© representatives were routinely scheduled to meet with students annually, at each level, to enhance knowledge about NCLEX- RN® test procedures and ATI© services. The CEC Chair (Associate Dean) has assisted faculty with implementation and effective utilization of the ATI© program.

Consistent with the 2004 and 2005 decline in NCLEX- RN® pass rates, initial PLNU scores for the Comprehensive RN-Predictor, as shown in Table IV-C.1 below, were lower than national average for similar programs. Due to administering the Comprehensive RN-Predictor early in the semester, students may not have completed required program content and been given enough time to synthesize material. As a remedy, at the beginning of the Spring of 2007 a Comprehensive RN-Predictor test was given. Then, based on individualized test results, students were assisted with a remediation plan, and students identified as “at-risk” were required to meet with faculty for an individualized remediation plan. A different version of the Comprehensive RN-Predictor was administered towards the end of that same semester. After graduation, each

student is assigned a VATI© faculty member to work with individually as they prepare for NCLEX- RN®. VATI© remediation and NCLEX- RN® preparation are based on results from the final Comprehensive RN-Predictor exam.

**Table IV-C.1: Comprehensive RN-Predictor Results**

	PLNU Senior Students	National Average Scores
2003	56.8%	60.8%
2004	58.9%	60.8%
2005	62.2%	68.4%
2006	62.7%	64.9%
2007	65.5%	64.7%
2008	70.9%	71.4%

In Fall of 2007, faculty voted to use standardized proficiency levels in all courses as an added means of monitoring student progress and facilitating remediation. Each semester, faculty members continue to assess and work with students who are identified as below the faculty-determined, acceptable proficiency level. As a result, NCLEX- RN® pass rates over the last two years have been greater than 94% for first-time test takers, despite the increase in the national minimum score and decrease in national NCLEX- RN® pass rates. This data will also be analyzed this next academic year to determine correlation with Comprehensive RN-Predictor and NCLEX- RN® pass rates.

## **Curriculum Evaluation**

### **Nursing Research**

As a result of faculty assessment and student feedback, faculty determined that offering the undergraduate nursing research course in the junior year would foster program improvement. Rather than waiting until the senior year for the nursing research course, faculty decided that by immersing the nursing students into nursing science earlier in the program, implementation of research findings could be further integrated throughout the curriculum.

In the fall of 2002, faculty voted to change NSG 499: Nursing Research, a senior level course, to NSG 399: Nursing Research, a junior level course. This change would also allow for students to participate in the university senior level Honor's Scholar Program, whereas previously, nursing students were extremely limited regarding understanding of the research process. Projects completed after this curriculum revision include research studies, curriculum projects, and evidence-based practice projects. Topics of Honors Scholars projects by students include:

- Use of university tutoring services by BSN students
- Motivation for military enlisted personnel to transition into officer status
- Perception of the male nursing student experiences in a BSN program
- Evaluation of pharmacology content in the BSN program
- Knowledge level regarding nutrition of the senior BSN student
- Barriers affecting decision making for BSN nurses to enter graduate school

These Honors Scholars project results have stimulated faculty discussion on program outcomes, which have led to curriculum improvements.

### **Pharmacology Content**

Formal and informal feedback was received from nursing graduates and community leaders requesting the implementation of additional pharmacology content. As part of the decision-making process, the faculty supported this as an Honor's Scholar Project, as opposed to adding units to the current pharmacology course or creating a new course. For an Honor's Scholar Project in the academic year 2006-07, a senior nursing student analyzed the current use of pharmacology throughout the entire curriculum. Her in-depth analysis identified gaps in the curriculum where pharmacology content could be enhanced. Many of her recommendations for program improvement have been implemented. See On-Site Resource Room to view her project. We will continue to track the pharmacology-related data obtained informally from current students, graduates, and community nurse leaders. To enhance the formal mechanisms for data tracking of ATI© results, the CEC will begin to analyze data beginning 2008-2009. The 2008-2009 data analysis will focus on ATI© results of clinical courses for an increase in student performance regarding pharmacology content. Additionally, the SON will continue to analyze

senior student exit surveys. The surveys will be revised to include question(s) that intentionally focus on students' perceptions of pharmacology preparation in order to determine if these revisions are making a difference.

### **New Graduate Readiness for Acute Care Setting**

Formal and informal feedback from new BSN nursing graduates and community leaders has been obtained during the annual community liaison breakfast. See On-Site Resource File. As a result, the NSG 471 Nursing of Communities: Leadership & Management Clinical Practicum is being updated to include experiences with unit-based nurse leaders who have direct responsibilities for bedside patient care whereas students in current rotations are precepting with middle to upper-level nurse managers.

The improvement in pharmacology content throughout the curriculum, in addition to the update of NSG 471, serves to augment new graduate readiness. Data will continue to be collected at the annual community liaison and alumni breakfasts. Results will be an integral part in the decision-making process for the curriculum revision as described in Standard III.

### **MSN Writing Workshop**

Each graduate student is asked to participate in an exit interview upon completion of the graduate program. This allows the student to share program strengths and areas for growth with faculty. The process has allowed for continued program outcome evaluation. The interview data is overwhelming positive. However, graduates consistently identified scholarly writing as a barrier for course assignments and ultimately project/thesis. This barrier has led to the development of the "Writing Workshop" which is offered as an introductory seminar for the program. It is free of charge, taught by the Vice Provost of Faculty Development, and is highly recommended for incoming cohorts.

#### **IV-D. Faculty outcomes demonstrate achievement of the program's mission, goals, and expected outcomes and enhance program quality and effectiveness.**

It is an expectation of the university and the School of Nursing that faculty members continue to pursue accomplishments in teaching, scholarship, practice and service. See university Faculty Handbook for the faculty evaluation process and form in the On-Site Resource File. Sections in the PLNU faculty evaluation form include:

- Scholarship of Teaching and Learning (Teaching Responsibilities)
- Scholarship of Integration (Scholarship)
- Scholarship of Discovery (Practice)
- Scholarship of Application (Service)

Faculty outcomes are consistent with the mission and goals of the university and with the mission, purposes, and outcomes of the SON as stated in Standard I. Contributions of the nursing faculty through teaching responsibilities, scholarship, practice, service, and university involvement are recorded in the table in Appendix II-A.1.

Program effectiveness is also demonstrated through faculty evaluations. Each semester, students complete either IDEA or SIR standardized evaluation forms provided by the university. Students also complete written clinical evaluation forms each semester. These evaluation forms provide faculty with feedback regarding teaching effectiveness. Each faculty member meets with the SON Dean annually to review the evaluations, discussing areas for strength and growth. See PLNU Faculty Handbook in On-Site Resource File for Promotion and Tenure procedure. The link is: <http://www.pointloma.edu/AcademicAffairs/FacultySite/FacultyHandbookHome.htm>.

#### **Teaching Responsibilities**

Theory content and clinical faculty assignments are determined based on clinical experience and expertise. See Appendix II-A.1 and Curriculum Vitae in On-Site Resource File. Full-time faculty load is 24 load credits, which is a manageable workload. In addition, faculty members

have been recognized by Sigma Theta Tau International, Zeta Mu Chapter for excellence in nursing leadership and nursing education.

### **Scholarship**

In the last 10 years, faculty have been supported and highly encouraged to complete terminal degrees in nursing. To date, the SON has the highest percentage (61%) of doctorally-prepared faculty since the inception of the nursing program in 1972. Diversity in the types of doctorates held by faculty brings a breadth of thought and knowledge of the body of nursing science into the SON teaching/learning practices and curriculum. The university and the SON recognize that the doctorate degree is one of several essential elements that contribute to program effectiveness.

Other essential elements include publishing works in peer-reviewed journals, public presentations, grant-writing, evidence-based practice projects, ongoing research, serving as chairpersons/committee members for graduate student project/thesis and undergraduate Honor's Scholar projects. Whenever appropriate, the topics and content are incorporated into classroom and clinical discussions. See Appendix II-A.1 and Curriculum Vitae in On-Site Resource File.

### **Practice**

Practice includes part-time advanced-practice work in a variety of hospital and primary care settings, volunteer work in nursing and in the community. See Appendix II-A.1. Faculty practice opportunities directly enhance program effectiveness through application and dissemination of skill and knowledge.

### **Service**

Service includes committee work within university, the SON, church responsibilities, memberships on community boards, professional organizations, and committees, and volunteer activities. University involvement includes participation in faculty committees, special events including community day, scholarly day, and new student orientation to name a few. Each of these service opportunities provide for program enhancement as the faculty then incorporate their experiences into classroom and/or clinical learning. See Appendix II-A.1.

Faculty members attend or sponsor workshops, both on and off campus, in order to enhance their teaching/learning methods. Within the SON, an annual faculty workshop is held which focuses on the faculty needs and curriculum review. Most recently, Linda Caputi, nationally known nurse educator, was invited to hold a workshop on teaching methods for nursing faculty. PLNU SON, along with Cal-State San Marcos and San Diego City College schools of nursing sponsored this program, and invited nursing colleagues and students from area nursing programs to attend. The workshop was a great success, with over 170 in attendance, and will be repeated again in the future. Many faculty members have authored materials for publication or have given public presentations to university colleagues, professional groups, and community forums during the past five years. The variety of scholarship activities is represented in Appendix II-A.1.

Faculty members are committed to providing service in the community, and have volunteered at community health fairs, health screenings, church sponsored health forums, and immunization clinics. In the Fall of 2005, Dr. Larry Rankin was provided support by the university and SON to work with Heart to Heart International in the immediate response efforts to Hurricane Katrina. Dr. Rankin's work in the devastated 9<sup>th</sup> Ward of New Orleans opened the doors for further service opportunities in collaboration with Heart to Heart International.

In December of 2006, approximately 50 SON students, staff, faculty, and the President of PLNU traveled as a part of the Heart to Heart International team to New Orleans to assist with the relief efforts after Hurricane Katrina and the subsequent flooding of that region. Residents in the 9<sup>th</sup> Ward were interviewed, data was collected, and findings were reported in an article, "Medium-Term Post-Katrina Health Sequelae among New Orleans Residents: Predictors of Poor Mental and Physical Health", *The Journal of Clinical Nursing* (In Press).

Two SON faculty and 13 students traveled to Sri Lanka during the Summer of 2006, to assist in the recovery effort after the destructive tsunami and flooding in that region. Lois Wagner, Professor Emeriti, received a Wesleyan scholarship and traveled to Romania to provide training to a non-profit organization there on the topic of Death & Dying and End of Life Issues.



Many nursing faculty members volunteered and encouraged students to join them serving at various shelters during the aftermath of the San Diego Wildfires in October 2007. Faculty and SON students volunteered at the San Diego Rescue Mission on more than one occasion, most recently in March 2008.

All students and faculty participate in the SON annual Festival of Health at the Church of the Nazarene in Mid-City. Senior BSN students in NSG 460 Nursing of Communities: Community Health Focus prepared, organized and evaluated all aspects of the Festival of Health. Each year, approximately 250 members of the community, faculty, and students are in attendance at this event. Posters presented by BSN and MSN students cover a variety of health issues and provide an opportunity to test students' teaching skills with age and ethnically-appropriate materials and visual aids. Community health agencies are invited and participate, congregations provide ethnic foods, and students from a downtown high school for homeless teens provide music. The Festival of Health is a prime example of a rich culminating experience for the SON as it encompasses all aspects of the *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 1998), *Essentials of Masters Education for Advanced Practice Nursing* (AACN, 1996), university faculty outcomes, and SON program outcomes.

Dean Barb Taylor and Dean Emeriti Margaret Stevenson traveled to a Nazarene-sponsored School of Nursing in India in December 2007 to provide consultation for the Church of the Nazarene, International Board of Education. This trip also established the ground work for a university-sponsored LoveWorks student/faculty mission trip to India. Fourteen SON students and three faculty served for three weeks at Reynolds Memorial Hospital in Washim, India in May 2008.

Many faculty members are active in nursing organizations, such as their alumni organizations, ACNL, AACN, and CCNE. For faculty affiliations with other organizations please see their vitae in the On-Site Resource File.

**IV-E. The program has established policies and procedures by which it defines and reviews formal complaints; analyses of aggregate data regarding formal complaints are used to foster ongoing program improvement.**

There have not been any formal complaints brought to the SON in the last 10 years. There is a formal conflict resolution policy published in the SON student handbook, which is referred to whenever students have informally voiced complaints. See On-Site Resource File for SON student handbook. Issues that have arisen (e.g. disagreements regarding course grades, student concerns regarding faculty) have been dealt with at the appropriate level, and have not progressed to a formal process. Communication is a key in matters that have resulted in disagreement or dissatisfaction. Faculty and staff are fully aware of the communication process and do not hesitate to inform the appropriate person for conflict resolution.

If there were an issue that was brought to a formal complaint, this matter would be immediately brought to the appropriate faculty, committee, and/or administrative person for resolution. Additionally, the issue would be taken to the appropriate person/committee, thoroughly reviewed, and steps taken to avoid the same, or a related issue, in the future.

**Standard IV - Program Effectiveness: Student Performance and Faculty Accomplishments**

**Plan of Action:**

- Survey Revision: By Fall 2009, will revise exit surveys from graduating seniors and MSN graduates as well as the alumni survey in order to gather more constructive data for program evaluation and improvement.
- ATI Data Evaluation: In the 2008-2009 academic year, evaluate the use of ATI data to facilitate selection process for possible implementation in 2009-2010. For example, the use of reading and mathematics scores from the TEAS will be evaluated for possible use as a specific selection variable. This will ultimately improve retention.
- Genetics Content: By 2010-2011, utilize data from CEC surveys to identify gaps and incorporate genetics content at all levels.
- Gerontology Content: With the goal of 2011 SON curriculum revision, enhanced threading of geriatric content at all levels and consider a separate gerontology course based on Geriatric Nursing Education Consortium (GNEC) guidelines.