STANDARD I

PROGRAM QUALITY: MISSION AND GOVERNANCE

The mission, goals, and expected aggregate student and faculty outcomes 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. 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.

I-A. The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.

Program Response:

Institution, School, and Program Congruence

As a Lutheran institution of higher learning, PLU offers the perspective that life is a gift from God, that life has purpose, that the human experience is transcendent, and that all people are ultimately created to be a positive force in the world. The PLU community accepts people from all faith backgrounds, as well as those who proclaim no faith background. The Lutheran perspective on higher education supports the belief that education must include both rationalistic ways of understanding the world and faith-based frameworks for knowing (*Lutheran Higher Education: An Introduction for Faculty* by Ernest L. Simmons, 1998). The development and campus-wide involvement in the creation of *PLU 2000, PLU 2010* and *PLU 2020* affirm the "university's mission and the expression of its identity and self-understanding as a Lutheran university".

The School of Nursing's mission, goals, and expected student and faculty outcomes are congruent with and derive from those of the university. Nursing has been integral in the development and writing of the three seminal documents affirming PLU's mission to educate students for lives of thoughtful inquiry, service, leadership and care - for other people, for their communities, and for the earth (http://www.plu.edu/about/home.php). Dr. Carolyn Schultz, Nursing Professor Emeritus, co-authored *PLU 2000*. Nursing faculty, administration and students alike were instrumental in the development and review of both *PLU 2010* and the *PLU 2020*. Nursing's Dr. Patsy Maloney served on the University Long-Range Planning Committee (LRPC) that instituted a three year process beginning in 2008 and culminated in the publication of *PLU 2020*. This latest document is an affirmation of both the university and the school's mission because it guides and informs all that the campus community does. Copies of *PLU 2000, PLU 2010* and *PLU 2020* are found in the onsite resource room, Exhibit I-A-1.

PLU and its School of Nursing strive to develop, "knowledgeable persons equipped with an understanding of the human condition, a critical awareness of humane and spiritual values, and a capacity for clear and effective self-expression." The liberal arts with the sciences are viewed as "providing the necessary and essential foundation" for professional education. Degree requirements for all nursing students document this belief, and these requirements are recognized and supported by the campus-wide community. The intellect is cultivated, "as a tool of conscience and instrument for service" and nursing, as taught at PLU, is a human service profession.

PLU's Integrative Learning Objectives (ILOs) define the goals of a PLU education in terms of critical reflection, expression, interaction with others, valuing, and multiple frameworks. These objectives offer a unifying framework for understanding how the PLU community defines the general skills or abilities that should be exhibited

by an individual who is granted a PLU bachelor's degree, regardless of major. Therefore, they are integrative in nature (http://www.plu.edu/provost/widgets/documents-forms/items/faculty-related-policies-and-guidelines/integrative-learning-objectives.pdf).

The ILOs do not represent, by themselves, a complete view of a PLU education. One can conceptualize the outcomes of a PLU education in three general categories: knowledge, skills or abilities, and values & attitudes. These outcomes occur simultaneously at the individual course, program or major, and institutional levels. The major field of study, i.e., nursing, provides students with the knowledge and understanding of a discipline or profession that will allow them to function effectively in their chosen area. With respect to this base of knowledge, these global statements can be made of PLU graduates, including those earning the BSN degree and MSN degree:

The PLU graduate is expected to have a broad knowledge of the basic liberal arts and sciences.

The PLU graduate should have an understanding of the interconnections among these basic liberal arts and sciences that provide the broad framework for living with the complexities of life.

The PLU graduate is expected to develop an in-depth knowledge of a specified area of knowledge designated as a major within the university.

The PLU graduate should have an understanding of the interconnections among the basic liberal arts and sciences and the in-depth knowledge of her/his specified major area.

The School of Nursing (SoN) affirms PLU's mission and objectives through its baccalaureate and master's degree programs, and its center for Continuing Nursing Education (CNE). The School of Nursing exemplifies the university's mission of educating for lives of service in an environment that encourages inquiry, diversity, lifelong learning, and spirituality as vital elements in the human quest for wholeness. As stated on its web-site, "the School of Nursing's Conceptual Frameworks, undergraduate and graduate, are guided by the mission of PLU and the mission of the School of Nursing. PLU seeks to educate students for lives of thoughtful inquiry, service, leadership and care--for other people, for their communities, and the earth" (http://www.plu.edu/nursing/about/mission-and-conceptual-framework.php).

The SoN faculty fully supports the mission of PLU and further holds beliefs about nursing, person, environment, and health that direct the development of programs and guide the educational process. The SoN conceptual framework illustrates the faculty's beliefs regarding learning and the development of persons for leadership in nursing, as well as competent practitioners. Although SoN's academic programs come first, the CNE offers an institutionalized structure with support for lifelong learning that is affordable to the greater nursing community, as well as sustainable by the SoN.

The congruence between the PLU mission and the SoN mission is further exemplified by comparing critical statements contained within one mission statement to its counterpart in the other mission statement (Appendix D). Similarly, the congruence between the objectives of the university with the SoN's outcomes for undergraduate-level students and graduate-level students is substantiated in Appendix E.

In summary, the nursing faculty has conceived a mission, conceptual framework, undergraduate program objectives, and graduate program objectives that significantly contribute to PLU's identity and its inherent values.

Consistency of Professional Standards with SoN Mission and Program Objectives

Through the BSN and MSN programs, the nursing faculty and staff endeavor to develop and enhance the learner's knowledge of professional standards, as well as promote professional values and attitudes in the learner that are consistent with professional nursing and state law. The Bachelor of Science in Nursing (BSN) and the Master of Science in Nursing (MSN) program objectives and curricula derive from the university and SoN mission, from the SoN program objectives, and are consistent with established professional nursing standards and guidelines. Development of the BSN objectives and curriculum reflect the American Association of Colleges of Nursing, *Essentials of Baccalaureate Nursing Education for Professional Nursing Practice* (AACN, 2008) and Chapter 18.130 RCW *REGULATION OF HEALTH PROFESSIONS — UNIFORM DISCIPLINARY ACT*, Washington State Legislature (http://apps.leg.wa.gov/rcw/default.aspx?cite=18.130&full=true). Development of the MSN objectives and curriculum reflect the American Association of Colleges of Nursing, *Essentials of Master's Education in Nursing* (AACN, 2011). The Family Nurse Practitioner curriculum incorporates the National Organization of Nurse Practitioner Faculties (NONPF) *Nurse Practitioner Core Competencies* (2012) and the NONPF *Nurse Practitioner Primary Care Competencies in Specialty Areas* (2002) content specific to the Family Nurse Practitioner.

Course descriptions and objectives for undergraduate nursing courses reflect the AACN *Essentials*. All course syllabi are available for review as hard copy on site and on-line via Sakai. Although the values and standards as presented are inherent across all levels of the undergraduate program, the BSN students are formally introduced to professional standards and values in the Sophomore II level (Nursing Course 260-Professional Foundations I). The Washington State Law further guides the course titling, course objectives, course content and clinical experiences of nursing students to meet state requirements for undergraduate nursing education.

The AACN's *Essentials of Master's Education in Nursing* (AACN, 2011) is the guiding framework for both the Family Nurse Practitioner (FNP) and the Care and Outcome Manager (COM) concentrations in the MSN program. The ANA's *Nursing: Scope and Standards of Practice* (2010) also provides guidance for both tracks in the MSN. The National Organization of Nurse Practitioner Faculty's (NONPF) *Criteria for Evaluation of Nurse Practitioner Programs* (2008), NONPF *Nurse Practitioner Core Competencies* (2011, amended 2012) and NONPF *Nurse Practitioner Primary Care Competencies in Specialty Areas: Adult, Family, Gerontological, Pediatric, and Women's Health* (2002) further guides the organization of the FNP track in course objectives, course content, required competencies, and length of clinical experiences, and provides consistency with the NONPF requirements for nurse practitioner education. Finally, AACN's *White Paper on The Role of the Clinical Nurse Leader* (2007) has directed faculty in the development of Care and Outcomes component of the MSN.

The professional standards were selected for their relevance to baccalaureate or master's level education in nursing and to advanced practice in the MSN. The standards are broad enough to encourage creativity and innovation in curricula on the program level, while establishing parameters consistent with the national level of professional nursing.

I-B: The mission, philosophy and goals/objectives of the program are reviewed periodically and revised not only to reflect professional standards and guidelines but also to reflect the expectations of the community of interest, all in pursuit of the continuing advancement and improvement of the program.

Program Response:

The School of Nursing's Mission Statement, Conceptual Frameworks, and Program Objectives are reviewed at least every five years or when there is a major change in the direction of the university and/or the SoN, revision of professional standards, and/or the community of interest. Review incorporates a process of self-reflection and open discussion that involves the SoN faculty, Dean, and staff. However, review is not exclusionary nor does it necessarily result in revision. For example, the School of Nursing hosted a faculty retreat on January 28, 2010 and with faculty guests from biology, chemistry, sociology, languages & literature, religion, and economics. The all day topic was Liberal Education for Baccalaureate Generalist Nursing Practice. The discussion was guided by a PowerPoint presentation and the program evaluation was most positive (Exhibit 1-B-1). However, no curricular changes came as a direct result.

The current SoN Mission Statement, Conceptual Framework, Undergraduate Program Outcomes and Graduate Program Outcomes were approved by the faculty in 2012. This was the result of a two year process that began in 2010. Publications, Website and other informational materials were updated to reflect the changes. The "new" SoN Mission Statement is succinct and directly addresses the School's three areas of responsibility for professional nursing education as (1) the preparation of baccalaureate generalists for the provider of direct and indirect care, designer, manager, and coordinator of that care, and a member of a profession; (2) graduate preparation of professional nurses for the roles of advanced practitioner, advanced generalist, leader, scholar and as a foundation for doctoral studies; and (3) professional development of nurses through continuing educational opportunities.

The value of the SoN programs to the community of interest as stated in the SoN Mission Statement and Program Objectives, has been cited repeatedly by students, employers, and alumni as important to them personally, to PLU, and to the advancement of professional nursing, especially in the region. In addition to nursing faculty, staff, students, and alumni, SoN's community of interest includes clinical agencies, feeder schools, clients, and PLU non-nursing faculty and staff. This process helps validate program strengths and program weaknesses in the ongoing attempt to fulfill the School's purpose as articulated in the Mission Statement and Program Objectives.

The SoN strives to be responsive to needs expressed by its community of interest. For example, two of our regional major acute care systems are striving to reduce their readmission rates for selected chronic conditions. This led to the creation of the School of Nursing's Heart Failure Community Transition Program, developed in partnership with MultiCare Heath Care System in 2007, and expanded to include the Franciscan Health Care System in 2012. Each year the program is evaluated by agency, students, and recipients of care to determine how the program can be improved and ultimately advance the care of those diagnosed with chronic heart failure in Pierce County.

The SoN also provides continuing education on a wide variety of topics for nurses in the South Puget Sound area. These CNE programs are professionally developed and market-driven. Each year new programs are offered and declining programs are phased out. Dr. Patsy Maloney, Director of Continuing Nursing Education is certified in Nursing Professional Development and serves on the content expert panel for nursing professional development. She is the section editor for Section I of the Core Curriculum for Professional Development (3rd and 4th ed). Dr. Maloney chairs the Emergency Medical Services Training and Development Committee. In addition to

the education ideas that arise from national and regional organizations, she surveys all attendees at continuing education offering to remain responsive to the needs of the community and nurses in our area. She is an active member of the Association for Nurses in Professional Development (ANPD) and Professional Nurses Education Group (PNEG). PLU's continuing nursing education is an approved provider through Washington State Nurses Association (WSNA) as well as a provider of in-service education clock hours by Professional Education and Certification Division of the Office of Superintendent of Public Instruction (OSPI), Olympia, WA.

Since spring 2010, all of the BSN and MSN courses have been redeveloped and their objectives have been revised with faculty approval occurring in May of 2012. Whereas the objectives better reflect the language of the AACN *Essentials* documents something far more significant is taking place. Our culture as a School has become comfortable with ongoing change that is data-driven and more responsive to the outside community stakeholders. This is in part due to what is happening at the university level. In short, we are less of an ivory tower called the "Lute Dome" and much more of a community partner. We not only have over 100 contracts with agencies and practitioner groups to place our students, we have semi-annual meetings to brain-storm the care of our citizens and to develop strategies without one partner dominating the other.

Since 2008, a concerted effort has been made by faculty across all nursing courses to strengthen the education of regional health providers, our nursing students and our nursing faculty to better serve the health care needs of the elderly, regardless of setting. This effort began with PLU's School of Nursing Comprehensive Gerontologic Education Program (CGEP) proposal being funded by a Robert Woods Johnson-Northwest Health Foundation grant. Local community foundations matched the funding, after a group of undergraduate nursing students submitted a review of the BSN program for gero-content and their learning needs for care of the elderly. The ambitious project was externally evaluated by Dr. Afsaneh Rahimian, and Dr. Paula Rowland in 2011 and the document is available in the onsite resource room, Exhibit I-B-2. They concluded, "at the end of this 3-year grant period CGEP has not only met, but exceeded short-term outcomes....to build competence in elder care by increasing student and faculty engagement with elder clients through academic and clinical opportunities. By building training and care delivery resources within PLU's School of Nursing and the wider health community, CGEP hopes to change the nursing culture to value quality elder care and promote as a career focus." CGEP has subsequently evolved into Partners in Care and has retained the same Coordinator, Kathy Moisio and office, Ramstad 203, since its inception.

The projected nursing shortage has created collaboration between state/county government and all institutions that educate nurses in the State of Washington. Unfortunately little has been done to address the misdistribution of nurses in the State of Washington which has a clear urban/rural divide in where nurses practice. Nursing faculty and administration at PLU are directly involved in local and regional groups that are major stakeholders in health care and nursing. These connections provide ongoing feedback loops for program evaluation and improvement, as well as critical sources of information for strategic planning.

Deans and Directors for all nursing programs in the State of Washington serve on the Council for Nursing Education in Washington State (CNEWS). This organization provides an invaluable mechanism for input to the SoN, as well as a structure for collaboration and information sharing. The SoN Dean has attended every semi-

annual conference since arriving at PLU in 1998, except for one in 2010. The Associate Dean for Graduate Nursing Programs also attends the semi-annual meetings when feasible. The SoN is also represented on the Pierce County Health Services Career Council. The mutual benefit of increasing the health care workforce and creating financial support for PLU nursing students is the goal of the council.

Since 2007, the Dean has served as one of the 12 voting members on MultiCare's Quality Committee of the Board of Directors, directing and governing quality and safety efforts for Tacoma General Hospital, Mary Bridge Children's Hospital, Allenmore Hospital, and the recently added Auburn Medical Center, as well as MultiCare's Urgent Care Centers, Women's Health Center, and Good Samaritan Medical Center. This committee's membership includes the MultiCare's Chief Nursing Officer, Kate Bechtold, as well as Diane Cecchettini, Chief Executive Officer. The Dean also serves on the Pierce County Health Services Career Council, and Olympic College's advisory board for nursing and health professions. This involvement creates a more interactive ongoing dialog and has led to better curricula, partnerships and student placements.

The Nursing Clinical Placement District #1 (http://ncpd1.com/) was created by a previous PLU Dean in response to recurrent confusion between clinical agencies and various educational institutions regarding student clinical placement. Currently the Consortium has created bylaws and expanded its purpose to better serve both the educational institutions and the facilities. Identification of additional clinical sites, and fostering respect and cooperation between institutions is expected to benefit all in our efforts to create and improve the nursing workforce. The clinical placement consortium model has been implemented in regions state-wide.

Not all innovations have been sustainable. PLU SoN was one of the first schools to implement the Dedicated Education Unit (DEU) model of educating nursing students at Tacoma General Hospital. The DEU model was not sustainable for two reasons, which involved both the SoN and our practice partner MultiCare, which is the parent organization for Tacoma General. First, the SoN moved clinical placements for adult medical-surgical nursing clinicals to Good Samaritan Hospital in Puyallup, which has a new patient care tower in 2011. There was a change in nursing leadership in the MultiCare system when Dr. Sally Watkins left MultiCare and took a position as Assistant Executive Director of Nursing Practice, Education and Research at the Washington State Nurses' Association. These changes made the DEU model at Tacoma General unsustainable.

Feedback from the community and constituents was solicited for the CCNE accreditation visit. The SoN sent letters to 91 constituents encouraging third-party comments to be sent to CCNE (Appendix F). The SoN website homepage has information regarding third-party comments being solicited in light of our accreditation visit (www.plu.edu/nursing). The upcoming CCNE accreditation visit was announced at the Fall 2012 CNEWS meeting as well as two Fall 2012 Nursing Clinical Placement District #1 meetings. The visit was announced at two PLU SoN alumni board meetings and the Fall 2012 *Continuum* alumni newsletter contained an announcement of the upcoming accreditation visit.

I-C. Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.

Program Response:

The expectations for teaching, scholarship, service and practice within the SoN are congruent with the mission and goals of the university. The PLU mission which "seeks to educate students for lives of thoughtful inquiry, service, leadership and care" is congruent with the expectation that SoN faculty are expected to seek excellence in teaching, be of service to the university and greater community and continue to practice within their specialty area. The expected student outcome for the BSN and MSN programs are to graduate nurses who are educated to care for patients in a complex health care environment, which would include a high first time pass rate on the NCLEX-RN and national certification examinations for Family Nurse Practitioner and Clinical Nurse Specialists graduates. Having faculty who are excellent teachers and actively involved with nursing practice and scholarship leads to the outcomes we have experienced in our graduates who consistently perform well on licensure exams.

Faculty are given guidance as to how to meet the expectations for teaching, scholarship, service and practice. Expectations for rank advancement and tenure within the SoN and the university are clearly spelled out in the *SoN Faculty Orientation Manual* and are congruent with the Promotion and Tenure guidelines found in the *PLU Faculty Handbook* (a copy of the Faculty Handbook is in the onsite evidence room, Exhibit I-C-1). The university evaluates faculty for promotion and tenure on their teaching, scholarship and service. The university values as its highest priority excellence in teaching, per the *PLU Faculty Handbook* (pg. 23). The SoN Tenure Track Promotion Guidelines spell out Excellence in Teaching within the SoN as: "Faculty shall provide evidence of excellent teaching and a concern for improving the quality of their teaching. Excellent teachers challenge learners intellectually, communicate effectively, show commitment to learning, remain current in discipline, demonstrate personal and professional integrity." Scholarship is defined by the *PLU Faculty Handbook* and the SoN using Ernest Boyer's model, where the scholarship of discovery, integration, application or teaching may be used as examples of scholarship for rank advancement. The service requirement for each rank is spelled out in both the *PLU Faculty Handbook* and the *SoN Faculty Orientation Manual*, with service to the university, the profession and the community taken into account for advancement.

I-D: Faculty and students participate in program governance.

Program Response:

Faculty and students may participate in governance at both the university and the SoN organizational levels. Nursing faculty members have the same privileges and responsibilities as other PLU faculty, as articulated in the *PLU Faculty Handbook*. The Rights and Duties are addressed under Article III and Governance is addressed under Article IV, and the Governance Committee under Article VII. PLU faculty as a whole meet regularly once per month during the academic year and the agenda is developed and disseminated at least one week prior to the scheduled meeting date.

Faculty participation in governance at the university level is both a right and a responsibility. At the university level, nursing faculty participate in standing, intermittent, and ad hoc committees as members or officers who advise the university on policy and direction. Nursing faculty are represented on PLU committees, although due to the small number of tenure track faculty, there is limited representation on major university-wide committees. During the 2012-2013 academic year the following faculty are serving on committees: Dr. Patsy Maloney on

Educational Planning Committee; Dr. Ruth Schaffler on Global Education; Dr. Lorena Guerrero on the Human Participants' Review Panel; Dana Zaichkin on the Benefits Committee, and Brenda Frank on the Safety Committee.

All faculty members participate in the evaluation of administrators. The Provost requests that all SoN faculty evaluate their Dean every year. The Dean, in turn, provides evaluative data regarding the performance of the Provost directly to the President's Office.

The organizational structure of the SoN is designed by the nursing faculty to support appropriate faculty and student participation in the governance of the School and its programs (Appendix G). The School has four primary committees. The Recruitment, Admission, and Progression (RAP) committee is student focused. The Recruitment, Achievement, and Development (RAD) committee is faculty focused. The Curriculum, Implementation, and Evaluation (CIE) committee is curriculum focused. The Executive Council (EC) as a communication vehicle among committee chairs and administration is charged with analyses and presentation of data, as well as setting the agenda for the School of Nursing Organization (SNO). EC is the body responsible for overall program assessment.

Committee membership and responsibilities are defined in the SoN ByLaws (Appendix H) found on the SoN Organization (SNO) Sakai website under resources and the *SoN Faculty Orientation Manual*. The SoN Bylaws specify how nursing faculty members participate in the governance of the SoN. Through participation in SNO standing committees and ad hoc committees, faculty formulate policy and act in an advisory capacity to the School's Nursing Organization (SNO) that ratifies changes in SNO Faculty Policies. Standing committees meet at least monthly and have identified spheres of influence described in the bylaws. Each committee investigates, reviews, and deliberates matters related to its area of function as specified in the bylaws and as assigned by the SNO.

Students may participate in some of the standing committees at the university level. Few nursing students participate at the university level and cite time and their schedules as limiting factors. Student participation in governance of the SNO is actualized through membership on two of the four standing committees, the Curriculum, Instruction & Evaluation Committee (CIE) and the Recruitment, Admissions and Progression Committee (RAP). Graduating BSN and LPN to BSN students have voice through exit interviews with the Dean.

Delta Iota Chi, the nursing student organization, has an assigned faculty liaison each year. Dr. Ruth Schaffler is the faculty advisor for the 2012-2013 academic year. The organization selects representatives from each semester and meets with the Dean once per year to address issues, concerns, and plan activities (e.g., blood drives, semester kickoffs, nurse recognition week). Elections are conducted and volunteers recruited annually for class representatives from each level of the undergraduate program for Delta Iota Chi. The current list of Delta Iota Chi board members and class representatives is in the onsite resource file, Exhibit I-D-1.

Student members of RAP and CIE committees are recommended to Executive Council (EC) and the Dean by the nursing faculty. Undergraduate and graduate student representation is elicited from both concentrations (FNP and COM) in the MSN program. Students on these committees are active participants with vote. This information is specified in the *SoN Student Handbook*. Students contribute to the SoN, the university, the local community, and the profession of nursing.

I-E. Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition, and fees are accurate.

Program Response:

Official PLU published documents and web-based materials regarding the SoN undergraduate and graduate programs have been reviewed and are up-to-date, accurate and clear. School of Nursing publications are consistent with the PLU publications. Each department and school within the university maintains their own website and is responsible for keeping information on their site up-to-date. Carol Whitehurst, staff member, is responsible for maintaining the SoN website. The School of Nursing works with the Office of Admission and the Office of the Registrar to ensure publications and department materials regarding the School of Nursing programs are kept current.

The university is moving toward a greener, paperless approach to publications and stopped printing an official university Catalog in the 2012-2013 academic year. The *PLU Catalog* is published annually with interim clarifications or updates published at the Office of the Registrar Catalog website (http://www.plu.edu/catalog/home).

The undergraduate and graduate program offerings are listed in the *PLU Catalog* and on the SoN website. Program Outcomes of the BSN and MSN programs are posted on the School of Nursing website on the home page for each level. The *PLU Catalog* accurately states the School of Nursing is accredited through the Commission on Collegiate Nursing Education (CCNE) and the Washington State Nursing Care Quality Assurance Commission. The School of Nursing website and materials from the Office of Admission accurately reflect that the School of Nursing is accredited through CCNE. The *PLU Catalog* for the past 50 years are available, with the past 5 year's catalogs located in the onsite resource room.

The Academic Calendar is found in the *PLU Catalog*, both the online and printed versions. The Academic Calendar is also found as a link from the Registrar's website. The Registrar's website also lists "Important Dates and Deadlines" for each semester which includes last day to add/drop a course, last day to withdraw and the first/last day of classes. The Advising week for each semester is listed on the "Important Dates" page. The Final Exam schedule is linked from the Registrar's Calendar webpage. The Registrar website is http://www.plu.edu/registrar/home. The School of Nursing may have an alternative Final Exam time based on course calendars. The School of Nursing Final Exam schedule is distributed electronically by Sakai to all faculty and students when it has been finalized. The SoN Final Exam schedule is also posted near the SoN student mailboxes. The current Academic Calendar and the SoN Final Exam Schedule is located in the onsite evidence room, Exhibit I-E-1

Student recruitment is a shared responsibility between the PLU Office of Admission and the School of Nursing. The Office of Admission maintains a website with information about the University and written recruiting materials for interested students. The School of Nursing website also contains information for prospective students. Written recruiting materials regarding School of Nursing programs are published by the Office of Admissions and are distributed to interested students either via the Admissions Office or a SoN recruiting event. Graduate student recruitment also occurs via advertisements on the PLU public radio station KPLU. BSN recruitment materials accurately reflect, "Graduates are awarded the Bachelor of Science in Nursing degree and are eligible to sit for the

NCLEX-RN for licensure as registered nurses." (http://www.plu.edu/nursing/quick-facts/home.php) and that MSN FNP graduates are eligible for national FNP certification exams and Washington State Advanced Registered Nurse Practitioner (ARNP) licensure. Examples of recruitment materials are available in the on-site resource room as Exhibit I-E-2, and in the Office of Admission in Hauge Administration Building.

The process and criteria for admission to the School of Nursing may be found at the School of Nursing website and in the *PLU Catalog*. The PLU School of Nursing Admission information page provides a link to the *PLU Catalog*. A formal transfer of credit policy is found in the *PLU Catalog* for transfer students. The School of Nursing maintains a Comparable Course Guide of courses that are considered equivalent to the prerequisite/co-requisite courses at PLU. This is linked from the School of Nursing Admission information site. Copies of Application forms for First Year, Transfer, Graduate and SoN specific forms are found in the on-site resource room as Exhibit I-E-3.

The University grading system is found in the *PLU Catalog*, whereby an "A" is awarded 4.0 points per credit hour and a "B" is awarded 3.0 points per credit, etcetera in determining the student's GPA. The *PLU Catalog* also contains the university policies on pass/fail courses, grade changes, incomplete grades, in-progress grades and medical withdrawal grades. The School of Nursing grading scale is published in the *SoN Student Handbook* (Exhibit I-E-4) and the *SoN Faculty Orientation Manual* (Exhibit I-E-5). The SoN has a policy of the grading scale appearing in all course syllabi.

The *PLU Catalog* clearly states that a minimum of 128 semester hours are required for the baccalaureate degree as well as the required courses for the BSN degree. Likewise, the *PLU Catalog* clearly states that a minimum of 33 to 48 semester hours are required for the MSN degree, with the Entry-Level Master of Science in Nursing program requiring 55 pre-licensure hours and a minimum of 30 post-licensure hours. A copy of a transcript for the BSN, MSN and MSN FNP program is in the onsite Resource Room (Exhibit I-E-6)

Information on the current undergraduate tuition and fees is available at the Student Services website. Graduate tuition is based on a cohort model and students are guaranteed the cohort special tuition pricing as long as they remain in their cohort for the duration of their program. Cohort pricing information is available with the Admission materials (Exhibit I-E-2) and at the Student Services Center website from the "Master and Special Programs" link.

I-F. Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster program improvement. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression.

Program Response:

The SoN follows the academic policies set out by Pacific Lutheran University, as outlined in the *PLU Catalog*. http://www.plu.edu/catalog/2012-2013/university-policies/home.php

Policies related to student recruitment, admission, retention, and progression

Undergraduate recruitment is a shared responsibility between the PLU Office of Admission and the School of Nursing. To ensure unbiased recruitment, the Office of Admission has Admission Counselors that are assigned

by region to recruit incoming freshman students, with interested students able to link to their admissions counselor at the PLU Admission website. The Office of Admission has a Director of Transfer Admission, currently Sean Lacy, since 2009, and a Director of Graduate Admission, currently Rachel Christopherson, since 2010. They work with transfer and graduate students respectively to facilitate their admission. The SoN has information sessions open to all prospective students interested in either the undergraduate or masters programs.

PLU follows a non-discrimination policy in admissions. There is a clear policy stated in the *PLU Catalog* and all paper applications to the SoN and PLU that, "Applications for admission are evaluated without regard to race, color, creed, religion, gender, national origin, age, mental or physical disability, marital status, sexual orientation, or any other status protected by law."

Freshman or first-year students interested in nursing can be admitted to the University with a conditional admission to the School of Nursing or as a pre-nursing major. Current PLU students or transfer students seeking admission to the nursing major must submit an application to the School of Nursing. Applicants must be accepted by the university before consideration for acceptance by the School of Nursing. Prospective MSN students submit a MSN application to the Office of Admissions for evaluation by the School of Nursing. Admission policies and criteria are published in the *PLU Catalog* and the SoN website.

Academic progression policies for both undergraduates and graduate students are spelled out in the *PLU Catalog* and in the *SoN Student Handbook*. There are clear policies regarding: minimum grade standards; course failure; grade dispute; dismissal from the university and/or SoN; advising; and medical withdrawal. There is congruence between the policies in the two documents.

The onsite evidence room (Exhibit I-F) contains:
- Admission and progression policies from the *PLU Catalog*
- Copies of applications for each of the SoN programs
- A copy of an Academic Program Contract for the BSN, ELMSN and MSN FNP students
- A CAPP (Curriculum, Advising and Program Planning) report that is an online resource available to undergraduate students and their advisors to monitor progress toward degree completion.
- A copy of the SoN Junior review form that faculty use when meeting with Junior II students to evaluate their progress toward graduation
- SoN Petition to RAP Committee regarding course failure and request to repeat a course
- SoN Policy and Procedure for Resolving Grade Disputes
- SoN Probationary Action Plan & Learning Contract form
- PLU process and policy for Medical Withdrawal from the University

I-G. There are established policies by which the nursing unit defines and reviews formal complaints.

Formal complaints or grievances are required to follow a defined process within the SoN and the University. Within the SoN, if the complaint or grievance is related to a grade, there is an informal and formal process for grade disputes spelled out in the *SoN Student Handbook* clearly labeled under Grade Dispute Policy. Students may also download a PDF of the policy from the "Documents and Forms" section of the SoN website (Exhibit I-G-1). The Grade Dispute policy clearly delineates the step-by-step process for a student to grieve their

grade. Unless a non-grade related dispute is against the student's advisor, it is to be addressed with the advisor in an effort to resolve the issue. If the issue cannot be resolved, students may submit a statement outlining the issue to the Dean.

The university encourages community members to resolve disputes informally, but when informal resolution is not possible, every member of the university community, whether faculty, student, administrator or staff, has the right to file a grievance and access the grievance procedures established by the University Dispute Resolution Committee (UDRC). Formal grievances that cannot be resolved within the SoN are referred to the PLU Dispute Resolution Committee. The committee is made up of members of Pacific Lutheran's Community and appointed by the President. Membership includes representatives from the faculty, student life, human resources and academic administration. Most of the University's grievance facilitators have completed 40 hours of formal training in mediation and have many years of experience in conflict resolution. The University Dispute Resolution Committee (UDRC) is charged with reducing conflicts and helping members of the community resolve disputes appropriately, expediently and fairly. There is a formal document found on the UDRC website for the complainant to fill out (Evidence I-G-2). The formal grievance should be filed with a member of the committee within a published time frame (5 days after informal grievance process ends or 30 working days after alleged incident). Members of the committee are published on the UDRC website http://www.plu.edu/udrc/contacts/home.php. The PLU Grievance Policy and Procedures is found in the onsite resource room (Exhibit I-G-3).

The SoN rarely has a formal complaint that goes outside the SoN to the UDRC. The last formal complaint was a student grievance that went to the URDC in 2010 and was resolved satisfactorily via the formal process. Documents related to formal complaints are available in Dean Miller's files if necessary for review.

Strengths of Program Relative to Standard 1

1. Review and revision of the School of Nursing's program at the undergraduate and graduate levels reflects the needs of the community of interest, assures congruence between the mission, conceptual framework, and goals/objectives of PLU and the SoN; and incorporates professional standards at all stages of program development, implementation and evaluation.

2. Review and revision of the SoN's undergraduate and graduate curricula are based on appropriate, valid measures and national standards that reflect a broad community of interest and places student learning and faculty development at the core.

3. Nursing faculty, staff and administration are highly committed to lives of service and care, commensurate with the PLU Mission Statement, as well as the SoN Mission Statement and Program Outcomes.

4. The School of Nursing's shared governance model, established in fall 2001, assures faculty and student participation, as well as program quality, through a constructive, ongoing process.

5. Collaborative partnerships with external stakeholders strategically positioned to improve the region's health care and having the potential of being a national model for chronic illness management.

Areas for Improvement Relative to Standard 1

1. Strengthening the faculty's ability to be developed as campus-wide leaders, outside the School of Nursing.

2. Improving website and its maintenance.

Action Plan Relative to Standard 1

1. Increasing the number of tenure-track faculty to serve both nursing and the greater university through the shared governance model at both levels. Specifically appoint two new tenure-track faculty members each year, including our faculty currently pursuing doctoral degrees.

2. Develop staff member in the Webmaster role.