

INSTITUTIONAL PLANNING

EAP Form 1.10 (Rev. 11/18)



STATE OF WISCONSIN
EDUCATIONAL APPROVAL PROGRAM
P.O. Box 8366
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(608) 266-1996

The Educational Approval Program (EAP) 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 EAP requires schools to submit evidence that appropriate planning has been conducted. Although similar to a strategic or business plan, this information will enable the EAP and school officials to engage in a dialogue over time about the effectiveness and 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 EAP 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

A. MISSION. Describe your school's mission and vision, which identifies its purpose and its core values.

Please refer to the attached Institutional Planning Appendix.

B. 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.

Please refer to the attached Institutional Planning Appendix.

C. 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.

Please refer to the attached Institutional Planning Appendix.

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.

Please refer to the attached Institutional Planning Appendix.

D. SWOT ANALYSIS *(continued)*

Please refer to the attached Institutional Planning Appendix.

E. FUTURE VISION. Describe your school 5 years from now. What will it look like and how will it be positioned in the marketplace.

Please refer to the attached Institutional Planning Appendix.

III. SUBMISSION

I hereby certify that the information contained on this form and any attachments to the form is true and correct to the best of my knowledge.

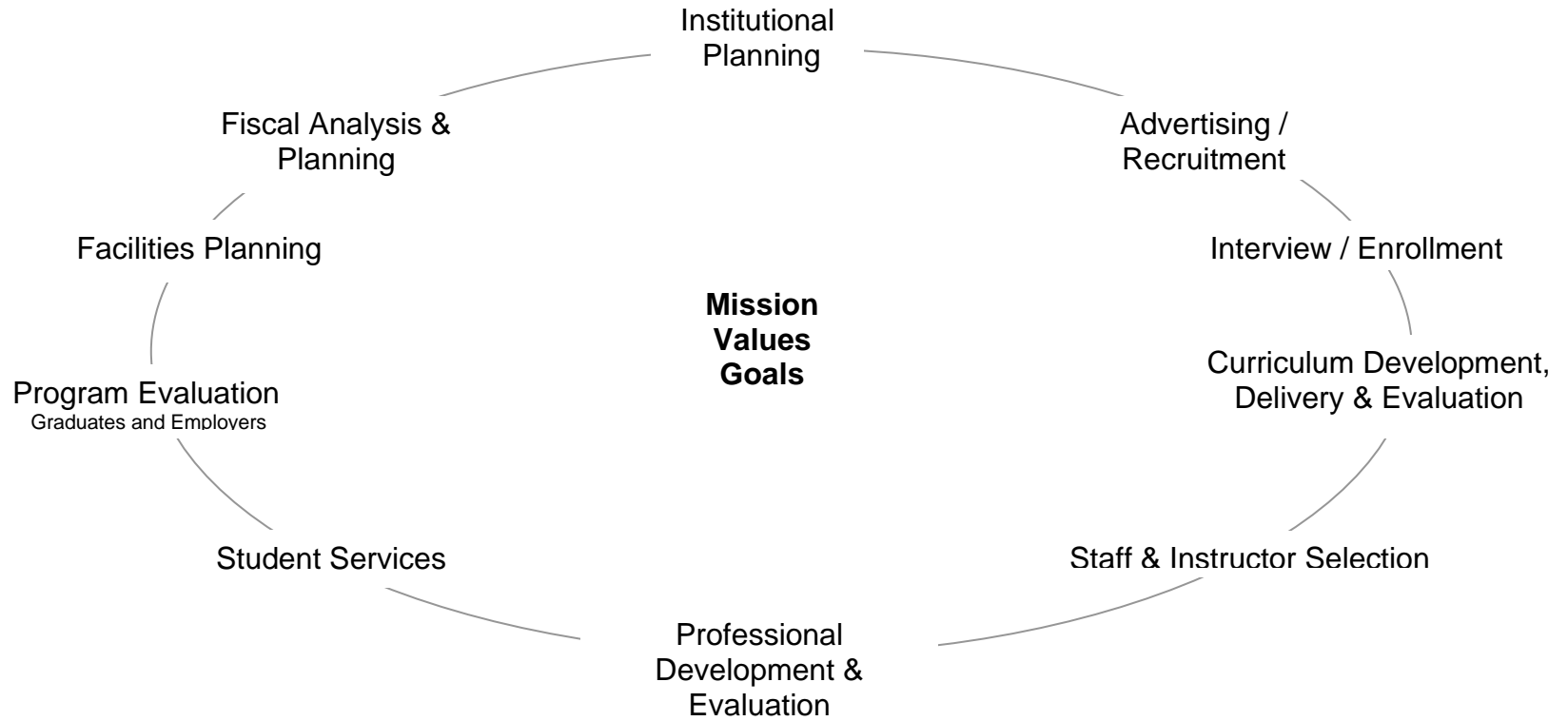
DocuSigned by:
Signature of Authorized School Official:

Corinne Yamamoto

1E215FD5208E4B2
Print or Type Name and Title of Authorized School Official:
Director, Licensing & Accreditation

Date: 8/27/2024 | 1:22 PM CDT

INSTITUTIONAL SYSTEMS



A. MISSION

Chamberlain's mission is "to educate, empower and embolden diverse healthcare professionals who advance the health of people, families, communities and nations."

Chamberlain's vision is "By living chamberlain care®, we graduate extraordinary healthcare professionals who transform the health of people worldwide."

Chamberlain's purpose is to "To create an academic culture in which colleagues and students thrive and that cultivates extraordinary graduates."

B. MARKET

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 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.

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.

C. MANAGEMENT

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, reports to the Board of Trustees and Stephen Beard, President and CEO of Adtalem, and Adtalem Institutional Support Services provides operational oversight. Reporting to the president of Chamberlain, among others, are the Provost/Chief Academic Officer, Chief Operating Officer, Vice President of Clinical Operations, and Senior Director of Institutional Innovation and Strategy.

Reporting to the Provost is Associate Provost and Chief Research Office; Associate Provost, College of Nursing Non-Pre-Licensure & College of Health Professions; Associate Provost of Academic Quality; Associate Provost of Social Mission and Academic Excellence; and the Director of Faculty Development and Education Innovation. 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 Associate Provost, College of Nursing Non-Pre-Licensure & College of Health Professions is 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 Associate Provost, College of Nursing Non-Pre-Licensure & 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

The National Council of State Boards of Nursing (NCSBN) launched a new registered nursing licensing exam, Next Generation NCLEX-RN® (NGN), on April 1, 2023. The NGN will increase the assessment of clinical judgment in real-world scenarios that require consideration of context, consequences, time constraints, and risks. The new test items use formats assessing the different layers of critical judgment to determine how candidates make decisions based on individual and environmental factors.

Chamberlain University's is committed to achieving superior academic outcomes and effectively leveraging instructional technology to support deep learning and student success. The

prelicensure Bachelor of Science in Nursing (BSN) degree program aims to achieve or exceed the national BSN first-time NCLEX pass rate. Chamberlain currently has several strategies to promote NCLEX success, including the use of a proprietary predictive model for early and ongoing assessment of academic factors and Social Determinants of Learning™ (SDOL) that identifies students at-risk for NCLEX exam failure; information about students' content/concept mastery as they progress through the program; virtually simulated standardized patient cases; and robust academic support including tutoring. Chamberlain continues to take additional steps to prepare students for academic success, use clinical judgment, and support the achievement of its NCLEX pass rate goal.

1. Use eDapt in all BSN courses. eDapt is an adaptive learning environment that allows for a personalized pedagogical approach based on the student's performance in module assignments to achieve mastery of all module concepts. The focus is on "right thinking" versus "right answer."
 - a. Embed eDapt activities into courses as they are scheduled for refresh.
 - b. Train students and faculty on how to use eDapt dashboards to identify learning opportunities and gaps before students sit for a graded exam.
 - c. Add NCLEX Readiness eDapt specific in the final two courses of the curriculum. The specific eDapt is designed to support NCLEX-RN® readiness by engaging students in a comprehensive content review, NCLEX-RN® style questions, including Next Generation NCLEX® questions and case studies, and personalized remediation. The comprehensive content review includes 79 concepts with the NCLEX-RN® Client Needs Categories and related concepts, pharmacology, and strategies for success.
2. Implement a new Clinical Judgment Exam tracking tool.
 - a. Train faculty on using the PowerBi CJE dashboard by quarter 1 FY25.
 - b. Faculty will import their course-specific data to track and identify the top 5 concepts that are areas of opportunity for improvement.
 - c. Faculty will use that data to inform active learning strategies in the classroom to increase student comprehension of complex concepts.
 - d. Data will also be tracked nationally to identify any gaps and potential opportunities to close those curricular gaps.
3. Ensure students can evaluate their strengths and weaknesses and remediate gaps in real time.
 - a. Implement Clinical Judgment Examinations across the curriculum beginning in the September 2023 session. Each subject exam includes an "Open Check" (practice) exam that allows students to take the exam multiple times after remediating their opportunities prior to sitting for the "Benchmark" exam (score entered in the grade book).
 - b. Include Strengths and Opportunities Reports for assignments so that students can engage with their learning and identify gaps in knowledge.
 - c. Utilize relearning strategies for Clinical Judgment Exams and Faculty Created Uniform Exams using Adaptive Quizzing and Clinical Judgment Cases based on Strengths and Opportunities Reports.
 - d. Employ adaptive quizzing and clinical judgment cases to cover content gaps as the student progresses through the curriculum.
4. Create NCLEX preparation activities mid-program and end-of-program.
 - a. Added Affirming NCLEX Readiness I Assignment with a mid-program 1-day virtual NCLEX Review by the National Virtual Center for Academic Success and an Affirming

NCLEX Readiness II 2-day live NCLEX Review at the end of the program by NurseThink.

- b. Students will evaluate strengths and opportunities focused on NCLEX Client Needs Areas and complete relearning to increase knowledge.
- c. Faculty conferences are completed with students to identify concept gaps and offer tools to close gaps.
- d. The student will create a study plan for the NCLEX based on opportunities data from the live review and CJE Readiness data.

The effectiveness of this action plan will be measured annually by comparing Chamberlain's overall NCLEX-RN pass rate with the national BSN published by NCSBN. Assessment of progress toward this goal will be measured throughout the year with these metrics:

- Quarterly NCLEX pass rate – *Benchmark* \geq national BSN average pass rate.
- Session aggregates clinical judgment exam performance – *Benchmark* \geq average internal score (varies by content area)
- Session aggregate CJE readiness exam performance – *Benchmark* \geq 70 average score

Achieving superior academic outcomes remains a top priority for Chamberlain University. All of the strategies described for improving NCLEX success have been fully implemented. While NCLEX pass rates have improved, Chamberlain's benchmark was unmet for the calendar year 2023. However, the 2023 pass rate of 81.23% was significantly higher than the calendar year 2022 pass rate of 76.47%. After the first two quarters, the calendar year 2024 year-to-date pass rate is 84.06%. Chamberlain continues to evaluate the current NCLEX strategies and develop new ones. New initiatives added in the July 2024 session include an enhanced mentoring model with structured and defined meeting cadence for mentors and scripting/cadence for student mentoring sessions; an after-graduation 2-day NCLEX review; and an NCLEX review product with tutorials and a question bank.

Strengths/Weaknesses

Bachelor of Science in Nursing (BSN) – Traditional & Online

- The BSN Online (BSNOL) program launched in September 2020 and has experienced significant new student enrollment growth, leadership expansion, and increased faculty hiring (full-time and VPs) since its inception.
- The program is responsive to emerging trends in healthcare, technology, and patient demographics and integrates best practices with technological advancements and clinical decision-making skills implicit to student success.
- Emphasis placed on Chamberlain's Social Determinants of Learning to inform and impact social determinants of health.
- Full-time faculty growth is analogous with student enrollment, with faculty retention remaining over 97% with faculty engagement and enablement scores consistently over the benchmark.
- Implemented Online NCLEX Readiness Specialist (ONRS) in July 2024 to support student engagement and academic outcomes. The ONRS team serves as a transformational initiative to impact retention, persistence, and NCLEX success.

- Didactic learning is delivered in a virtual format that reflects relevant professional nursing standards and guidelines as stipulated by AACN's Core Competencies of Nursing Education (AACN, 2021).
 - Online modalities include faculty-led weekly synchronous sessions, eDapt's personalized learning platform, and virtual simulation-based experiences (i-Human) that fully prepare the online student to transition to clinical practice.
 - Student satisfaction with the BSNOL program is strong, as demonstrated by a Spring 2024 Net Promoter Score of 59.
 - Some students travel outside their geographic hub for clinical placements.
1. BSNOL will continue to experience year-over-year growth of 50%.
 2. Faculty engagement score at or above 75% with faculty retention rate at or above 90% in 2024-2025.
 3. Online NCLEX Readiness Specialist (ONRS) Team efficacy will be demonstrated by a 25% improvement in all course pass rates and persistence at or above 85% for the program overall.
 4. Student Net Promoter Score will continue to be above the goal of 50 with a target goal of 50% participation among enrolled students.
 5. 90% of all BSNOL students will have clinical placements within 100 miles of their assigned geographic hub for 100% of their clinical placements.

RN-BSN

- The well-established program was revised in 2023-2024 to align the curriculum with the new 2021 AACN Essentials.
 - Faculty and program leadership have longevity with the program (5-13 years).
 - Flexible assignment due dates offered to meet the needs of students.
 - Robust resources available to all students.
 - Faculty professional development provided in live webinars.
 - Extensive faculty experience in nursing education.
 - Challenges with student use of mobile technology.
 - Program is sometimes confused with pre-licensure BSN program.
1. Utilize diverse faculty experiences and knowledge to enhance course content and student outcomes FY2025.
 2. Partner with development and technology teams to ensure current mobile technology is available and supported to optimize student satisfaction and functionality by the end of FY2025.
 3. Enhance communication with internal stakeholders to increase understanding of the program's differentiating characteristics between the two program levels (pre-licensure BSN and post-licensure RN-BSN) FY2025.

Master of Science in Nursing (MSN)

- The MSN program offers a wide range of Specialty and Accelerated Tracks, providing students with flexibility and opportunities to tailor their education to their career goals.
- The program is aligned with the CCNE standards, ensuring high academic quality and adherence to national nursing education standards.

- The number of track options requires a significant allocation of resources for course redevelopment. Prioritizing these needs can be challenging, leading to potential delays in updates and enhancements
 1. Allocate dedicated resources for high-priority track options by January 2025.
 2. Develop a prioritization plan with the Curriculum Instruction Development team by the end of FY25.
 3. Develop a rotating course and track development plan for all options by the next fiscal year.

Nurse Practitioner (All Tracks)

- Numerous avenues for entry into nurse practitioner (NP) education and practice. The four NP track offerings give students flexibility and opportunities to tailor their education to their career goals.
- The program is aligned with the CCNE standards, ensuring high academic quality and adherence to national nursing education standards.
- Low faculty turnover.
- Faculty actively employed in NP practice, providing students with real-world experience.
- Resource allocation for course updates to align with changing clinical practice guidelines can be challenging.
- National certification pass rates are a concern among nurse practitioner programs.
 1. Allocate dedicated resources for high-priority track options by January 2025.
 2. Develop a rotating course and track development plan for all options by the next fiscal year.
 3. Develop a prioritization plan with the Curriculum Instruction Development team by November 2024.
 4. Maintain national board certification rates at or above 85% for all tracks.
 5. Continue to enhance the curriculum to maintain rigor and academic standards.

Doctor or Nursing Practice (DNP)

- The DNP program has an enriching and caring culture that encourages faculty to permeate teaching practices with current research, providing an environment where student learning flourishes.
- Students consistently rate the course and faculty above the 3.5 (out of 4.0) benchmark. For FY24, the program course satisfaction was 3.74, the practicum experiences were 3.81, and the faculty satisfaction was 3.81, as evidenced by end-of-course survey data.
- The program is dually accredited by the National League for Nursing Commission for Nursing Education Accreditation (CNEA) and the American Association of Colleges of Nursing Commission on Collegiate Nursing Education Accreditation (CCNE).
- The program had a planned CNEA site accreditation visit in October of 2023, with all standards and sub-standards fully met and no recommendations from the accrediting body. Reaccreditation for ten years was received.
- Alumni survey results reflect solid recommendations for Chamberlain University and the DNP program.

- Each course has a weekly *Let's Check-In* webinar that provides a recap and overview of the upcoming week's focus and assignments.
 - Program resources are plentiful to support student success but are frequently not utilized by students.
 - Students who are not prepared to design, develop, and implement a DNP project can have difficulty progressing without an interruption to their curriculum plan.
 - Students frequently delay responding to the weekly discussion question until other students have responded and provided supporting scholarly resources, which can result in academic integrity concerns.
 - Students are sometimes ill-prepared for their project and practicum experience.
1. An on-demand and live webinar was developed and launched in 2023 to prepare students for the practicum experience. Trends in recurrent questions will be integrated into the presentation in 2024.
 2. Development of a recorded presentation providing an overview of the practicum application process, which will be launched in September - November 2024.
 3. Gated weekly discussions will begin in November 2024 to support more rigorous and robust scholarly discussions and prevent academic integrity concerns involving discussion responses.
 4. Provide open office hours beginning in May 2024 and ongoing to provide a platform where students can pose questions about the practicum application, preceptor requirements, and compliance requirements specific to their practicum site.
 5. Continue 1:1 phone calls with students and faculty in the first two courses in the curriculum and in each of the four project and practicum courses to support student acclimation to the program and clarify expectations of the DNP project.

Master of Public Health (MPH)

- The generalist concentration provides a well-rounded educational preparation for various public health career opportunities.
- The program is designed for working professionals and provides flexible scheduling with 14 and 24-month degree options.
- The Chamberlain Master of Public Health program has received a five-year initial accreditation renewal from the Council on Education for Public Health (CEPH), which is considered the gold standard for public health programs and meets the quality and rigor of public health degrees.
- MPH Dean is the current President of CEPH and has extensive expertise in population health.
- Highly qualified, diverse, and dedicated MPH faculty with extensive research and academic backgrounds rooted in public health.
- The MPH Career Academic Research Extramural Service Program (CARES) aims to enhance students' professional development by helping them understand public health practices in the community, gain insights into relevant agencies and companies, build a professional network, and explore career opportunities in public health.
- The program attracts many nontraditional students with our access mission. These students often have low GPAs or have been away from academics for an extended period.

- The MPH curriculum would benefit from redevelopment to ensure it fully aligns with the March 2024 CEPH competencies and emerging trends and current events that have occurred post-pandemic.
 1. Explore the expansion of the MPH program over the next three to five years.
 2. Further development and expansion of the MPH Career Academic Research Extramural Service Program (CARES) in 2024.
 3. Development of evidence-based interventions tailored to student's Social Determinants of Learning.
 4. Collaborate with the Curriculum Instruction Development team to redevelop the curriculum to align with current trends and events in FY26.

Master of Social Work (MSW)

- The MSW program has consistently met assessment outcomes based on our programmatic accreditor's standards (CSWE Board of Accreditation). Results are updated on the Chamberlain website every two years.
- The curriculum produces well-prepared graduates for practice in multiple settings, as evidenced by the spaces in which graduates are employed and the feedback we receive on their performance in practicum.
- The program has a rigorous assessment process for the curriculum and its operations as part of the College of Health Professions regular session review process. This results in identifying any issues or concerns with student progress, faculty performance, grades in each course, and overall student outcomes for the program. It further allows for trends to be identified and acted upon when needed.
- Over the program's first five years, this review process led to some adjustments to assignments that improved retention and pass rates for the most challenging courses in the curriculum.
- The program has a strong pool of full- and part-time professors who meet or exceed the expectations of the university in every session across all courses in the program. Students routinely cite the care and attention they receive as a primary reason for their faculty ratings.
- The program should adjust the curriculum to better reflect students' desired career plans.
- A primary challenge for students is writing, as many come from undergraduate degrees and careers that did not require academic papers regularly. Changing the types of writing to align best with practice is a better option.
- The program also needs to change its structure to better accommodate working students, for whom the current block practicum and 250 hours per session are very challenging.
 1. Redesign and launch a new curriculum to align with CSWE standards by July 2025.
 2. Redesign the practicum experience portion of the program to accommodate students' lives and individual situations, as demonstrated by overall design changes launching in FY 2026 and assessed by student feedback, matching of students to agencies in their geographic regions, and timeliness of completing the degree

- program. Data will be collected and reviewed beginning FY 26 by session (6 times per year).
3. Adjust writing assignments to focus more on practical application in social work practice, as demonstrated by grades on such assignments compared to traditional academic research papers; collect and analyze persistence and retention data to begin in September 2025 and continue.
 4. Recruit and hire new professors at a rate that maintains accreditation expectations and supports continued high-quality student experiences, reflected by session-over-session monitoring of the required ratio for accreditation compliance, beginning FY 2025 and ongoing.

***Practice Ready. Specialty Focused.*[™] Program**

- Chamberlain continues its strategic plan of creating a robust pipeline of qualified and diverse talent to meet the needs of the healthcare industry and the well-being of our communities.
 - The pilot program, which began in 2023 to identify students' "fit" with specialty-focused areas of nursing, continues to expand enrollments in the Practice Ready. Specialty Focused[™] Program, exceeding 2700 students in all four specialty courses across all campuses and the BSN Online Program.
 - Over 700 clinical rotations with over 60 partners/locations across all specialties have been completed.
 - Chamberlain partnerships have also expanded to include the Emergency Nurses Association, DaVita®, BrightStar Care®, and the Association of periOperative Registered Nurses.
 - The no-cost program receives positive feedback from student and partner participants.
 - High interest from clinical partners and professional nursing associations continues.
 - Increased inventory of clinical partners needed to support further expansion of specialties and meet student interests.
 - Additional preceptors must be recruited to support the program's growth rate.
 - Data collection of employment and post-employment satisfaction and performance in specialty focus is needed.
1. Chamberlain University will be a differentiator in nursing education, with at least one-half of all eligible students participating in at least one Practice Ready. Specialty Focused.[™] program courses.
 2. Chamberlain will expand its preceptor inventory to support the learning experience of all students as new specialty-focused courses are made available and the program expands.
 3. Chamberlain will develop a robust data collection and alumni survey specific to graduates who participate in the Practice Ready. Specialty Focused.[™] program.

Advising and Retention Services

- Chamberlain strives to provide a stellar student experience and robust support for student success. Within Advising and Retention Services, multiple departments collaborate and are committed to providing an engaging student experience that promotes persistence, improves graduation outcomes, and empowers students to achieve their full potential.
 - Academic support advising is pivotal within the university, evolving through enhanced technology and optimized communication to better meet student needs with a proactive, outreach-focused approach.
 - By improving process efficiencies and automating previously manual tasks, the academic support advising team has increased student satisfaction and enhanced their ability to identify and support at-risk students.
 - Streamlined administrative processes that allow advisors more time to engage meaningfully with students and to meet students where they want to be met.
 - Recognizing that every student has unique needs, our dedicated Student Finance Advisors (SFA) offer a range of resources and tools to provide essential guidance and help students make informed decisions.
 - One-on-one financial advising appointments provided detailed insights into costs, financial aid options, and repayment plans.
 - Financial literacy tools are available, and Student Finance inbound phone support is available 24/7/365 to serve our students better.
1. Response time to student calls: Benchmark \leq 12 minutes
 2. Providing personal attention and support: Benchmark \geq 2.5%
 3. Availability to respond to student calls: Benchmark \geq 55%
 4. Student satisfaction: Benchmark \geq 75%

Student Affairs

- Student Affairs encompasses multiple functional areas: University Engagement (including Career Services and Student Life), the Student Assistance Program, the ACHIEVE Co-Curricular Program, Student Conduct, the Ombudsman, and SIT Management. These areas collectively deliver effective programs and resources to position students for success by engaging them with essential learning and development experiences.
 - Maximizes technology to increase student access to self-service resources.
 - Perspectives' student assistance program directly supports students, offering 24/7 access to counselors and resources. This program helps students reduce stress, improve mental health, and stay motivated in school by connecting them and their families to the correct information, resources, and referrals.
 - Perspectives services are free, confidential, and available to students and their family members. They include short-term counseling, financial, life, and career coaches.
1. Integrate Chamberlain University technology with the technology resources of Student Affairs to leverage assistance to students FY25-FY26.

2. Increase student awareness and usage of resources for a positive impact on student retention and well-being FY25 and ongoing.

Opportunities/Threats

Bachelor of Science in Nursing (BSN) – Traditional & Online

- Today's adult learners demand flexible, adaptive academic environments that pivot to meet their individual needs and those of their communities of interest.
 - Exam integrity is an inherent threat to any online learning platform, including BSNOL. It was identified in early 2024, and immediate action was taken to decrease the threat. This included explicit test-taking guidelines and review and revision of the Academic Integrity process that adheres to consistent sanctioning metrics.
 - BSNOL achieved the goal of NCLEX at or above the state-required minimum pass rate of 76% in Illinois, BSNOL's domicile state. The program's goal remains to achieve a 90% pass rate every calendar year.
 - Given projected student growth in FY25 and beyond, a change in the staffing model is needed.
 - BSNOL is fully approved (didactic and clinical learning) in 34 states and supported by over 30 communities committed to clinical learning opportunities for the entire curriculum.
1. To support BSNOL's transition to practice philosophy, Skills on Point, located in St. Charles, Illinois, will be launched in January 2025 to provide hands-on learning in a supportive environment.
 2. Completion of a feasibility study for using in-person testing centers for three clinical judgment exam readiness assessments by the end of FY25 to promote academic integrity and NCLEX test-taking readiness.
 3. BSNOL will achieve an NCLEX pass rate of 80% for CY2024 and 90% for CY2025.
 4. BSNOL will implement a staffing model that includes Visiting Professors (adjuncts) for didactic learning, launching in September 2024. Full-time faculty will serve as course leaders, monitoring student outcomes, providing oversight for academic integrity, and fostering professional development for Visiting Professors as subject matter experts in the courses they teach.
 5. BSNOL continues to seek approval in nine states (41 approved), with a goal of approval in seven of nine states by 2024-2025.

RN-BSN

- Utilize program faculty to the full extent of their role to support curriculum development.
- The RN-BSN program faces increasing competition. The AACN reports over 706 RN-BSN programs in the U.S., with more than 630 offered at least partially online.
- Year-over-year decline in program enrollment.
- Enhanced marketing strategy focused on the licensed and working RN.
- The current economy can negatively impact nurses who are considering returning to school.
- Artificial Intelligence (AI) and its impact on academic integrity is still uncertain.

1. In September and November 2024, program faculty will provide feedback and recommendations to the Curriculum Instruction Development team to ensure alignment with student outcomes and an exceptional student experience.
2. The program will provide input to the AI policy to ensure it meets the needs of program students during FY25 and ongoing, as evidenced by conducting pilots and collecting feedback from students and faculty.
3. Program leadership will work with marketing to identify targeted strategies to increase enrollment during 2024.

Master of Science in Nursing (MSN)

- The current MSN Specialty and Accelerated Track enrollment is 3100 students, presenting significant growth opportunities.
 - With a current persistence rate of 80.4%, maintaining and improving this rate is critical to the program's success.
1. Increase enrollment by 20% by the end of the next fiscal year.
 2. Launch targeted marketing campaigns by the end of the next fiscal year.
 3. Expand partnerships with healthcare organizations to promote the program and increase student referrals by the end of the next fiscal year.
 4. Implement a persistence improvement plan to maintain an 88% or greater persistence rate by the end of the next fiscal year; review persistence data each session to identify and address areas of concern timely.
 5. Empower and encourage students to use various support services, including tutoring and mentoring programs, by the next fiscal year.

Nurse Practitioner (All Tracks)

- Current NP student enrollment is 10,400, indicating the high demand for the program.
 - Current persistence rate is 83.8-87.4% for all NP programs. Maintaining and improving this rate is critical to the program's success.
1. Increase enrollment by 20% by the end of the next fiscal year.
 2. Expand NP track offerings to other states.
 3. Support marketing efforts and partner with other departments to support enrollment efforts.
 4. Implement a persistence improvement plan to maintain an 88% or greater persistence rate by the end of the next fiscal year; review persistence data each session to identify and address areas of concern timely.
 5. Empower and encourage students to use various support services, including tutoring and mentoring programs, by the next fiscal year.

Doctor of Nursing Practice (DNP)

- The program has high persistence, but there are always areas for improvement. Although this opportunity exists for all academic programs, it is prudent to provide additional support mechanisms at the doctoral level due to this population's competing priorities.

- Relationships are formed with practicum site preceptors during the first week of each Project and Practicum course. Continued development of relationships with student preceptors is vital to ensure program outcomes are met, and students have a clinical experience that substantiates their practice readiness as DNP-prepared nurses.
 - Student dissemination of their DNP projects is encouraged to add to the body of nursing knowledge and publish the results of quality improvement interventions globally.
 - There exists an inconsistent understanding among visiting professors of critiquing and evaluating evidence synthesis papers and reviewing Johns Hopkins Evidence Summary tools.
1. New preceptors will be invited to the DNP Preceptor Advisory Board bi-annual meeting to share their insights and recommendations for program improvement during FY24 and beyond.
 2. By January 2025, revise the DNP Preceptor Handbook to provide additional information on the program and the role of the preceptor in supporting doctoral students.
 3. Implement a scholarship tracking system in 2024 to document faculty and student scholarly endeavors and identify faculty availability to work with individual students on disseminating their DNP project.
 4. Faculty course leaders will provide in-depth training to visiting professors during the May, July, September, and November 2024 sessions. They will also audit grade evidence-synthesis papers and the Johns Hopkins Evidence Summary tool.

Master of Public Health (MPH)

- The MPH program has limited curriculum specialty options, and expanding the curriculum with new concentrations and certificates could be valuable in meeting the needs of our diverse student population and communities of interest.
 - A complete curriculum refresh that includes COVID-19, climate change, and emergency preparedness through the lens of the Social Determinants of Learning and Cultural Humility Convergence Framework could create more opportunities for students interested in public health careers.
 - Increased competition from established brick-and-mortar institutions moving their MPH Generalist curriculum to the online platform.
 - Chamberlain's MPH program is not recognized by the Association of Schools and Programs of Public Health (ASPPH) centralized application system, known as SOPHAS, due to the Chamberlain internal application process.
 - Enrollment has declined over the last two years.
 - Piloting the centralized application system (SOPHAS) for admissions recruitment can increase the enrollment of strong, academically prepared undergraduates from public health programs.
1. Collaborate with marketing to revitalize the program against the current market trends during FY25.
 2. Develop three new certificates in behavioral health sciences and health education, infectious disease prevention, and environmental health during FY25 and FY26.

3. Transition from the internal application system to the ASPPH SOPHAS system to provide speed and efficiency in the student application process.

Master of Social Work (MSW)

- CSWE's updated standards require compliance by July 2025. This allowed the program to make curriculum revisions to align with the standards and address program weaknesses.
 - The program can be even more attractive to working students through a reduction in overall credit hours, which is part of the curriculum change process that is now underway.
 - The demand for social workers continues to rise due to the aging Baby Boomer generation, the mental health impacts on young people from COVID-19 and other traumatic events, and the recognition that social workers can be assets not only in traditional areas of service, such as health care and child welfare but also in community-based interventions, businesses' EAP programs, government, and college campuses.
 - The MSW program has partnered with a Chamberlain campus and the BSN online program to provide practicum opportunities to serve as wellness coaches. We can expand that model to other sites, benefiting both the MSW and Chamberlain's nursing students.
 - While demand for social workers is high, more traditional institutions offer their version of an online program. This creates more competition in some states.
 - The political landscape in some states is challenging for any profession that focuses on the intersecting identities of those it serves in planning for and providing care. Social work is rooted in core values that include social justice, the dignity and worth of all people, and service to all without discrimination.
1. The new curriculum structure and reduced credit hours will help meet new enrollment expectations each session, measured by the number of new students for FY 25 and beyond. Data collection will begin in July 2025 and will be ongoing.
 2. The new practicum structure will increase student retention due to fewer delays in practicum starts, as measured by a higher percentage of on-time practicum starts. Data collection will begin in November 2025, the first practicum session under the new curriculum.
 3. Increased partnerships between the MSW program and campuses to provide practicum sites for MSW students and improve support for BSN students. Measured by new partnerships and feedback from BSN students about their experiences. This process is currently underway for FY 25 and will be ongoing.

Practice Ready. Specialty Focused.™ Program

- Identify additional nursing specialties that will benefit from and seek to hire practice-ready graduates.
 - Seek grants and/or research funding to support the expansion of the Practice Ready. Specialty Focused.™ Program.
 - Disseminate the outcome of graduates and clinical partners participating in the Practice Ready. Specialty Focused.™ Program.
 - Increasing development of similar programs from other colleges and universities.
 - Human and financial resources required to support program growth.
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1. Financial resources to expand the program and meet the needs of the communities of interest will be secured through research grants or other funding sources.
 2. Chamberlain University leadership will meet with CNOs and other nursing leaders nationwide to provide an overview of the Practice Ready. Specialty Focused.™ Program and broaden clinical and preceptor inventory.
 3. Chamberlain University will engage and collaborate with other professional nursing organizations or healthcare corporations to provide a rich and robust learning experience in nursing practice specialties.

Advising and Retention Services

- Looking ahead, the focus remains on optimizing technology to enable advisors to be more proactive.
 - The team's key priority is identifying scalable solutions supporting this shift from reactive to proactive.
 - A threat to not identifying scalable solutions is colleague burnout, increased student hold times, and decreased student satisfaction.
 - Proactively identify at-risk students and inform them of available options.
 - Process/policy knowledge gaps in advising can sometimes result in student and colleague frustration.
 - Developing a process to alert students when their borrowing exceeds their academic progress, allowing them to adjust their plans before running out of funding, will be beneficial. While we strive for early intervention, we acknowledge that students must also be responsive and proactive.
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1. Improve call answer rate: Benchmark $\geq 90\%$
 2. After-call satisfaction survey results: Benchmark $\geq 80\%$
 3. First contact resolution: Benchmark $\geq 80\%$

Student Affairs

- The evolving needs and behaviors of the student population necessitate increased support in mental health, financial resources, and social and community engagement. These changing needs are directly connected to student development, learning outcomes, and the university's preparedness to address them.
- Student Affairs continues to monitor the shifts in student demographics and the need to evaluate the implementation of new scalable services and support structures to ensure the effectiveness of existing programs and to better serve a diverse student body.
 1. Build and implement a financial wellness model to support students with high debts and/or financial stress, which significantly impacts their academic performance and ability to persist, FY25-FY26.
 2. Enhance student resources, increase student financial literacy, and build student awareness of and usage of resources to improve financial management, FY25-FY26.
 3. Develop co-curricular experiences that foster student engagement and enhance a sense of belonging within the campus community, measured by increased participation, peer connections, and student satisfaction, FY25-FY26.

Compliance

Chamberlain's vendor-supported online accreditation and program assessment platform has been fully integrated into its regular processes for program review and programmatic quality improvement action planning (see below). Further, Chamberlain colleagues used the platform to collect and analyze performance and compliance data and draft self-studies for two comprehensive programmatic accreditation visits. Following these visits, the accreditation and assessment teams decided to postpone the formal evaluation of the platform to 2026-2027, when Chamberlain's subscription agreement with the vendor is due for renewal. The teams have collected informal, anecdotal feedback on the platform (and will continue to do so) from platform users. Academic leaders, faculty, assessment staff, and the subject matter experts who drafted the accreditation self-studies consistently report that the platform is intuitive, easy to access and navigate, and allows for team collaboration with action planning. The Chamberlain assessment team provides ongoing platform orientation and user support; the vendor provides technical support.

Concurrent with implementing the accreditation and assessment platform, the Director of Institutional Assessment and Accreditation and the Provost initiated revised review processes for academic programs and units. Historically, review processes entailed annual compliance and performance reviews. These processes were labor-intensive and focused primarily on quality assurance. Action planning for quality and service improvements did not always occur in tandem with the reviews.

Under the new process, academic programs and units conduct a comprehensive performance and compliance review every three years guided by the outcome measures delineated in its systematic evaluation plan (SEP). (Each SEP details how the program or unit meets its relevant accreditation criteria and licensing board requirements for academic programs and operations.) The comprehensive review includes a holistic analysis of academic and operations measures

findings and leads to a review and revision of the program/unit's action plan to address performance or compliance gaps. In the other two years of the cycle, academic programs and units assess selected key performance indicators and update existing action plans as needed. Comprehensive reviews, cycle assessments, and action plan tracking are uploaded onto the accreditation and assessment platform.

Chamberlain's vendor-supported online platform and the revised review processes ensure well-documented and systematic reviews of academic and operations performance and compliance with accreditation and regulatory criteria and requirements. Chamberlain leaders, faculty, and staff have embraced the platform and revised processes, and recent accreditation site visitors have noted the effectiveness of Chamberlain's program reviews in their reports.

E. Future Vision

By forging relationships with hospital networks, individual facilities, community colleges, other industry participants, 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 earn their RN to BSN completion and advanced degrees, continue their professional development, fill key leadership roles and transform healthcare. The future vision includes a continued focus on ensuring equitable accessibility of nursing education to all populations and increasing persistence goals to support student achievement of academic outcomes. By integrating advancing technologies and AI tools and resources, the learning experience will be enhanced, allowing students to flourish. Chamberlain will maintain world-class, engaged faculty and leaders who exceed student satisfaction benchmarks while maintaining high academic rigor and standards.