



Program Review Self-Study

Academic unit: Nursing

College: Health Professions

Date of last review 2009

Date of last accreditation report (if relevant) 2003

List all degrees described in this report (add lines as necessary)

Degree BS Nursing CIP\* code 51.1601

Degree MS Nursing CIP code 51.38

Degree Doctor of Nursing Practice CIP code 51.3818

\*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Faculty of the academic unit (add lines as necessary) – *as of June 2011*

Name	Signature
<u>Heather Baker, Clinical Educator (UP who teaches &gt; 50%)</u>	_____
<u>Carol Bett, Instructor (Temporary Faculty)</u>	_____
<u>Mary Lynn Burnett, Clinical Educator (UP who teaches &gt; 50%)</u>	_____
<u>Theresa Cooper, Clinical Educator (UP who teaches &gt; 50%)</u>	_____
<u>Terri Core, Clinical Educator (UP who teaches &gt; 50%)</u>	_____
<u>Betty Elder, Associate Professor</u>	_____
<u>Mary Faragher, Instructor (Part-time)</u>	_____
<u>Yvonne Fast, Lecturer (teaches &gt; than .5 FTE)</u>	_____
<u>Phyllis Fletcher, Clinical Educator (UP who teaches &gt; 50%)</u>	_____
<u>Diana Guthrie, Adjunct Faculty</u>	_____
<u>Jeanie Harris, Clinical Educator (UP who teaches &gt; 50%)</u>	_____
<u>Karen Hayes, Instructor (Part-time)</u>	_____
<u>Shirley Hazen, Clinical Educator (UP who teaches &gt; 50%)</u>	_____
<u>Alicia Huckstadt, Professor, Director of DNP Program</u>	_____

Brandy Jackson, Director of Undergraduate Program (UP who teaches 50%) \_\_\_\_\_  
Phyllis Jacobs, Assistant Professor \_\_\_\_\_  
Mary Koehn, Associate Professor, Chair and Associate Dean CHP \_\_\_\_\_  
Pam Martin, Clinical Educator (UP who teaches > 50%) \_\_\_\_\_  
Jacque McClendon, Director of MSN Program (teaches 50%) \_\_\_\_\_  
Victoria Mosack, Assistant Professor \_\_\_\_\_  
Stephanie Nicks, Clinical Educator (UP who teaches > 50%) \_\_\_\_\_  
Bill Novak, Instructor (Part-Time) \_\_\_\_\_  
Susan Parsons, Assistant Professor \_\_\_\_\_  
Debra Pile, Assistant Professor \_\_\_\_\_  
Jennifer Morrison, (Part-time) \_\_\_\_\_  
Dee Morris, Instructor (Part-time) \_\_\_\_\_  
Betty Smith-Campbell, Professor \_\_\_\_\_  
Elaine Steinke, Professor \_\_\_\_\_  
Jane Washburn, Clinical Educator (UP who teaches > 50%) \_\_\_\_\_  
Cathy Weitzel, Instructor (Part-Time) \_\_\_\_\_  
Karen Wirth, Lecturer (teaches > .5 FTE) \_\_\_\_\_

20-22 additional lecturers are hired each year to primarily supplement teaching in the labs and clinical settings.

Submitted by: Mary Koehn, Chair School of Nursing and Associate Dean College of Health Professions

Date June 22, 2011 \_\_\_\_\_

**1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).**

- University Mission:

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship and public service the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community.

- Program Mission (if more than one program, list each mission):  
The mission of the School of Nursing is to prepare students from diverse populations to provide professional nursing across the continuum of health. Faculty in the School of Nursing promote innovation and excellence in nursing education through practice, scholarship, teaching, and service at the baccalaureate, masters, and doctoral levels.
- The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs. The School's mission is consistent with the *community focus of WSU* and the College of Health Professions. The School offers quality nursing programs using innovative *teaching in partnership with community clinical health care agencies*. Congruent with the university's mission, through *teaching, scholarship, practice, and service*, the School prepares students from diverse background to provide professional nursing across the continuum of health.
- Has the mission of the Program (s) changed since last review?  Yes  No
  - If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

The mission will likely need to change to reflect the dynamic nature of the healthcare delivery system that is requiring the school to address current and future health care reform and the recommendations of the *Initiative on the Future of Nursing* (Institute of Medicine Report, 2011).

Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review?

Yes  No

- If yes, describe the changes in a concise manner.

The School of Nursing offers the traditional two year, upper division, **Bachelor of Science in Nursing (BSN)**, an accelerated BSN option, and an RN to BSN completion program. Sixty students are admitted in the fall and spring semesters to the traditional BSN program. The accelerated program, a self-funded, 15 month program, is capped at 30 students/year. Currently there are 28 students who will graduate July 1 and a new class of 28 started in late May. The RN (ADN or Diploma) to BSN plan is not capped and offers advanced placement to registered nurses. All course work is offered via Internet except for the clinical practicum. Additionally, there is an option for a Dual/Accelerated Bachelor's to Master's Degree Program. This program is available for those ADN students with a GPA of 3.25 or higher who intend to continue progression into the Master's program.

The BSN program has six outcomes for graduates of the program:

1. Communication
2. Patient Centered Care
3. Evidence Based Practice
4. Health Promotion
5. Collaborative Care
6. Quality Improvement

Progress towards these objectives is measured by; national licensure exam rates, clinical evaluation tools, achievement of a capstone course, student posters assessed by rubric, use of higher order exam questions.

**The Master of Science in Nursing (MSN)** prepares advanced registered nurse practitioners (ARNPs) who function as clinical nurse specialists, nurse practitioners, and educators. The MSN programs require 49 credit hours. Twenty-four core credits must be completed prior to admission to one of the five specializations: Family Nurse Practitioner, Adult Clinical Nurse Specialist, Psych Mental Health Nurse Practitioner, Acute Care Practitioner, Nurse Midwifery, and Pediatric Nurse Practitioner. Students are admitted as cohorts to these specialty options. Currently, the only capped specialty option is the Family Nurse Practitioner program admitting 20 students each summer. The Nurse Midwifery option is available through collaboration with the University of Kansas, which offers the clinical specialty course work. Due to low enrollments, the Pediatric Nurse Practitioner specialty will be suspended after the completion of this year's class (July). Students may also elect to take an additional nine-credit hours of nursing education courses, for a total of 58 credit hours. Post-Master's graduate certificates in the advanced practice population-focused options are also available. The MSN program objectives are as follows:

1. Synthesize knowledge from the physiological and behavioral sciences and humanities to support advanced nursing practice and functional role development.
2. Demonstrate advanced practice expertise in a selected field of nursing.
3. Apply conceptual frameworks for nursing practice from a variety of current concepts and theories relevant to nursing.
4. Collaborate with other health professionals to provide care for individuals and groups.
5. Demonstrate leadership in planning, initiating, and evaluating strategies for improving health in a diverse society.
6. Contribute to the development of nursing as a scientific discipline through scholarly endeavors.
7. Demonstrate critical inquiry, decision making skills, and communication skills as an advanced practice nurse.
8. Evaluate health care outcomes using a variety of measurements including the use of information systems.

Progress towards these objectives is measured by; comprehensive exams, practicum course achievement, faculty graded papers, exams, and projects.

The **DNP degree** was approved by the Kansas Board of Regents on November 15, 2007. The program has two points of entry, post Master's and post Baccalaureate. The first post Master's students began classes in January of 2008 and the first post Baccalaureate enrolled students in fall 2008. To date, three students, all post-master's, have completed the DNP program.

The DNP program objectives are as follows:

1. Synthesize nursing science with knowledge from ethics, law, the biophysical, psychosocial/cultural, analytical, and organizational sciences to support advanced nursing practice.
2. Use organizational and systems leadership principles to contribute to excellence in health care.
3. Demonstrate advanced practice competencies in a selected field of nursing.
4. Demonstrate critical inquiry, decision making skills, and communication skills as an advanced practice nurse.
5. Implement strategies for health promotion, risk reduction, and population health.
6. Contribute to health care policy through advocacy.
7. Develop partnerships to improve individual and population health outcomes.
8. Evaluate evidence to determine and implement best nursing practice.
9. Contribute to the development of nursing as a scientific discipline through scholarly endeavors.

Progress towards these objectives is measured by the following: DNP portfolios, final residency project, faculty graded papers and exams.

All programs require clinical practica (BSN 1152 clinical/lab hours; MSN 700 clinical hours; DNP Residency 6 credit hours). These clinical practica require preceptors and community resources for clinical placement. The Kansas State Board of Nursing regulations require a maximum instructor/student ratio of 1:10 in a clinical setting for pre-licensure students. Nurse Practitioner students are paired 1:1 with a qualified preceptor with instructor oversight of 1:6-8 which meets the criteria for The National Organization of Nurse Practitioner Faculties.

All programs (pre-licensure and graduate) require specialized clinical laboratory learning experiences. These experiences include simulation and practice with technologies and skills.

**2a. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.**

### Undergraduate - BSN

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#):			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY									
			TTF= Tenure/Tenure Track	GTA=Grad teaching assist	O=Other instructional FTE												
			TTF	GTA	O												
Year 1→	10 (FI 2007)	7 (FI 2007)	11.8	0.5	18.3	9,191 (08)	385 (07)	140 (08)									
Year 2→	11 (FI 2008)	8 (FI 2008)	11.5	0.5	22.7	10,137 (09)	378 (08)	131 (09)									
Year 3→	10 (FI 2009)	10 (FI 2009)	11.1	0.5	20.3	10,294 (10)	462(09)	157 (10)									
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE									
↓																	
Year 1→						30.6	300	12.6	4.6								
Year 2→						34.7	292	10.9	3.8								
Year 3→						31.9	323	14.5	4.9								
**Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
	Year 1→CY08	15	0	22	16	13	0								1	6	12
Year 2→CY09	10	1	5	11	4	0								2	15	8	81,495
Year 3→CY10	8	0	13	3	3	0								1	8	7	159,753

\* Winning by competitive audition. \*\*Professional attainment (e.g., commercial recording). \*\*\*Principal role in a performance. \*\*\*\*Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

**\*\*NOTE: Faculty teach across programs; therefore, the scholarly activity data has not been separated by UG/Grad faculty entries. However, the majority of publications, presentations, etc., are produced by the Tenured or Probationary track faculty.**

Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

Currently, only four of the tenure or tenure track faculty teach in the undergraduate program. The UG program heavily relies on full time and part-time Clinical Educators, in addition to lecturers hired per semester, for teaching. Workload for a Clinical Educator is defined as 80-90% teaching and 10-20% service. The 80-90% teaching is equivalent to 20-25 student contact hours/week (lab, clinical, didactic). Tenure/tenure track faculty are expected to

teach 6-9 credit hours/semester; however, for some faculty, this teaching load is sometimes exceeded. This past year, 2010-2011, the UG Director has made efforts to decrease the disparity in workload among the UG faculty.

Although the faculty (including clinical educators, instructors, and lecturers) are highly qualified, leadership in the school and the program has identified the need to change the process for assessing and documenting accountability for quality and productivity among faculty. That is, the type of materials and the internal process for annual review are being revised so that the process for feedback to the faculty will be outcome-based with opportunities for improvement more clearly articulated. This process will involve increased clarification of expectations.

Recruiting the best qualified applicants for faculty teaching positions is a challenge. For example, one position was unfilled for nine months. This position has finally been filled with a new Clinical Educator starting in the fall. A significant barrier to recruiting highly qualified faculty is the inability to compete with salaries for nursing professionals who are practicing in clinical settings.

In addition, the nursing program leadership and the faculty will be exploring alternative/different teaching models that support increased consistency. An expected outcome of this change would be a decrease in the need for the multiple lecturers (adjunct faculty) in the program.

**2b. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.**

**Graduate - MSN**

Last 3 Years	Tenure/Tenure Track Faculty (Number)		Instructional FTE (#): TTF= Tenure/Tenure Track GTA=Grad teaching assist O=Other instructional FTE			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY									
	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	TTF	GTA	O												
Year 1→	8 (Fl 2007)	8	8	.5	2.1	N/A	135 (07)	35 (08)									
Year 2→	7 (Fl 2008)	7	7	.5	2.1	N/A	111 (08)	29 (09)									
Year 3→	7 (Fl 2009)	7	7	0	2.8	N/A	127 (09)	34 (10)									
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE									
↓																	
Year 1→						N/A	N/A	N/A									
Year 2→						N/A	N/A	N/A									
Year 3→						N/A	N/A	N/A									
**Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	**	***	****	Juried	*****	Juried	Non-Juried				
Year 1→CY08	15	0	22	16	13	0								1	6	12	55,056
Year 2→CY09	10	1	5	11	4	0								2	15	8	81,495
Year 3→CY10	8	0	13	3	3	0								1	8	7	159,753

\*\* Winning by competitive audition. \*\*\*Professional attainment (e.g., commercial recording). \*\*\*\*Principal role in a performance. \*\*\*\*\*Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

\*From the table on page 3, indicate number of faculty (and instructional FTE) teaching in the graduate program.

**\*\*NOTE: Faculty teach across programs; therefore, the scholarly activity data has not been separated by UG/Grad faculty entries. However, the majority of publications, presentations, etc., are produced by the Tenured or Probationary track faculty.**

Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

Considering their teaching loads, the faculty have been highly productive in their scholarly activities. These faculty carry a teaching workload of 6-9 credits/semester with some faculty having higher workloads. The faculty also have a significant advising load. Two faculty were awarded sabbatical leaves this past academic year (one in fall; one in



spring) with another faculty awarded sabbatical for spring 2012. Due to the budget cuts in 2009, one full-time faculty position was lost. Yet, increasing numbers of students are applying and starting the Master's program. As a result, the "core" courses (first 24 hours of Master's course work) are experiencing larger numbers in the classes. Therefore, the quota for each of these courses has been "capped" at 30 students/semester.

Although the faculty (including clinical educators, instructors, and lecturers) are highly qualified, leadership in the school and the program has identified the need to change the process for assessing and documenting accountability for quality and productivity among faculty. That is, the type of materials and the internal process for annual review are being revised so that the process for feedback to the faculty will be outcome-based with opportunities for improvement more clearly articulated. This process will involve increased clarification of expectations.

Currently, one position is posted (for either an FNP or ACNP faculty – this position will fill a retirement). As stated with the UG assessment, a significant barrier to recruiting highly qualified faculty is the inability to compete with salaries for nursing professionals who are practicing in clinical settings.

**2c. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.**

**Graduate - DNP**

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#):			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY									
			TTF= Tenure/Tenure Track	GTA=Grad teaching assist	O=Other instructional FTE												
			TTF	GTA	O												
Year 1→*N/A – first students entered DNP in Spring 2008	8 (Fl 2007)	8		0	0	N/A	0 (07)	0 (08)									
Year 2→	8 (Fl 2008)	8	8	0	.5	N/A	8 (08)	0 (09)									
Year 3→	8 (Fl 2009)	7	7	0	.5	N/A	8 (09)	3 (10)									
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE									
↓																	
Year 1→						N/A	N/A	N/A									
Year 2→						N/A	N/A	N/A									
Year 3→						N/A	N/A	N/A									
**Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	**	***	****	Juried	*****	Juried	Non-Juried				
	Year 1→CY08	15	0	22	16	13	0								1	6	12
Year 2→CY09	10	1	5	11	4	0								2	15	8	81,495
Year 3→CY10	8	0	13	3	3	0								1	8	7	159,753

\*\* Winning by competitive audition. \*\*\*Professional attainment (e.g., commercial recording). \*\*\*\*Principal role in a performance. \*\*\*\*\*Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

\*From the table on page 3, indicate number of faculty teaching (and instructional FTE) in the graduate program.

\*\*NOTE: Faculty teach across programs; therefore, the scholarly activity data has not been separated by UG/Grad faculty entries. However, the majority of publications, presentations, etc., are produced by the Tenured or Probationary track faculty.

- a. Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

The DNP was fully accredited by the Commission on Collegiate Nursing Education (CCNE) in spring 2010. To date, three DNP students have graduated from the program. With the proposed date of 2015 for all advanced nursing practice (FNP, ACNP, etc.) to move to the DNP level, significant growth in this program is expected. See MSN assessment on previous page.

**3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students. Complete this section for each program (if more than one). Attach program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).**

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)	
		Majors	All University Students
	BSN		
Year 1 →	385 (07)	22.2	22.7
Year 2 →	378 (08)	22.6	22.9
Year 3 →	462(09)	22.8	23.0

KBOR data minima for UG programs: ACT  $\leq$ 20 will trigger program.

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.\*

Last 3 Years	Total Admitted - By FY		Average GPA (Admitted) – Domestic Students Only (60 hr GPA for those with $\geq$ 54 hr reported) By FY			
	MSN	DNP	MSN GPA	DNP GPA	College GPA	Univ GPA
Year 1 →08	77	9	3.47	3.66	3.60	3.52
Year 2 →09	74	8	3.50	3.51	3.57	3.49
Year 3 →10	91	5	3.45	3.48	3.56	3.49

\*If your admission process uses another GPA calculation, revise table to suit program needs and enter your internally collected data.

c. Identify the principle learner outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e.

Learner Outcomes (most programs will have multiple outcomes)	Measurement (e.g., rubric, portfolios, rubrics, writing samples, exams)	Results
See Appendix		

- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results, employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the goals and objectives of the program as listed in 1e).

Student Satisfaction (e.g., exit survey data on overall program satisfaction). <sup>*</sup> If available, report by year, for the last 3 years			Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Result (e.g., 4.5 on scale of 1-5, where 5 highest)	Year	N	Name of Exam	Program Result	National Comparison <sup>±</sup>
1 FY 07/08		Not available (BSN)	1 2008 (Jan-Dec)	105	National Council Licensure Examination for Registered Nurse	90%	88%
2 FY 07/08		Not available (BSN)	2 2009 (Jan-Dec)	142	National Council Licensure Examination for Registered Nurse	89%	89%
3 FY 09/10	44	3.77 (BSN fall 2009 only)	3 2010 (Jan-Dec)	107	National Council Licensure Examination for Registered Nurse	87%	88%
2006-2010 (five year average)	Ukn	3.97 (Graduate program only)	2007		FNP ACNP PMHNP PNP (All American Nurses Credentialing Center)	100% 75% 100% 100%	93.34% 86.19% 79.99% Unavailable
			2008		FNP ACNP PMHNP PNP	Unavailable 100% 100% 100%	92.15% 79.79% Unavailable
			2009		FNP ACNP PMHNP PNP	100% Unavailable Unavailable Unavailable	Unavailable

<sup>\*</sup>Available for graduate programs from the Graduate School Exit Survey. Undergraduate programs should collect internally. <sup>±</sup> If available.

- e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

### Undergraduate - BSN

Goals/Skills Measurements of: -Oral and written communication -Numerical literacy -Critical thinking and problem solving -Collaboration and teamwork -Library research skills -Diversity and globalization	Results	
	Majors	Non-Majors
Oral and Written Communication – 2 <sup>nd</sup> semester (Junior level) students will demonstrate ability at a milestone level (2-3) as evidenced by the inquiry and analysis, critical thinking, and information literacy value rubrics (AACU rubrics)	BSN Critical Thinking Value Rubric – Mean of 2.06  Information literacy Mean of 2.63  Inquiry and Analysis-Mean of 2.60	
Numerical Literacy - 95% of students will pass dosage calculation by third attempt in order to progress in the nursing program.	AY 2010/2011 – 99% (1 student was unsuccessful after 3 <sup>rd</sup> attempt, did not progress in the program)	
Critical thinking and problem solving – Using higher order exam questions (analysis/assessment) students will show progress toward critical thinking and problem solving from junior to senior year.	BSN A difference in mean scores was observed, 3.65 to 3.78 this change was not significantly significant (p=.066). Overall students did show improvement toward higher level cognitive thinking.	

### Graduate Program: MSN

The MSN program selected the following three goals/skills measurement:

- Critical Thinking, Information Literacy, Inquiry and Analysis
- Measurement: AACU rubrics actual scores
- Data: Final paper from N703 Theoretical Foundations of Advanced Nursing Practice (beginning course) compared to the Comprehensive Exam (end of program)

Goal	N703 rating Avg (N=10)	Comp rating Avg (N=10)
Critical Thinking (20 possible points)	10.4	14.0
Information Literacy (20 possible points)	10.4	15.2
Inquiry and Analysis (20 possible points)	13.5	18.2

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: <http://www.aacu.org/value/rubrics/>

- f. Provide a brief assessment of the overall quality of the academic program using the data from tables in 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention). Also indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

Provide assessment here:

#### 3a and 3b)

#### Quality of Student and Admission Process for BSN programs

Students admitted to the undergraduate nursing program undergo an intensive competitive application process.

Minimal admission requirements include:

- A cumulative GPA of 2.75 in all college work and a grade of C (2.0) or above in prerequisite courses.
- A proficiency level or above on all four sections of the Test of Essential Academic Skills (TEAS), standardized exam.

During the fall 2007-summer 2010, 89% of the applications received met the above qualifications, 54% of those were admitted. The average GPA of all students admitted to the BSN program is 3.44. Additional criteria used to select qualified applicants include the following: previous healthcare experience, experience with diverse populations, science GPA, student interviews, 1<sup>st</sup> generation student, and previous degree. The SON attrition rate is <2% for academic reasons.

In spring 2011 the SON began to revise the application and selection process as new evidence suggest that reading, science, and ACT scores are the best predictors of success in nursing programs. The SON expects to implement an updated, evidence based selection process for the incoming spring 2013 cohort.

### Quality of Student and Admission Process for MSN and DNP programs

Students admitted to the MSN nursing program undergo an intensive competitive application process. Minimal admission requirements include:

- Admission to the WSU Graduate School
- A BSN degree from a nationally accredited school (NLN or CCNE).
- A GPA of 3.00 in the following areas:
  - Last 60 hours of undergraduate college work
  - Undergraduate nursing courses
  - Any graduate level courses taken, and in required MSN course, if any.
  - The following science courses: Microbiology, Anatomy & Physiology, Pathophysiology, and Pharmacology, and have earned a “C” or higher in each science course.

Students admitted to the **Post-Baccalaureate DNP** nursing program undergo an intensive competitive application process. Minimal admission requirements include:

- An approved graduate level statistics course taken within the last six years
- A GPA of 3.0 or higher in the following areas:
  - Last 60 hours of undergraduate course work
  - All undergraduate nursing courses
- The following science courses: Microbiology, Anatomy & Physiology, Pathophysiology, and Pharmacology, and have earned a “C” or higher in each science course.

Students admitted to the **Post-Master’s DNP** nursing program must meet the following criteria:

- An approved graduate level statistics course taken within the last six years
- A nursing Masters degree from an accredited school with a GPA of 3.25 or higher in all Master’s work
- Individual/Family focus applicants will be required to:
  - Present proof of ARNP licensure in Kansas and
  - Present proof of/eligibility for national certification as a nurse practitioner or clinical nurse specialist
- Some latitude may be given in the following GPA requirements on an individual basis (3.0 or higher in the following areas):
  - Last 60 hours of undergraduate course work
  - All undergraduate nursing courses
  - These four science courses (all 4 must have been taken with an average of at least 3.0 – no grades lower than a “C” in any one course)
    - Anatomy/Physiology, Microbiology, Pathophysiology, Pharmacology

Admission GPA for MSN and DNP programs appears to be consistent with the College and University GPA’s.

### 3c) Learner Outcomes for each program and quality improvement as result of data collected.

See Appendix

### 3d) Student Satisfaction Survey and Licensure Pass rate

## **BSN**

Initial baseline data shows a 3.77 on a 1-5 Likert scale. Trending data is not available to draw a conclusion regarding student satisfaction. In spring 2011, the implementation of the undergraduate exit survey will provide this data.

National Licensure pass rates for the BSN prepared students are comparable to the national mean. The School of Nursing continues to work toward a 100% pass rate for all graduates. Several changes have been instituted or are in progress as the SON works toward meeting the goal. These changes include:

1. Implementation of an evidenced based admission process/criteria. Expected implementation date for spring 2013.
2. Identification of "at-risk" students with early intervention and 1:1 instructor assistance.
3. Introduction of National Licensure exam practice during the initial semester of the nursing program.
4. Students who speak English as an additional language are offered group meetings, with a focus on test taking/reading skills

## **MSN & DNP Program Goals (see attached Graduate Nursing MSN & DNP Program Goals and Exit Survey Results)**

Eight program goals were set for the graduate nursing programs: (1) Recruiting and maintaining qualified faculty and preceptors, (2) Acquiring and maintaining quality equipment and clinical learning facilities, (3) Admitting qualified students to full standing, (4) Graduating at least 90% of students within the six-year time limit, (5) achieving an employment rate of 90% for graduates within one year, (6) Achieving at least 90% national certification rates, (7) Evaluating the DNP curriculum and first cohorts of students/graduates; and(8) Achieving successful accreditation of the DNP program.

Goals were assessed and outcomes analyzed. The number of qualified faculty, preceptors, equipment and supplies were adequate for the programs but as the student enrollment in population foci areas continues to increase, more doctorally prepared, nationally certified faculty members and state of the art equipment/supplies are needed to accommodate accreditation requirements and to maintain quality programs.

All qualified students were admitted into full standing status; however, 75% to 90% of those who are admitted to their population focus graduate within the six-year time limit set by the Graduate School. The reasons for not completing the population foci within the time limit were primarily personal/family issues reflecting the demographics of the students.

Graduate nursing students are typically employed as registered nurses and have multiple family obligations that may take precedence over graduate education. The employment rate for graduates was met as the majority of graduating students have employment opportunities at the time of graduation.

National certification rates are primarily high (100%, 75%, 100%, 100%, 100%, 100%, 100%, 100%, 100%, 85%, 100%) for those students who take the exam for their population foci. Although certification is not mandatory in Kansas at this time, graduates are highly encouraged to take the certification exam. National trends indicate national certification for advanced practice nurses will become mandatory for all states in the near future.

Graduate nursing students who completed the Graduate School Exit Survey reflected overall positive satisfaction rates with their program of graduate studies at WSU, feedback provided by faculty about their course work, and quality of instruction in courses (see appendix).



Areas of academic advising from the Graduate School Exit Survey reflect some dissatisfaction and have been addressed by providing each faculty member with a written faculty advisor handbook, pairing new faculty with senior faculty for advising mentoring, and informal sessions with faculty.

### **3e) WSU General Education Program and KBOR 2020 Foundation Skills**

#### **BSN Program:**

Oral and Written Communication shows that junior students are functioning at a milestone level as expected. This data provides a baseline for future comparison analysis to assess if the content within the nursing program is leveled.

Numerical Literacy-this skill is critical to the delivery of safe and accurate medication administration. Students who are unable to achieve this skill do not progress in the program. Students admitted to the nursing are required to take a standardized entrance exam and preform at a proficiency level in Reading, Math, English, and Science.

Critical thinking and problem solving – Using higher order exam questions (analysis/assessment) students will show progress toward critical thinking and problem solving from junior to senior year. Although not statistically significant, students did show improvement in critical thinking from junior to senior level.

#### **MSN and DNP Programs:**

Although not required, the graduate faculty chose to evaluate the student outcomes as listed in the table above. Although the results show positive outcomes, these should be interpreted with caution for the following reasons:

- The assignments (paper and comps) were not developed according to the rubric criteria and values; thus the values were assigned as best as possible
- Only one rater scored the N703 papers; the Comps score is an average of three raters.

Given these limitations, the results were positive. The faculty found the rubrics to be valuable and useable; thus, the assignments will be reviewed to increase the reliability of the results for the next year.

All nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). MSN and BSN last reviewed 2003; received maximum accreditation (10 years). Only concern: faculty salaries are too low compared to national average salaries. The DNP, a new degree, received maximum accreditation for a new program (5 years). The next accreditation site visit for all programs is scheduled for fall 2012.

The American Association of Colleges of Nursing (AACN) proposes that advanced nursing practice move from the master's degree to the doctorate level by the year 2015. This past March, the AACN member schools voted to accept *The Essentials of Master's Education in Nursing*, an update to an earlier version adopted in 1996. These new standards reflect current and future nursing practice at the master's level, which demands expert application of evidence-based practices, quality improvement methods, outcomes measurement, systems knowledge, and leadership skills. Thus, planning for the transition of advanced practice to the DNP level along with the MSN curriculum revision is in the beginning stages and will be a focus for the next academic year.

**4a. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

Utilize the table below to provide data that demonstrates student need and demand for the program.

**Undergraduate-BSN**

Majors						Employment of Majors*												
Last 3 FYs – Su, Fl, and Sp	No. new applicants or declared majors	No. who enter or are admitted in the major	No. enrolled one year later	1 Year Attrition %	Total no. of grads	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS**						
Year 1 → FY 07/08	286	156	153 (Traditional and accelerated programs only)	2% (Traditional and accelerated programs only)	141	Unknown	Unknown	100%	100%	0%	0.03%	Current year only ↓						
Year 2 → FY 08/09	262	169	164 (Traditional and accelerated programs only)	3% (Traditional and accelerated programs only)	140	40,664	100%	100%	0%	0%	0.07%							
Year 3 → FY 09/10	317	173	168 (Traditional and accelerated programs only)	3% (Traditional and accelerated programs only)	104	39,420	100%	97%	3%	0%	17%		22%					
Race/Ethnicity by Major***											Race/Ethnicity by Graduate***							
	NR A	H	AI/AN	A	B	NH/PI	C	MR	UNK	NR A	H	AI/AN	A	B	NH/PI	C	MR	UNK
**** Year 1 → 2007	8	17	4	22	15	0	285	0	8	2	2	0	1	10	0	91	0	9
Year 2 → 2008	11	20	6	15	24	0	274	0	28	5	4	0	10	6	0	103	0	12
Year 3 → 2009	13	30	5	13	26	0	333	1	41	2	6	1	6	4	0	99	0	13

\* May not be collected every year

\*\* Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

\*\*\* NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find.

Provide assessment here:

**BSN Program:**

The traditional BSN program is a 2 year, lock-step program. The accelerated BSN program is a 15 month lock-step program. Over this reporting period, 865 applications to the nursing program were received, 498 (58%) were admitted to the program. The national demand for nursing continues to be excellent with a 22% expected growth in the nursing field. The majority of graduates are working in the field. FY 2009/2010 saw a significant increase in undergraduates who are pursuing a graduate degree. Nursing programs are limited in the number of students that can receive education due to the following factors:

1. Availability of clinical sites for student training. As the demand for prepared nurses has grown the number of nursing programs has grown. This growth has placed a strain on the acute care agencies used to provide clinical training for students. In Wichita, local tertiary care facilities are no longer able to accommodate additional nursing student placement
2. Limited number of qualified faculty. As required by the State Board of Nursing, faculty must hold a MSN degree or higher to teach nursing. The average salary for a faculty member is considerably lower than a career in other nursing fields. This challenge makes recruitment and retention of faculty difficult.

Although the nursing profession is projected to grow, the areas in which nursing jobs will be available is undergoing significant change. Traditionally schools of nursing curricula have focused on preparing newly licensed RNs to work in acute care settings. The trend for the nursing workforce is showing a migration from acute care to community-based nursing need. The SON is in the process of reviewing our curriculum to assess how to best serve the nursing workforce projection.

The RN-BSN program is a degree completion program in which students may complete "at their own pace." The average length of time for students to complete the RN-BSN program is 1 year. We currently have a 59% graduation rate for this program. This degree completion program is a unique program and requires a unique set of data, program outcomes and goals. The SON RN-BSN completion program allows the returning Associate or Diploma degreed nurse to complete a BSN at their own pace. This program is offered with all coursework online with a proctored capstone experience. Students are allowed to migrate in and out of the program, thus allowing students to prioritize family, work and school. WSU-SON has several partnerships with several Community Colleges, primarily Butler Community College, in efforts to allow ease of transition from ADN to BSN. Students matriculating from ADN to BSN, with these partnerships, can complete a BSN in as little as 3 years.

In March 2011 the Institute of Medicine (IOM) released the *Future of Nursing Report*. This report recommends that the proportion number of baccalaureate prepared nurses from 50 to 80% by 2020. The School of Nursing has seen an increase in RN-BSN students over the past 4 years and this increase is expected to continue.

Academic Year	2007-2008	2008-2009	2009-2010	2010-2011
# of RN-BSN Admitted	18	34	30	45

## Race/Ethnicity

There is no appreciable difference among ethnic groups from declaration of major, admission to the nursing program, and graduation. Caucasian students make up 75% of all nursing majors. The IOM *Future of Nursing Report* recognizes that strategies need to be implemented to increase the diversity among the the nursing workforce.

**4b. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

Utilize the table below to provide data that demonstrates student need and demand for the program.

**Graduate – Combined MSN and DNP**

Majors						Employment of Majors*						No. pursuing graduate or professional education	Projected growth from BLS**								
Last 3 FYs – Su, Fl, and Sp	No. new applicants or declared majors	No. who enter or are admitted in the major	No. enrolled one year later ( <i>See Note 1 below</i> )  <b>The following are: # Admitted to Specialty option</b>	1 Year Attrition %	Total no. of grads	Average Salary	Employment % In state	Employment % in the field  <i>Employed as ARNPs</i>	Employment: % related to the field	Employment: % outside the field											
Year 1 → FY07-08	142	111	FY08-09, 48	NA	35 (08)		84.44%	95.55% <i>See note 3 below</i>	2% (one alumnus) was employed as an RN	2% (one alumnus) was employed as flight commander)	0	Current year only ↓									
Year 2 → FY08-09	148	107	FY 09-10, 31	NA	29 (09)		86.96%	97.83%	2% (one alumnus) was employed as an RN	NA	2										
Year 3 → FY09-10	187	132	FY 10-11 34	NA	37 (10)	\$83000 <i>See note 2 below</i>	100%	92.73%	7% (four alumni) were employed as RNs	NA	0	All nurse projections from the BLS are lumped together.									
Race/Ethnicity by Major***MSN											Race/Ethnicity by Graduate***MSN										
		NRA	H	AI/AN	A	B	NH/PI	C	M	UN	NRA	H	AI/AN	A	B	NH/PI	C	M	UN	UNK	
Year 1 → FL 07		0	7	0	7	2	0	94	0	25	0	2	0	1	1	0	31	0	0		
Year 2 → FL08		0	5	0	5	1	0	82	0	18	0	1	0	4	1	0	22	0	1		
Year 3 → FL09		0	6	0	7	4	1	92	0	17	0	1	0	1	0	0	21	0	11		
<b>DNP</b>											<b>DNP</b>										
Year1 FL 07								0									0				
Year2 FL 08								8									0				
Year3 FL 09								7									0				
SP 10																	3				

\* May not be collected every year

\*\* Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

\*\*\* NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown

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Note 1 – Majority are still in program as part-time. Specific count not available

Note 2-Data from NP Salary in Kansas (Retrieved 6/16/2011 from <http://www.indeed.com/salary/Nurse-Practitioner.html>)

Note 3-All graduates in survey responses were employed (100%). Above percentages reflect those employed as ARNPs.

Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find.

Provide assessment here: The high number of applicants and the high percentage rate of employment for graduates as ARNPs (advanced registered nurse practitioners) reflect the demand for these advanced practice nurses. The Institutes of Medicine (IOM) recent publications reinforced the increasing need to educate nurses at the highest levels and the supply/demand for advanced practice nurses in health care. The American Association of Colleges of Nursing strongly recommends the education of nurse practitioners and clinical nurse specialist occur at the doctoral level by 2015. Our graduate programs are well positioned to meet this charge. The program has graduated three DNP degree individuals to date. All are employed in leadership positions in healthcare.

**5. Analyze the cost of the program and service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

Percentage of SCH Taken By (last 3 years)			
Fall Semester	Year 1 -2007	Year 2 - 2008	Year 3 - 2009
UG Majors	78.7	77.5	78.6
Gr Majors	20.4	17.5	20.5
Non-Majors	1.0	5.0	0.9

- a. Provide a brief assessment of the cost and service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

Overall, the cost/credit hour in FY 2010 was \$241 which is higher than the other programs in the College of Health Professions. Higher costs are associated with nursing programs. One reason is the regulations (both State Board of Nursing and Accreditation) that dictate the small student/ratio. For example, in the UG program, the clinical instructor/student ratio can be no more 1:10 per clinical course section. Similarly, the National Task Force on Quality Nurse Practitioner Education recommends 1:6 for indirect supervision of nurse practitioner students.

The percentage of UG majors versus Grad majors has remained fairly constant for the past three years with a slight increase in non-majors and a decrease in Grad majors. The graduate program offers an elective course in Human Lactation which is open to majors and non-majors. This course serves to meet education requirements for those health professionals seeking certification as a Lactation Consultant. Although the percentage of credit hours per UG or Grad has not significantly changed, the numbers of credit hours has been steadily increasing since 2004, the last year that data is currently available. Due to clinical site availability, physical space, and budget, the traditional undergraduate nursing program (BSN) is at maximum capacity of 60 students admitted per spring and fall semester. In addition, the School has just admitted its fourth class of the 15 month Accelerated Nursing BSN program. This is a unique program as it is self-funded (\$20,000 for the program) and is currently sustaining itself. Student admissions to the program have been the following: 17, 15, 30, and 28. The RN-BSN completion program has shown a steady increase of students with a current average of 35-40 students/semester. Per the IOM's *Future of Nursing report* and its emphasis on RN-BSN completion, this program is expected to grow. This program is completely on-line, and thus, eliminates the need for additional classroom space. Likewise, as these students are licensed RNs, supervision in a clinical site is not dependent upon direct faculty supervision; students work with qualified preceptors.

The Kansas Board of Nursing recognized the projected shortage of nurses and, in 2006, provided additional funding to increase class size. These monies are to be allocated over 10 years. These monies allowed for the expansion of the UG nursing program to 60 students/semester. The anticipated end date for these monies is 2016. For FY 2011, the amount was \$235,000. Due to the economy, this money has been decreasing in amount.

Although the 2012 allocations have not yet been done, the School has been advised that there will be a 1.5% reduction in the grant.

The graduate program credit hours have remained fairly constant with a small amount of growth with the implementation of the DNP program. This program is also expected to grow as the American Association of Colleges of Nurses has proposed 2015 as the date for all of Advanced Nursing Practice (i.e., nurse practitioner programs) to move to the doctoral level. Plans are in development for this move. This will also require a change in the Master's program, leading to a generic nursing master's. Interest and growth is anticipated in this program.

Interdisciplinary teaching has been encouraged and three faculty members have been involved in this initiative. Both PHS and Dental Hygiene had need for an evidenced-based practice course at the UG level. Nursing has now incorporated the students from these two departments into the nursing evidenced-based practice course. Similarly, the graduate Evidence-based Practice course includes Nursing, Physician Assistant (PA), and Communication Sciences and Disorders students. An additional nursing graduate course on health policy is now open to Public Health Science students.

Overall, the nursing program continues to increase in credit hour production. With the proposed national shortage of nurses, continued growth is expected, primarily in the RN-BSN completion program and the graduate programs.



**6. Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
	Graduate program-see appendix		
	Undergraduate-No goals identified/located for last 3 years		

## 7. Summary and Recommendations

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

All of the nursing programs are doing well with credit hours continuing to increase. The School's application pool remains high. Student retention rate also remains high with resultant above average National Exam Board pass rates and Advanced Practice Nursing National Certification rates. The School is well-respected in the community for its quality of nursing graduates. With the national initiatives associated with the reform of the health care system, increasing numbers of applicants are anticipated for all of the nursing programs. We are planning a review of all programs in order to best prepare graduates with the skills, knowledge, and attitudes needed for the future healthcare workforce. Two courses have been converted to interdisciplinary venues; exploration into other possibilities is needed. There is a need to develop an improved system of identification of measureable outcomes and data collection. Recruiting well-qualified faculty continues to be a concern. This analysis of the program review self-study revealed a need for the following goals for the next three years:

1. Implement a Quality Improvement (QI) Process to consistently use program data to drive program decisions regarding improvements or changes to the program.
  - a. Finalize (started in Fall 2010) the School Organizational Structure to reflect a QI team for oversight of QI processes; all committee functions to be designed with QI as the focus
  - b. Establish a procedure/process for QI.
2. Establish a database to allow access to targeted program and student learner data on an ongoing basis.
  - a. Designate specific staff for this process
  - b. Design and implement the database
3. Implement a revised MSN curricula per the new AACN 2011 Essentials
4. Align the programs with The Institute of Medicine's (2011) *Future of Nursing* report. Key message # 2 from the IOM report states "Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression." Three key recommendations from the IOM that the School of Nursing will address are the following:

- a. Nationally, increase the number of BSN graduates from 50% to 80% by 2020.
  - i. Specific goals:
    - 1. Review and revise the RN-BSN curricula
    - 2. Develop and implement a marketing plan for the RN-BSN program
- b. Nationally, increase the number of primary care nurse practitioners (family nurse practitioners) by 20% by 2020
  - i. Move the advanced practice nurse programs to the DNP level by 2015; admit last MSN advanced practice nursing class in fall 2012
  - ii. Explore means of increasing the FNP class size
- c. Revise programs with a focus on a competency-based curricula
  - i. Identify measurable learner and program outcomes for all programs that are consistent with the national program standards and the KBOR criteria.
  - ii. Establish competencies with measurable outcomes for all nursing programs.

## APPENDIX

Learner Outcomes	Measurement (e.g., rubric, portfolios, rubrics, writing samples, exams)	Results	Program Changes (completed or in process)
<p><b>BSN Program (traditional and accelerated)</b></p> <ol style="list-style-type: none"> <li><b>1. Communication:</b> The graduate imparts and exchanges ideas and information with others verbally, non-verbally, and through written and electronic communication.</li> <li><b>2. Patient Centered Care:</b> The graduate performs culturally sensitive nursing practice based on scientific rationale to maintain or improve the biopsychosocial and spiritual outcome of individuals</li> <li><b>3. Evidence Based Practice:</b> The graduate examines problems and issues through the synthesis of information in an analytical, evaluative, decisive manner</li> <li><b>4. Health promotion:</b> The graduate promotes strategies that enhance the health continuum of the individual, family and community extending through local and global levels</li> <li><b>5. Collaborative Care:</b> The graduate coordinates and manages the care of the individual, family and/or community either independently or collaboratively with health care team members.</li> <li><b>6. Quality Improvement:</b> The graduate evaluation care processes and uses methods to implement change for continuous improvement of the quality of health care systems while minimizing risk to patients</li> </ol>	<p>Clinical Evaluation Tools- each student is required to meet all objectives for each clinical course to continue in the nursing program</p> <p>Capstone Course Achievement-final course prior to graduation.</p> <p>National Licensure</p>	<p><u>2007-2008</u> 120 students 1 % Academic attrition rate</p> <p><u>2008-2009</u> 137 students 1.5% Academic attrition rate</p> <p><u>2009-1010</u> 137 students 1.5% Academic attrition rate</p> <p><u>2010</u> 87% pass rate 89% national rate</p> <p><u>2009</u> 89% pass rate 89% national rate</p> <p><u>2008 (Data for 1/1-8/31 only)</u> 90% pass rate 88% national rate</p>	<p>In Process</p> <p>Implementation of student performance documentation.</p> <p>Evidence based admission process- implementation, Spring 2013.</p> <p>Use of available data through Assessment Technology Institute and Mountain Measurement to assess student readiness for national licensure and topics students do not perform well in.</p> <p>Completed or on-going</p> <p>At-risk Taskforce-Early identification of students who are academically at-risk. Intensive 1:1 assistance</p>

and providers			
<p><b><u>RN-BSN Program</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Communication:</b> the graduate imparts and exchanges ideas, information and feelings with others verbally, non-verbally and through written and electronic communication.</li> <li>2. <b>Therapeutic Nursing Interventions:</b> the graduate performs culturally appropriate dependent, independent or interdependent actions based on scientific rationale to maintain or improve the biopsychosocial and spiritual status of the client.</li> <li>3. <b>Critical Thinking:</b> the graduate examines problems and issues through the synthesis of information in an analytical, evaluative, decisive way.</li> <li>4. <b>Health Promotion:</b> the graduate promotes strategies that enhance the health potential of the individual, family and/or community.</li> <li>5. <b>Care Manager:</b> the graduate coordinates and manages the care of the individual, family and/or community either independently or collaboratively with health care team members.</li> </ol>	No measurements or data available		<p>Identification that the RN-BSN program offers many benefits such as;</p> <ol style="list-style-type: none"> <li>1) On-line coursework</li> <li>2) Preceptor capstone experience</li> <li>3) Actual and predicted growth</li> <li>4) “Go-at-your-own-pace” program which accommodates the working adult.</li> <li>5) Partnerships with several community colleges to prepare the ADN student for easy transition to the BSN program.</li> </ol>



<p><b><u>The DNP graduate will be able to:</u></b></p> <ol style="list-style-type: none"> <li>1. Synthesize nursing science with knowledge from ethics, law, the biophysical, psychosocial/cultural, analytical, and organizational sciences to support advanced nursing practice.</li> <li>2. Use organizational and systems leadership principles to contribute to excellence in health care.</li> <li>3. Demonstrate advanced practice competencies in a selected field of nursing.</li> <li>4. Demonstrate critical inquiry, decision making skills, and communication skills as an advanced practice nurse.</li> <li>5. Implement strategies for health promotion, risk reduction, and population health.</li> <li>6. Contribute to health care policy through advocacy.</li> <li>7. Develop partnerships to improve individual and population health outcomes.</li> <li>8. Evaluate evidence to determine and implement best nursing practice.</li> <li>9. Contribute to the development of nursing as a scientific discipline through scholarly endeavors.</li> </ol>	<p>DNP Portfolios</p> <p>Final Residency Project</p> <p>DNP Exit Evaluation</p>	<p>Portfolios have been successfully completed with Satisfactory grades for all three (100%) DNP graduates to date.</p> <p>Three students have completed final residency projects and graduated. All projects have resulted in scholarly presentations and/or publications.</p> <p>All three graduating DNP exit responses (100%) rated all DNP learner outcomes as met in their programs. These respondents also rated the AACN Essentials for DNP programs as follows: For the eight essentials, seven of the eight were met by all three respondents, two rated the eighth item as met and the remaining respondent rated the eighth item as partially met.</p>
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<b>Graduate Nursing MSN &amp; DNP Program Goals</b> Years 07-08, 08-09, 09-10		
<b>Goals</b>	<b>Assessment Data Analyzed</b>	<b>Outcome</b>
Recruit and maintain academically and experientially qualified faculty and preceptors.	Number of qualified faculty members and preceptors.	Ten to eleven tenured/tenure track faculty were employed in the School of Nursing during the time period (FY 07-08, 10; FY08-09, 11; FY09-10, 10) Faculty with Graduate Status=24 (Full=7; Associate=2; Practicing Professional=1; Affiliate=1, Acting Ad Hoc=13). Preceptors=C.V.s and contact information is maintained for approximately 600 preceptors. The number of preceptors participating each semester varies according to number of students enrolled in practica and qualifications. Preceptors are reviewed annually. Number of qualified faculty and preceptors are adequate for program. As faculty members retire or leave for other reasons, searches are employed. Additional doctoral prepared nationally certified advanced practice faculty members are needed as enrollment in students and specializations increase.
Acquire and maintain quality equipment and clinical facilities.	Listing of equipment and clinical sites. New equipment/supplies purchased. Requests to faculty to submit needs.	Equipment was requested by faculty throughout the time period. New equipment/supplies were purchased, cataloged and used in the school. Clinical sites varied from 77 to 100 across the state. Standardized patients activities were incorporated for all NP/CNS programs.
Admit qualified applicants into full standing.	Program data.	<b>100%</b> of the qualified applicants meeting conditions were moved to full standing.

<p>Graduate at least 90% of the students who are accepted in a specialty option within the six-year time period for completing the graduate program.</p>	<p>Program data tracking students entering and completing a specialty option (FNP, ACNP, PMHNP, AHCNS, NMW, PCNS, PNP, ADMIN)</p>	<p>The 90% level was not met for all three years. The data below includes degree and post-master graduate certificate students by cohort:  FY07-08, 43 students were admitted to specialty options, 38 completed <b>(88.37%)</b>.  FY08-09, 48 students were admitted to specialty options, 36 completed <b>(75.00%)</b>.  FY09-10, 31 students were admitted to specialty options, 28 completed <b>(90.32%)</b>.  Reasons for not completing the specialty option were primarily personal/family issues, switching to another specialty option and two were low GPA.</p>
<p>Achieve an employment rate of 90% for graduates of the program within one year.</p>	<p>Graduate/alumni program employment survey data.</p>	<p>The 90% level was met for all three years.  <u>FY07-08</u>, 115 surveys were mailed, 45 returned (39.13% response rate). Of the 45 returned, 43 alumni were employed as ARNPs <b>(95.55%)</b> and one listed employed outside of nursing and one as an RN (all 45 were employed 100%).  <u>FY08-09</u>, 112 surveys were mailed, 46 returned (41.07% response rate). Of the 46 returned, 45 were employed as ARNPs <b>(97.83%)</b> and 1 was employed as RN (all 46 were employed 100%).  <u>FY09-10</u>, 122 surveys were mailed, 55 returned (45.08% response rate). Of the 55 returned, 51 were employed as ARNPs <b>(92.73%)</b> and 4 were employed as RNs (100%).</p>
<p>Achieve at least 90% national certification rate for those graduates taking the examination in their specialty area for the first time.</p>	<p>Certification rates. <i>Although not mandatory in Kansas, graduates are highly encouraged to take the certification exam in their specialization area.</i></p>	<p>Pass rates varied by specialization:  2007:  <ul style="list-style-type: none"> <li>• FNP=<b>100%</b></li> </ul> ANCC-National rate 93.34%</p>



		<ul style="list-style-type: none"> <li>• <b>ACNP=75%</b> <i>ANCC-National rate 86.19%</i></li> <li>• <b>PMHNP=100%</b> <i>ANCC-National rate 79.99%</i></li> <li>• <b>PNP=100%</b> <i>PNCB-No national rate provided</i></li> </ul> <p>2008:</p> <ul style="list-style-type: none"> <li>• <b>ACNP=100%</b> <i>ANCC-National rate 92.15%</i></li> <li>• <b>PMHNP=100%</b> <i>ANCC-National rate 79.79%</i></li> <li>• <b>PNP=100%</b> <i>PNCB-National rate 481, WSU 571</i></li> </ul> <p>2009</p> <ul style="list-style-type: none"> <li>• <b>FNP=100%</b> <i>AANP-National rate 621, WSU 638</i></li> <li>• <b>PNP=100%</b> <i>PNCB-National rate 509, WSU 571</i></li> </ul> <p>2010</p> <ul style="list-style-type: none"> <li>• <b>FNP=85%</b> <i>AANP-National rate 574, WSU 558</i></li> <li>• <b>CNS=100%</b> <i>ANCC-National rate 86.02%</i></li> </ul> <p>Goal is partially met. Small numbers of graduates taking exam can decrease % substantially (e.g. Three of four graduates taking ACNP results in 75%).</p>
Evaluate curriculum for the Doctor in Nursing Practice (DNP) degree. Enroll post-baccalaureate and post-master cohorts. Evaluate graduates.	Graduate minutes. Enrollment and graduation data, graduate survey.	Courses have been evaluated and first cohort (3 students) of Post-Masters DNP has graduated and evaluation data analyzed. Two cohorts of Baccalaureate DNP and the second and third cohorts of Post-Masters DNP are enrolled.
Successful CCNE, DNP accreditation visit & report, 2009-2010.	Accreditation self-study report and CCNE approval letter.	Successful CCNE accreditation has been granted for the full five years possible.

Student Satisfaction (graduate student exit survey data): Five year average academic year results 2006-2010.

My program provided a graduate student handbook	Agree=96% Disagree=4%
Faculty/staff were well-informed about program degree requirements	Agree=93% Disagree=7%
Faculty/staff were accessible	Agree=96% Disagree=4%
On a scale of one (very dissatisfied) to five (very satisfied), rate your overall satisfaction with your program of graduate studies at WSU	1=1.2 2=3.0 3=20.1 4=48.8 5=26.8 Mean=3.97
On a scale of one (very dissatisfied) to five (very satisfied), your satisfaction with the feedback provided by faculty about your course work	1=0 2=1.8 3=14.5 4=46.7 5=37.0 Mean=4.19
On a scale of one (very dissatisfied) to five (very satisfied), your satisfaction with the quality of instruction in courses required by your program	1=0.6 2=6.7 3=13.4 4=46.3 5=32.9 Mean=4.04
On a scale of one (very dissatisfied) to five (very satisfied), your satisfaction with the overall course instruction you received in your graduate studies at WSU	1=1.8 2=3.6 3=13.3 4=30.9 5=81.2 Mean=4.05
My classes were offered at times convenient to my schedule	Agree=84% Disagree=16%
Did you generally receive academic advising before registering for classes?	Yes=62% No=38%
On a scale of one (very dissatisfied) to five (very satisfied), rate your level of satisfaction with the academic advising you have received	1=4.6 2=11.8 3=24.3 4=33.6 5=25.7 Mean=3.64

A program developed exit survey was provided to DNP graduates. Respondents (N=3, 100%) rated the overall DNP degree program as follows: Excellent=3; Good=0; Average=0; Poor=0.