

Form EAB 1.10 (Rev. 02/12) **(608) 266-1996**

**The Educational Approval Board (EAB) is a postsecondary education agency that employs a regulatory model focused not only on compliance, but also institutional effectiveness. To facilitate an environment in which schools seek to be effective organizations that improve over time, the EAB requires schools to submit evidence appropriate planning has been conducted. Although similar to a strategic or business plan, this information will enable the EAB and school officials to engage in a dialogue over time about the future of the school.**

**Schools that already have some type of strategic or business plan (e.g., schools that have either a corporate or accreditation plan) must adapt these documents to the following requirements and focus on Wisconsin operations and students.**  ***The EAB does not expect any school to divulge any sensitive, proprietary business information.* The information must address the five elements identified below and provide the information requested.**

**I. SCHOOL INFORMATION**

Name of School:

# Chamberlain University

## II. PLANNING ELEMENTS

1. **MISSION. Describe your school’s mission and vision, which identifies its purpose and its core values.**

Chamberlain University’s ("Chamberlain") mission, vision, and purpose are provided below:

Mission-To educate, empower and embolden diverse healthcare professionals who advance the health of people, families, communities and nations.

Vision-By living *Chamberlain Care®*, we graduate extraordinary healthcare professionals who transform healthcare worldwide.

Purpose-To create an academic culture in which colleagues and students thrive and that cultivates extraordinary graduates.

Chamberlain's goals begin on page 16 of the Academic Catalog, located at [www.chamberlain.edu/catalog](http://www.chamberlain.edu/catalog).

1. **MARKET. Discuss the nature of your school and the business in which it is engaged. Describe who your existing and/or potential customers are and what motivates them to enroll in your school. Explain how you let these customers know you are in business. Finally, identify who your competitors are and how you are different from them.**

Chamberlain University's College of Nursing prepares extraordinary nurses with the knowledge, skills, values and beliefs required to not only succeed but make a difference in today's complex healthcare environment. Chamberlain University aims to enhance learning across the curriculum in a tangible way through extensive support. This means students have access to comprehensive support tools and customized plans for mastering course content throughout their degree program in order to serve as extraordinary nurses who will transform healthcare.

Broadening the mission through the College of Health Professions is Chamberlain’s latest and largest step in the journey toward transforming the health of people worldwide. By educating practitioners to collaborate with partners and communities to promote regional, national and international health and wellness through the integration of education, service, workforce development and scholarly activities, the University is continually moving closer to what the Robert Wood Johnson Foundation calls a Culture of Health. Chamberlain is educating and empowering extraordinary healthcare professionals who will transform the health of people, families, communities and nations.

As one University students have the opportunity to earn a bachelor’s degree, master’s degree or a doctoral degree. Chamberlain’s degree programs have been developed to address the personal and professional needs of healthcare professionals, meet the skill and staffing needs of the industry and transform healthcare delivery as a whole for the public at large. More information regarding Chamberlain’s program is available at [www.chamberlain.edu/programs](http://www.chamberlain.edu/programs)

What differentiates Chamberlain from other on-ground and online health professions programs is *Chamberlain Care®*. *Chamberlain Care®* reflects our fundamental belief in Chamberlain's responsibility and ability to achieve superior student outcomes for a diverse population of students. Care for students is operationalized through initiatives that lead to teaching excellence, extraordinary care, and strong support for each student’s learning experience, motivating actions instead of demotivating actions and encouragement instead of discouragement in the face of challenges. *Chamberlain Care®* has become the lens through which all operations, processes, practices, behaviors and interactions are viewed and assessed.

Prospective students are nurses who seek to advance their careers, other healthcare professionals who want to explore new skill sets, and healthcare professionals who want continuing education opportunities in a flexible environment that allows them to work and go to school. Prospective students learn about Chamberlain through internet and social media marketing; exploration of the University’s website; networking with faculty, leaders and students at professional conferences; and through word-of-mouth from students and alumni.

1. **MANAGEMENT.** **Describe your management team and how it functions to lead, administer and position the school. If your school has advisory boards, describe how the school uses them for program and school improvement.**

Chamberlain University ("University) is a subsidiary of Adtalem Global Education ("Adtalem"). The Board of Directors of Adtalem delegates to the University Board of Trustees general oversight of the University's academic affairs (programs, campuses, and other major activities. The Board of Trustees reviews and approves the University’s mission, institutional policies and strategic plans; evaluates the president’s organization, management and operations of the University; and reviews and approves the annual budget and operating plan.

Karen Cox,PhD, RN, FACHE, FAAN, president of Chamberlain University (effective August 27, 2018), reports to the Board of Trustees; Lisa Wardell, CEO of Adtalem, provides operational oversight. Reporting to the president of Chamberlain, among others, are the Provost, Senior Director of Marketing, Vice President of Enrollment Management, Vice President of Finance, Vice President of Campus Operations, and the Vice President of Student Services.

Reporting to the Provost is Director, College of Nursing – Pre-licensure Program; Senior Director, College of Nursing – Post-licensure Programs; Vice President, College of Health Professions; Senior Director, Transformational Education and Learning Innovation; National Director, Academic Operations; National Dean of Faculty; Associate Provost, Institutional Effectiveness, Accreditation and Research (IEAR). The provost team is committed to serving the university’s campuses and programs, and is pursuing priority themes such as quality, innovative learning, practice readiness and non-academic care interventions for students.

The Senior Director, College of Nursing – Post-licensure Programs and the Vice President, College of Health Professions are responsible for the development, operation, and continuous improvement of the online programs.  These responsibilities include but are not limited to curriculum management and course development at the RN-to-BSN and graduate levels; delivery of superior student services to students enrolled in Chamberlain’s online programs; and achievement of key academic and business metrics related to the performance of the online nursing programs.

Reporting to the Senior Director, College of Nursing – Post-licensure Programs and the Vice President, College of Health Professions are the deans for each program. The Program Dean’s responsibility is to administer and coordinate resources to ensure courses are delivered with adherence to the curriculum and the overall program outcomes. The Program Dean also provides leadership in ongoing course delivery, ensuring Chamberlain’s educational objectives are achieved. Program deans also are responsible for approving faculty appointments, the supervision and evaluation of faculty performance, and implementation of best practices in teaching and learning. The Program Dean ensures that meaningful assessment of student achievement is conducted in each course and that assessment measures are used for continuous improvement of courses and curriculum.

**D. SWOT ANALYSIS.** **Identify your school’s strengths, weaknesses, opportunities and threats (SWOT). Based on the results of this SWOT analysis, provide the following:**

* **3 to 5 goals for strengths/weaknesses and how they will be addressed by your school.**
* **3 to 5 goals for opportunities/threats and how they will be addressed by your school.**

**The goals should have specific objectives, defined results, a timeline for completion and metrics (some type of evaluation or measurement) by which the institution can evaluate/measure their success. In developing its goals, the school may wish to refer to the Elements of Effective Institutions graphic that is included on the back page of this form.**

Strengths/Weaknesses:

1. The Chamberlain culture is based on service excellence to students. We have defined our culture of service excellence as "Chamberlain Care."

To build on the strength of the Chamberlain Care culture, Chamberlain made progress on 2 goals identified in 2017: (1) Achieve faculty engagement score of 73 or greater; and (2) Achieve student Net Promoter Score (likelihood to recommend) of 60 or greater. Faculty engagement scores for the 2016-2018 academic years exceeded the goal. The March 2018 Net Promoter Scores (NPS), a metric used to gauge student satisfaction, were above goal for the RN-to-BSN option and MPH degree program. The NPS scores for the MSN and DNP degree programs declined from the previous year and were below goal. NPS goals for the upcoming academic year have been adjusted: at least 50 for the DNP program and at least 30 for all other online programs.

One source of student dissatisfaction was the regular technology issues that accompanied a change to a new Learning Management System (LMS). The new LMS was adopted because it improved offered enhanced technology for improved instructional design as well as better reporting capabilities for monitoring learning outcomes. However, integration of the LMS with a number of Chamberlain’s related systems resulted in periods when students couldn’t access the LMS or malfunction of some of the functionalities with the LMS. A national dean for academic operations has been appointed and is responsible for the coordination with the IT team to communicate temporary solutions to students and faculty as well as working with the product vendor to resolve identified issues.

Student dissatisfaction in the DNP program was mainly centered around their practicum coordination experiences. To address this, the following were implemented: (1) a full-time DNP Lead Practicum Specialist was hired as a guide and liaison for students in submitting their applications for their practicum courses; (2) an additional Practicum Coordinator was hired to handle the increased volume of students requiring practicum placements; (3) weekly meetings between academics and the practicum coordination team to discuss student concerns and strategies for process improvements; and (4) student forums early in the program to provide information about the practicum experiences and processes so they know what to expect and their responsibilities in the practicum process.

Data indicate that Chamberlain is doing well in maintaining a culture of care. The annual Student Satisfaction Survey has an item for students to indicate their level of agreement with “*Chamberlain demonstrates it cares about me and my success*.” Agreement is defined as ratings of 6 or 7 on a 7-point scale. Aggregate agreement across all Chamberlain students during the 2018 academic year was 75%---a relatively high level of agreement. The percent of students agreeing with this statement varied by program, with FNP lower than the other online programs. However, percentages for students in the RN-to-BSN, MSN non-FNP specialty tracks, DNP, and MPH, programs were all in the high 80s.

1. Chamberlain College of Nursing has a strong emphasis on achieving superior academic outcomes. To focus attention on this strength, two goals were established for fiscal year 2017-2018: (1) Achieve 90% or greater first-time pass rate by Family Nurse Practitioner (FNP) graduates taking a national certification examination, and (2) Improve student annual average cohort retention rate. Because the 2016 FNP certification exam pass rates were not at the specified benchmark, several program improvements were implemented in the 2017-2018 academic year. These included: (1) a new clinical grading rubric with higher, but leveled standards across all practicum courses that link to clinical objectives, course outcomes, FNP competencies and MSN essentials; (2) requirements for practicum locations were modified to ensure students receive clinical preparation for practice as an entry-level FNP; (3) Clinical Virtual Interactive Student Evaluation Assignments (VISE) assignments that evaluate the mid-term proficiency of students in critical thinking, communication, and interprofessional collaboration; (4) and an Objective Structured Clinical Evaluation in the final clinical course during which the student must demonstrate to the faculty appropriate assessment, the diagnostic process including the selection of appropriate tests, development of a treatment plan consistent with current standards of practice, and professional communication and patient interaction.

Last year, Chamberlain reported that the DNP program retention fell short of the goal and identified four improvement measures. When comparing the 2017-2018 academic year with the 2016-2017 academic year, the DNP annual average cohort retention increased significantly by 310 basis points. However, the MPH program did not meet retention goals during the 2017-2018 academic year. Faculty and administrators analyzed attrition patterns and determined that the sequencing of some early courses was challenging for students. The curriculum sequence has been revised, and Chamberlain will continue to monitor MPH cohort retention.

Opportunities:

Opportunities remain in changes in the healthcare marketplace which create a need for nurses and other healthcare professionals with different skillsets than previously offered in traditional education programs. Chamberlain recognizes the need for healthcare professionals to obtain new or advanced credentials in a rapidly evolving healthcare system and uses trends in healthcare, market research, and feedback from employers and alumni to identify educational offerings that meet these needs with a goal of implementing at least two new education programs a year. Chamberlain is currently recruiting for three new programs developed during the 2017-2018 academic year: Post Baccalaureate Certificate in Leadership Foundations, Graduate Certificate in Leadership Foundations, and Graduate Certificate in Family Nurse Practitioner.

Threats:

Chamberlain strives for 100% compliances with all accreditation standards, state higher education requirements, and state licensing board regulations. Continued increases in the amount of regulation of online programs and the requirements of multiple accreditors require constant vigilance and ongoing enhancement of operations to ensure compliance. To help mitigate some of this risk for noncompliance, Chamberlain has undertaken the following: (1) application to become an NC-SARA institution; (2) implementation of Strategic Planning Online (SPOL) software to replace manual spreadsheet tracking of systematic evaluation related to standards and regulations; and (3) solicitation of proposals for technology that provides consistent, documentable, and efficient faculty credentialing.

 **E. FUTURE THINK.** **Describe your school 5 years from now. What will it look like and how it will be positioned in the market place.**

While the U.S. healthcare system has been focused on treating illness, fighting disease and finding cures, Chamberlain is part of a community of healthcare professionals committed to focusing on the health and wellness of communities worldwide. Chamberlain University is committed to increasing access to quality healthcare education nationwide in order to meet the needs of communities across the country and around the world. As we confront the numerous challenges of a highly complex healthcare environment working to meet the needs of a diverse and growing population, the University focuses on quality outcomes, patient engagement and the continued development of a health system built around collaboration. Chamberlain continually strives to provide solutions for today while laying the groundwork to help secure the highest quality care for tomorrow.

With changing demographics generating the need for broader population care, the number of opportunities for healthcare professionals to take on expanded roles also continues to grow. Chamberlain University's administration, faculty and colleagues are proactively confronting the pressing issues facing the healthcare community. By forging relationships with hospital networks, individual facilities, community colleges and national organizations, such as the National League for Nursing (NLN), Sigma Theta Tau International Honor Society of Nursing (Sigma) and The DAISY Foundation, Chamberlain University is working to prepare new healthcare professionals for the challenges of an evolving and dynamic healthcare environment and enabling practicing professionals to fill key leadership roles and transform care.