WICHITA STATE UNIVERSITY

Program Review Self-Study School of Nursing

Academic unit: School of Nursing _____

College: College of Health Professions _____

Date of last review 2011 _____

Date of last accreditation report (if relevant) 2012 (CCNE) __

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

Degree: BS Nursing (BSN) _____ CIP* code:_____

Degree: MS Nursing (MSN) _____ CIP code:_____

Degree: Doctor of Nursing Practice (DNP) _____ CIP code:_____

*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)

Name (Spring 2014) Signature*

Last	**First**	**STATE TITLE**	FTE	
Campbell (Smith)	Betty	Chairperson and Professor	1	
Huckstadt	Alicia	Director of Graduate Program & Professor	1	
Jackson	Brandy	Director, Undergraduate Program	1	
Beamer	Patricia	Clinical Educator	1	
Berryman	Jackie	Clinical Educator	1	
Bett	Carol	Instructor	1	
Cooper	Theresa	Clinical Educator	1	
Core	Terri	Clinical Educator	1	
Elder	Betty	Associate Professor	1	
Faragher	Mary	Instructor	1	
Harris	Frances	Clinical Educator	1	
Hazen	Shirley	Clinical Educator	1	
Hernandez	Margaret	Assistant Professor	1	
Koehn	Mary	Associate Professor	1	
Martin	Pamela	Clinical Educator	1	
Mayer	Janell	Clinical Educator	1	
McClendon	Jacquelyn	Sr. Clinical Educator	1	
Morrison	Barbara	Riordan Distinguished Prof/Assoc. Prof.	1	
Mosack	Victoria	Associate Professor	1	
Nicks	Stephanie	Clinical Educ./Clinical Ed Coord.	1	
Parsons	Susan	Assistant Professor	1	
Pile	Debra	Asst. Prof & Coord. Accelerated BSN Prgm.	1	
Rice	Debra	Clinical Educator	1	

Steinke	Elaine	Professor	1	
Thiessen	Kellie	Instructor	1	
Williams	Rhonda	Clinical Educator	1	
Wirth	Karen	Lecturer	1	
Dwyer	Patricia	Clinical Educator	0.9	
Ramos Blanford	Veronica	Clinical Educator	0.8	
Dowling	Jolynn	Instructor 9/10 Month	0.7	
Fletcher	Phyllis	Clinical Simulation Coord.	0.6	
Weitzel	Catherine	Instructor	0.6	
Fast	Yvonne	Lecturer	0.5	
Hayes	Karen	Assistant Professor	0.5	
Rodgers	Jennifer	Clinical Educator	0.5	
Sebes	Jennifer	Instructor	0.5	
Washburn	Jane	Clinical Educator	0.5	
15-20 additional lecturers are hired each year to primarily supplement teaching in the labs and clinical settings				

* SON Executive committee of faculty/staff review 4/11/2014
* SON Organization (faculty/staff) review 4/18/2014

Submitted by: Betty (Smith) Campbell, PhD, APRN-CNS, Chair & Professor School of Nursing, Date_____
(name and title)

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).

Information here, and in the report as a whole, is supported by the SON strategic plan that was revised prior to the School's accreditation visit in 2012 and then updated again in Fall 2013, to be consistent and congruent with the University strategic plan.

a. University Mission:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

b. Program Mission (if more than one program, list each mission):

The School of Nursing (SON) mission is to improve the health of the community (public good) by inspiring change in health care (cultural/economic driver) through innovation and excellence in nursing education, scholarship, practice, and service (essential educational driver).

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

As noted in the parentheses in 1b, faculty found the updated School of Nursing mission statement consistent with the University. The analysis of this relationship can be found in the School of Nursing organization minutes and the SON Academic Affairs committee minutes.

d. Has the mission of the Program (s) changed since last review? ☒ Yes ☐ No
   i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

The School of Nursing Mission was updated by faculty prior to the School's professional accreditation in 2012 and then updated again in November 2013 to be consistent and congruent with the revised and updated University mission.

e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?
   ☒ Yes ☐ No
   If yes, describe the changes in a concise manner.
   - Faculty reviewed and updated program objectives prior to professional accreditation in 2012

Brief Description of Each Degree:

BSN: The program offers the traditional upper division BSN, an accelerated BSN option, and an RN to BSN completion program. Traditional BSN students are admitted to the nursing program after completing the 58 hours of pre-professional course work. Sixty students are admitted in the fall and spring semesters to the traditional BSN program. The accelerated program, a 13 month program, is capped at 30 students per year. The Online RN to BSN completion program is for registered nurses that have an associates or diploma degree.

MSN: In spring 2012, the School admitted the last cohort of students in the MSN program concentrations/specialization to prepare advanced practice registered nurses (APRN). Based on professional expectation the APRN concentrations/specialization was moved to the DNP. The final cohort for students in these concentrations will be summer 2015. In fall 2012, after KBOR approval, students were accepted into two new MSN concentrations: Nursing Education and Nursing Administration/Leadership.

DNP: The DNP degree was approved by the Kansas Board of Regents in 2007. The program was fully accredited by the Commission on Collegiate Nursing Education (CCNE) in spring 2010. The program has two points of entry, post-masters and post-baccalaureate. The first post-masters students began classes in January of 2008 and the first post-baccalaureate enrolled students in fall 2008. The DNP program prepares advanced practice registered nurses (APRNs) who function as clinical nurse specialists and nurse practitioners. The program has four specializations/concentrations: Family Nurse Practitioner, Gerontology/Adult Clinical Nurse Specialist, Psych Mental Health Nurse Practitioner, and Gerontology/Adult Acute Care Practitioner.

Goals of SON & Expected Aggregate Student Outcomes/Objectives (based on professional accreditation standards (AACN/CCNE)

BSN outcomes (2008) The graduate:	**MSN Outcomes (2012)** The graduate:	**DNP Outcomes (2006)** The graduate:
Health Promotion Promotes strategies that enhance the health continuum of the individual, family and community extending through	**Health promotion/ Expertise** Demonstrates advanced practice expertise in a selected field of nursing.	**Health Promotion** Implements strategies for health promotion, risk reduction and population health.

local and global levels.		
Patient Centered Care Performs culturally sensitive nursing practice based on scientific rationale to maintain or improve the biopsychosocial and spiritual outcome of individuals.	**Cultural Competency** Demonstrates leadership in planning, initiating, and evaluating strategies for improving health in a diverse society.	**Cultural Competency** Contributes to health care policy through advocacy.
Evidence-based practice Examines problems and issues through the synthesis of information in an analytical, evaluative, decisive manner.	**Scholar** Contributes to the development of nursing as a scientific discipline through scholarly endeavors.	**Scholar** Contributes to the development of nursing as a scientific discipline through scholarly endeavors.
Collaborative Care Coordinates and manages the care of the individual, family and/or community either independently or collaboratively with health care team members.	**Collaborate** Collaborates with other health professionals to provide care for individuals and groups.	**Collaborate** Uses organizational and systems leadership principles to contribute to excellence in health care. **Health Promotion** Develop partnerships to improve individual and population health outcomes.
Evidence-based practice Examines problems and issues through the synthesis of information in an analytical, evaluative, decisive manner. **Quality Improvement** Evaluates care processes and uses methods to implement change for continuous improvement of the quality of health care systems while minimizing risk to patients and providers.	**Evidence-based practice** Applies conceptual frameworks for nursing practice from a variety of current concepts and theories relevant to nursing. **Evaluate** Evaluates health care outcomes using a variety of measurements including the use of information systems.	**Evidence-based practice/Evaluate** Evaluates evidence to determine and implement best nursing practice.
Communication Imparts and exchanges ideas and information with others verbally, non-verbally, and through written and electronic communication.	**Advanced Practice (Advanced Nursing in Revised MSN)** Demonstrates critical inquiry, decision making skills, and communication skills as an advanced nurse. **Expertise** Demonstrates advanced practice expertise in a selected field of nursing. **Synthesize** Synthesizes knowledge from the physiological and behavioral	**Advanced Practice** Demonstrates critical inquiry, decision making skills, and communication skills as an advanced practice nurse. **Expertise** Demonstrates advanced practice expertise in a selected field of nursing. **Synthesize** Synthesizes nursing science with knowledge from ethics, law, the

	sciences and the humanities to support advanced nursing and functional role development.	biophysical, psychosocial/cultural, analytical, and organizational sciences to support advanced nursing practice.

All programs require clinical practica. 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.

Assessment of Learning Outcomes/measurable goals and objectives:

Each of the above Student goals are linked to a specific performance measure (KPI) and an outcome (or Key performance indicator. Expected Student Outcomes, Program Outcomes and KPIs can be found in **Appendix A**

2. 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/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

SON Faculty Publications and Presentations

Year	Journal Articles		Presentations		Conf. Proceedings Refereed	Books	Chapters	Grants Awarded or Submitted	Funded Grant Amounts
	Ref	Non-Ref	Ref	Non-Ref					
2010	8	0	13	3	3	1	8	7	$159,753
2011	12	2	13	9	0	2	6	6	$118,972
2012	13	2	24	12	2	0	3	22 (14 awarded)	$743,495

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. 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: **(Data from tables 1-7 can be found in Appendix B)**. Summary/analysis of data:

Scholarly Productivity:

- Although there has been a decrease in the number of FTE tenured or tenure eligible faculty, scholarship remained fairly consistent or increased. In 2012, there was an increase in both referred presentations and submitted/awarded grants, with total grand funds of just under $750,000.

Credit hour production for all programs have remained stable or increased

- There has been a major shift of credit hour production from tenure eligible faculty to non-tenure eligible faculty (nursing clinical educators) and lecturers.
- The number of FTE tenure eligible faculty have decreased with a corresponding increase in non-tenure eligible faculty (nursing clinical educators)
- Over all SCH production has increased from 4,651 in 2008 to 5,102 in 2012, yet the number of instructional FTE employed decreased from 51 to 47 in 2012.
- In 2012, a workload formula was developed by the School of Nursing leadership team and an ad hoc faculty committee. There had been some variability in workload, especially for non-tenured eligible faculty. The workload unit (WU) formula was presented to the SON faculty/staff executive committee and then to faculty at an all School of Nursing meeting as guidelines. The formula includes workload units (WU) for teaching, scholarship and service – based on job descriptions and SON role statements. Assessment of workload was discussed during the last annual evaluation (2013) between each faculty member and the chairperson/director. Following the use and assessment of the WU formula after annual reviews, it was decided by the administrative team the WU formula would be continued to be used to guide faculty teaching assignments. The formula was less useful to assess scholarship esp. for tenure track eligible faculty. Feedback from faculty was that tenure track faculty had very specific role statements, so an additional formula for scholarship was not needed. Outcome – the formula guidelines for WU will be continued to be used guide teaching assignments.

Comparison to University and College SCH production:

- Nursing SCH by FTE is much lower than both the University and the College. The major reasons for the difference are SON applied programs state regulatory and professional accreditation requirements. The BSN pre-licensure program requires a maximum faculty to student ratio of 1 to 10 in clinical settings. Requirements for the post-baccalaureate DNP clinical, based on national accreditation standards are a faculty to student ratio of 1 to 6 in clinical settings.

Program majors and Degree Production:

- The number of program majors and degree produced for both the undergraduate and graduate program, have remained fairly consistent or have increased
- It is expected as a new program, the graduate DNP program will grow in both the number of majors as well as students that receive a degree
- The other growth area is related to the undergraduate online RN to BSN program, we expect to see growth in that program as well
- We cannot grow the traditional BSN and Accelerated Program due to the lack of clinical agency space and the SON and CHP's extremely limited clinical simulation space as well as equipment and supplies
- There are more WSU students interested in the BSN program and who take Pre-BSN courses as Freshmen and Sophomore than CANNOT be admitted to the BSN undergraduate program (This is due to limited clinical agency, lack clinical simulation resources and the number of available faculty)

It was noted in the SON national accreditation review 2 concerns related to faculty and the quality of SON programs:

1. Inadequate compensation appears to be a factor in recruiting qualified doctorally prepared NP faculty and undergraduate clinical educators/lecturers.

2. High percent of non-tenured, non-probationary faculty with reliance on lecturers- this increases faculty/staff workload related to repeated orientation activities, increased committee assignments for full-time faculty. (CCNE, 2012, pg. 43)

- Examples of inability to recruit qualified doctorally prepared faculty include:
  - No applicants for tenure track, doctorally prepared faculty position, Nurse Practitioner – open for one year (feedback from potential candidates stated the salary range was to low) (National data suggests that finding doctorally prepared faculty for specific clinical concentrations, i.e. Nurse Practitioners, is very difficult.)
  - Overload assignment with paid extra compensation; unable to find enough lectures at current per credit hr. rate to cover clinical courses – several faculty agree to have an overload work assignment and receive extra compensation.
- In general, concerns noted in the SON national accreditation report noted above remain. WSU limited salary resources limit the School's ability to hire qualified doctoral faculty. The SON faculty positions are supplemented by part-time expert clinical faculty; this puts an added burden on full-time faculty to meet committee work needed to meet program requirements.

3. **Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated 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.

ACT Data 2010-2012

	2010	2011	2012
University level	22.7	22.8	23.0
Program majors	22.8	23.0	23.0
Program majors count	500	522	494
Reporting ACT	264	271	257
Percent reporting	58.8%	51.9%	52.0%

Data source: WSU program review – Office of Planning and Analysis

Nursing program ACT scores show no significant difference between university and the program major. Approximately 50% students in the nursing major report an ACT score. Admission process for traditional and accelerated is very competitive. Over the last several years the SON has had a larger number of qualified students applying to the Undergraduate program than open slots available. This has led to students admitted with an average GPA, above 3.0. Students applying for admission to the Nursing Program are required to take the Test of Essential Academic Skills V (TEAS V). The TEAS V is a multiple-choice assessment of basic academic knowledge in Reading, Mathematics, Science and English and Language usage. Students much achieve a minimum academic preparedness level of *proficient* to be considered for admission to the program. Students who achieve an ACT score of $\geq$ 27 or a minimum SAT-I score of 1125 are not required to complete the TEAS and are considered proficient.

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

Mean Application GPA of Admitted Graduate Student Majors (source= Applications)

	2010	2011	2012	2013	2009-2013
University level	3.5	3.5	3.5	3.5	3.5
Program majors	3.4	3.5	3.5	3.5	3.5
Program majors count	69	48	42	37	48
Percent reporting	97.1%	95.8%	100%	97.3%	97.1%

The mean GPAs reported for admitted graduate nursing students (last 60 hours of course work earned) are consistent with the 3.5 University GPA in all years except 2010 year where graduate nursing had 3.4. MSN and post-baccalaureate DNP students are well above the program requirement of 3.0 GPA for admission and the majority of students are also eligible for the 3.5 required admissions GPA requirement for post-master DNP.

c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

This information is found in the tables in Appendix A

- **Program outcomes linked to:**
- **Expected Student Outcomes/Learning Outcomes/Key Performance Indicators (KPIs) ,**
- **Measurement tool/Assessment Tool: and**
- **Expected outcome(Key performance indicator-KPI) /Criterion-Target**

Information summarized by program in the tables and narrative below:

- **Expected Outcome: Key Performance Indicators (KPIs)**
- **Result:** Actual achievement on each learning outcome measurement
- **Analysis:** Determines the extent to which learning outcomes are being achieved

SON Overview of aggregate data and outcomes: Expected individual student learning outcomes or key performance indicators (KPIs) as developed and voted on by the faculty (2012) are congruent with the SON mission and the expected aggregate student/program outcomes for the BSN. Ongoing evaluation of KPIs as they contribute to achievement of mission, goals, and expected aggregate student learning outcomes is conducted by the Undergraduate Curriculum Committee and the Graduate Council and compiled by Program Directors. The SON Academic Affairs Committee reviews the mission, goals and student outcomes for congruency across programs.

WSU and the SON have a variety of survey methods in place to collect information about student, alumni, and employer satisfaction. Student measures of achievement include measures of program outcomes, NCLEX-RN pass rates, and certification pass rates. Program outcome measures include clinical, didactic, and standardized testing for undergraduates. Graduate program outcomes use both clinical and didactic measures using student assignments, comprehensive exams, portfolios, and residency projects.

BSN Program (Related to Learning outcomes/Appendix A)

Clinical Evaluations/program outcomes

Students are expected to meet the program objectives/outcomes as demonstrated in the clinical evaluation tool. Clinical courses specifically measure the six program objectives individually. Students must successfully demonstrate each program objective by meeting each sub-objective that is unique to the individual clinical course. From 2010-2013

one student failed clinical capstone, repeated this course and graduated. Students who do not meet program outcomes can repeat a clinical course with instructor approval and must successfully complete that clinical course prior to progressing to the next semester. RN – BSN students are required to complete a clinical capstone course, the only clinical course in this program. From 2010-2013, one student failed clinical capstone, was allowed to repeat and successfully graduated in fall 2013.

Target KPI: Students meet program outcomes

>90% of pre-licensure and RN to BSN students will satisfactorily meet program objectives as demonstrated on the clinical evaluation tools			
Program Objectives/outcomes	**2010-2011**	**2011-2012**	**2012-2013**
Traditional and Accelerated Student Data	(n=147)	(n=150)	(n=150)
Communication	99.3%	100%	100%
Patient Centered Care	99.3%	100%	100%
Evidence Based Practice	99.3%	100%	100%
Health Promotion	99.3%	100%	100%
Collaborative Care	99.3%	100%	100%
Quality Improvement	99.3%	100%	100%
RN-BSN Student data	(n=24)	(n=27)	(n=44)
Communication	100%	96.3%	100%
Patient Centered Care	100%	96.3%	100%
Evidence Based Practice	100%	100%	100%
Health Promotion	100%	96.3%	100%
Collaborative Care	100%	96.3%	100%
Quality Improvement	100%	96.3%	100%

Graduate Program (Related to Learning outcomes/Appendix A)

Students are expected to meet the program objectives/outcomes as demonstrated in the clinical evaluation tool. Clinical courses specifically measure the six program objectives individually.

MSN-APRN Clinical Evaluations

Target KPI: Program Objectives on Clinical Evaluation Tools

>80% of students will satisfactorily meet program objectives as demonstrated on the clinical evaluation tools				
Program Objectives*	**2010** (n=33)	**2011** (n=36)	**2012** (n=46)	**2013** (n=40) In progress
Expertise	100%	100%	100%	100%
Cultural Competency	100%	100%	100%	100%
Evidence Based Practice	100%	100%	100%	100%
Scholar	100%	100%	100%	100%
Collaborate	100%	100%	100%	100%
Synthesize	100%	100%	100%	100%
Evaluate	100%	100%	100%	100%
Advanced Practice	100%	100%	100%	100%

*Note: all students must pass in all areas to graduate

MSN- Comprehensive Examinations

All MSN students who do not take thesis or research project hours are required to take a comprehensive examination to demonstrate analysis and synthesis of content and learning experiences relevant to the graduate degree. An expected

KPI outcome is an 80% pass rate. Comprehensive examinations include critical content areas: advanced nursing practice, evidence-based interventions and issues, application of theories, and scholarly inquiry. As a result of faculty and student dissatisfaction with the on-campus written input, the comprehensive examinations are offered in a confidential electronic manner. Comprehensive examinations are offered one time each semester (fall, spring, summer) and students take the exam within the last two semesters (excluding summer) as listed on the student's approved official plan of study. Students not passing any portion of the comprehensive examination must repeat the entire examination. The examination may be taken a maximum of three times. Students who fail the examination on the third attempt will be required to audit the course(s) in the area(s) failed. The student will be allowed one more attempt to successfully pass the comprehensive examination. If the student fails on the fourth attempt, he or she is dismissed from the degree program (WSU SON Graduate Student Handbook).

Target KPI: Comprehensive Exam Pass Rates

KPI-80% of students will successfully pass	2010-2011	2011-2012	2012-2013
Registered for Exam	35	37	49
Accessed Exam	35	37	49
Passed Exam	29	35	45
Failed Exam	6	2	4
Pass Rate	82.86%	94.59%	91.84%
# of students taking exam as a retake (previously failed)	3	1	4

DNP-Evaluations

DNP students are expected to meet the program objectives/outcomes as demonstrated in successful completion of course requirements for N960. The course project and portfolio document completion of program objectives/outcomes and includes documentation on meeting Essentials of Doctoral Education for Advanced Nursing (AACN).

Post-baccalaureate DNP Evaluations

Target KPI*:* Program Outcomes for Post Baccalaureate DNP

100% of students who enroll in N960 (clinical hours, project, and portfolio) will meet all program outcomes
One post-baccalaureate DNP student has graduated Dec 2013. This student completed N960 and met all program outcomes. One additional student is projected to graduate May 2014.

Post-master DNP Evaluations

Target KPI*:* Program Outcomes for Post-master DNP

100% of students who enroll in N960 (project and portfolio) will meet all program outcomes.	
Nine post master students have graduated from the DNP program since its inception.	All students (100%) have completed N960 and submitted their portfolios documenting meeting all program outcomes as well as AACN *The Essentials of Doctoral Education for Advanced Nursing Practice*.

d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), 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 outcomes of the program as listed in 3c).

BSN Program: Student Satisfaction with BSN Programs (WSU OPA Table 10; Appendix B)

Target KPI: Student Satisfaction with BSN Programs

Students will, on exit survey, rank school nursing at mean score of 4 or greater, on a 1-5 scale, for overall satisfaction with the program			
Question	**2011**	**2012**	**2013**
Satisfaction with the program	4.31(n=54)	*4.00 (n=163)	*4.1 (n=198)

* Exit survey conducted by WSU-OPA

Student satisfaction with the BSN programs meets expected outcome of achieving a mean score of 4 or greater on a 1-5 scale. From 2011-2013, 415 students completed a satisfaction survey with a mean score of 4.13. The BSN program is required to collect and analyze student satisfaction to meet accreditation requirements. In analyzing data from the WSU OPA Table 10, SON undergraduate students are satisfied or very satisfied at a somewhat lower percent than both the University and College undergraduate students. There was a noted improvement in SON UG satisfaction rates from 2012 (75%) to 2013 (81%).

Graduate Program: Student Satisfaction with Graduate Programs (WSU OPA Table 10; Appendix B)

The table below depicts data for program satisfaction from the WSU Graduate School student exit surveys. The KPI for satisfaction rate set for the school nursing is a mean score of 3.5 or greater, on overall satisfaction with the program. Respondents reflect overall program satisfaction. In 2012, the overall percent satisfied or very satisfied (59.5%) was lower than the college (74.7%) and the university (80.0%) but was more consistent in 2013 (73.3%), college (76.4%), university (82.5%). These fluctuations in student satisfaction are thought to reflect some students' difficulties in achieving desired specialization areas (some students had to wait for placement spots in the FNP program), changes in specialization faculty members (resignation of FNP faculty member and new hire), transition of the MSN advanced practice program to the DNP degree level, and development of new concentrations in the MSN degree program. Efforts are being made to continue positive student satisfaction with all programs in the MSN and DNP degrees. Program modifications have been initiated including several advising aids developed to assist faculty and students (e.g., worksheets for advising and communication updates). A revised orientation session for incoming students was added in the fall to better communicate changes and introduce faculty and programs.

Target KPI: Student Satisfaction with Graduate Programs

Students will, on exit survey, rate the school nursing at mean score of 3.5 or greater, on overall satisfaction with the program			
Question	2011	2012 (n=37)	2013 (n=45)
On a scale of one (very dissatisfied) to five (very satisfied), rate your overall satisfaction with your program of graduate studies at WSU	Not provided	Mean=3.6 Median=4 Percent Satisfied or Very Satisfied=59.5%	Mean=4.0 Median=4 Percent Satisfied or Very Satisfied=73.3%

BSN Program: Graduation Rates

The WSU Undergraduate Nursing Program data shows that 434 traditional and accelerated students graduated from 2009-2012. Students entering as a cohort between Fall 2012-Summer 2013 have not yet completed the program, thus the data is not available for the 2012-2013 academic year. Over 90% of students completed nursing coursework within

two years of beginning the professional phase of the nursing program. The mean percent for academic attrition remained low at two percent for the last three academic years. Personal attrition mean percent for the same period was also low at four percent.

Target KPI: Pre-Licensure Student Time to Degree Completion

90% of graduating BSN students will compete their professional nursing program within two years of entering their first nursing course; <5% overall attrition from time of entering first nursing course in professional phase of the nursing program			
	2009-2010	**2010-2011**	**2011-2012**
Pre-licensure students who completed degree within 2 years of entering their first nursing course	94% (n=137)	93% (n=150)	92% (n=147)
Academic Attrition	1%	4%	2%
Personal Attrition	4%	2%	5%
Students who did not complete in expected timeframe	1%	1%	1%

RN-BSN students are admitted in fall and spring and are not required to progress through the program as a cohort. These students have an unlimited number of semesters in which to complete the program. From Fall 2010-Spring 2013 124 RN's have been admitted to the RN-BSN program. Data depicts mean number of semesters from admission to graduation which includes fall, spring, and summer semesters, is 3. Of these 124 students, 66 have graduated, 24 remain actively enrolled, 7 have been academically dismissed, and the remaining students have not enrolled for at least two semesters

Target KPI: RN-BSN Student Time to Degree Completion *

The average length of time for RN-BSN students to complete their BSN degree will be three years from entry. 75% of RN-BSN students will graduate or remain actively enrolled in courses (active enrollment-no more than two semesters with no enrollment)			
	2010-2011	**2011-2012**	**2012-2013**
Average number of semesters from entry to graduation (fall, spring, summer)	3	3	3
Percent of students graduated and/or actively enrolled.	73%	80%	62%

Graduate Program: Graduation Rates

MSN graduation rates

Recent WSU Graduate School data indicate the SON graduated 26 MSN students in 2011, 32 in 2012, and 34 in 2013. The mean time to complete the degree was not provided in the Graduate School data; however, according to School of Nursing records, the typical time for MSN degree students to graduate has been 11 to 12 semesters (including summers) or 3.67 to 4 years. Post-master MSN students complete their certificate in 3 to 6 semesters.
Further graduation and attrition rates are tracked after students are admitted to the specialization (population foci) and starts when the student is enrolled in N728. In 2010, 35 students were accepted into N728 and 33 graduated within their time limit. In 2011, 39 students were accepted and 36 graduated. In 2012, 50 students were accepted and 46 graduated. In 2013, 44 students were accepted and 40 students anticipate graduation in 2014.

Target KPI: MSN-APRN Graduation Time Limit

90% of graduate students accepted into a MSN population foci will graduate within a six year time limit			
2010	2011	2012	2013 in progress
94% (33 out of 35)	92% (36 out of 39)	92% (46 out of 50)	40 out of 44 students (90.9% are anticipated to graduate in 2014)

DNP graduation rates

The WSU Graduate School data indicate that no DNP student graduated in 2011, 3 graduated in 2012, and one graduated in 2013. Ten DNP degree students (9 post-master and 1 post-baccalaureate) have graduated from the program since 2009. The DNP graduation rate KPI, measures the number of students who graduate within their six years after enrolling in N960 for post-master DNP students and within nine years for post-baccalaureate DNP students. As depicted in the Table below, nine post-master DNP students and one post-baccalaureate DNP student who started N960 have graduated within the time frame. Two students who enrolled in N960 (one post-master and one post-baccalaureate) are in process of completion within the time frame.

Target KPI: DNP Graduation Time Limit

90% of DNP students who begin N960 project will graduate within a six or nine year time limit (time limit is six years for post-master DNP and nine years for post-baccalaureate DNP)				
Year	Number who Started N960	Graduated within six year time limit allowed	Still enrolled in N960 but within time limit allowed	Percent meeting target
2009	4	3	1	100%
2010	0	0	0	N/A
2011	1	1	0	100%
2012	3	3	0	100%
2013	4*	3**	1**	100%
Totals	12	10	2	100%

*Two post-baccalaureate students
**One post-baccalaureate student

BSN Program: Alumni Satisfaction

Prior to 2012, alumni were requested to evaluate the undergraduate nursing program at six months and at 12 months post-graduation. Surveys were conducted by the SON and did not include scaled responses. Open-ended responses indicated that students seemed most satisfied with the number of clinical hours offered and capstone experience. Students were asked if they felt: "very well or adequately prepared to enter practice nursing in a hospital setting at the time of graduation." A mean percentage of 96.6% (n = 71), for each academic year from 2008 to 2011 felt they were "very well or adequately prepared to practice". Starting Fall 2011, WSU Office of Planning and Analysis began collecting survey data on Alumni as of Fall 2012, data is not available.

Graduate Program: Alumni Satisfaction

Alumni are requested to evaluate the graduate nursing program at one, three, and four years following graduation. The alumni satisfaction KPI measures overall satisfaction, with an expected mean score of 3.5 or greater on a 5 point scale (Table below). Responses from 2009 to 2011 surveys indicate the majority were satisfied with the program and rated its usefulness as moderate to high. Open comments were requested and a few alumni offer comments such as "The experience was stressful at the time, but well worth it!" "It was great practice for the real world." "I would encourage students to branch out and try areas that are new to them." It is too easy to remain in your comfort zone." "Be prepared for unexpected change in your role/job site." As well as disappointment such as "It did not prepare me for the ANCC CNS exam!" and "Some of the classes do not apply to daily practice. The clinical hours (on-the-job-training) have been the most helpful." Further alumni School of Nursing surveys have been pending as the University moves to a general alumni survey.

Target KPI: Alumni Satisfaction

Alumni Satisfaction Alumni (six months-two years post-graduation) will rate overall satisfaction at mean score of 3.5 or greater on a 5 point scale.			
Question	**2009**	**2010**	**2011**
Overall Satisfaction with program	Not collected	4.49 (n=57)	3.875 (n=33)

BSN Program: National Licensure exam (NCLEX)

NCLEX-RN Pass Rate

All pre-licensure graduating students are eligible to take the NCLEX-RN examination for licensure as a Registered Nurse (RN). NCLEX-RN pass rates for first time takers have been at or above state and national average pass rates for the past four years. Students are encouraged to begin preparation for the NCLEX-RN during the first semester of professional course work. In preparation for the NCLEX-RN exam, students purchase a NCLEX readiness program (ATI) that includes supplemental textbooks, practice exams, readiness assessment and other support resources. Faculty also administers NCLEX-RN style exam questions throughout the nursing program. KSBN provides an individual list of students who take the NCLEX-RN in Kansas. Results for students who take the NCLEX-RN exam outside of Kansas are captured in the National Council of State Boards of Nursing (NCSBN) report and are used for comparison in benchmarking WSU graduate results.

Target KPI*:* NCLEX-RN 1st Time Takers

WSU NCLEX-RN Pass Rates will meet or exceed national and Kansas pass rates				
	2010	**2011**	**2012**	**2013**
WSU SON BSN Graduates	85.96%	92.52%	90.30%	85.42%
National Average	83.80%	87.89%	90.34%	83.04%
Kansas Average (ADN& BSN)	84.71%	85.88%	87.97%	N/A

Data source: NCSBN Multiyear Pass Rate Table, N values are not provided.

Graduate Program: National Certification

National certification examination aggregate data reported from ANCC*, AANP* and Pediatric Nursing Certification Board (PNCB) have been maintained for graduates who have taken their population foci (specializations) examinations. The KSBN does not require national certification and former students were hesitant to sit for the examination citing barriers including cost and few motivating factors. However, graduate program faculty members have highly encouraged students to take the examinations and have set the target KPI at 90% for national certification pass rates. The numbers of graduates from each population focus who have taken the examination have increased and all advanced practice students continue to be encouraged to take it as soon after graduation as possible.

Target KPI: Certification Pass Rate

		National certification pass rates at or > 90%			
Year	**Certification Organization***	**Certification Exam (by specialty area)****	**# of Students Taking Exam**	**National Avg WSU Avg**	**Certification Pass Rate**
2009	PNCB	PNP	2	509/WSU571	100%
2009	AANP	FNP	25	621/WSU638	100%
2009	ANCC	CNS	4	384/WSU407	100%
2010	PNCB	PNP	1	477/WSU551	100%
2010	ANCC	FNP	4	377/WSU368	75%
2010	AANP	FNP	13	574/WSU558	85%
2010	ANCC	ACNP	4	389/WSU393	100%

2010	ANCC	CNS	3	386/WSU386	100%
2010	ANCC	PMHNP	3	371/WSU384	100%
2011	AANP	FNP	20	592/WSU593	95%
2011	PNCB	PNP	2	505/WSU503	100%
2012	AANP	FNP	19	585/WSU590	89%
2013	AANP	FNP	39	583/WSU588	92%

Note:

*Organization: AANP=American Academy of Nurse Practitioners; ANCC=American Nurses Credentialing Center; PNCB=Pediatric Nursing Certification Board

**Specialization: FNP=Family Nurse Practitioner; ACNP=Acute Care Nurse Practitioner; CNS=Clinical Nurse Specialist; PNP=Pediatric Nurse Practitioner

BSN Program: BSN Admission Qualifications

The SON admission process for traditional and accelerated is very competitive. Over the last several years the SON has had a larger number of qualified students applying to the Undergraduate program than open slots available. This has led to students admitted with an average GPA above 3.0. Based on this history, the SON has set a KPI standard higher than current admission criteria for the traditional program: minimum GPA 2.75 and the RN-BSN program: minimum GPA 2.50. Should applications remain high, faculty will need to assess if the program admission GPA criteria should be raised.

Target KPI: Admit highly qualified students

≥ 3.0 average cumulative GPA on a 4.0 scale for students admitted to professional nursing program

Traditional and Accelerated Student Admission data	**2010-2011 (n=147)**	**2011-2012 (n=150)**	**2012-2013 (n=150)**
Average Cumulative Admission GPA	3.48 GPA	3.46 GPA	3.36 GPA
RN-BSN Admission Data	**2010-2011** (n=44**)**	**2011-2012** (n=46)	**2012-2013** (n=34)
Average Cumulative GPA	3.32 GPA	3.20 GPA	3.23 GPA

BSN Program: At-Risk Student Measure

All students enrolled in the professional phase of the pre-licensure program are assessed to identify their potential of risk for failure in the nursing program and/or NCLEX-RN exam. Students who meet at risk inclusion criteria are required to meet with a faculty member and develop an individualized plan-of-study (information available in resource room). The undergraduate faculty set a goal that 90% of at risk students pass the NCLEX-RN on their first attempt in taking the NCLEX exam. Prior to 2011, only students in the traditional program were assessed for their risk of failure in the program and/or NCLEX-RN exam. In 2011, accelerated BSN students were also assessed increasing the number of potential students who might meet the at-risk criteria. The percent of students who meet the at-risk criteria who have passed the NCLEX-RN exam on their first attempt has increased, but not at the expected pass rate of 90%. Although there is a discrepancy in the expected outcome and the KPI target, the pass rate has increased. This KPI will continue to be monitored, to see if the pass rate continues to increase. If the rates do not continue to rise, the program will be evaluated for possible program improvement actions. It is also noted that the at risk target KPI is not the same as the KPI for all SON students who take the NCLEX RN exam for the first time. In 2010-2011 the percent of SON at risk test taker's pass rate was higher than all WSU SON graduates as well as state and national pass rates.

Target KPI: At-risk 1st time NCLEX-RN pass rate

90% of pre-licensure students meeting at-risk inclusion criteria will pass the NCLEX-RN on first attempt.

	2009-2010 (n=33)	**2010-2011** (n=44)	**2011-2012** (n=51)
Percent of at-risk who passed NCLEX-RN on first attempt	69.7%	86.4%	80.3%

BSN Program: Standardized Exams

Assessment Testing Institute (ATI) proctored exams are used throughout the program as an external measure of student learning. All exams except pharmacology are used as a component of the grade in the course where the exam is administered. In addition, it is used to assist in the identification of students who are at risk. The KPI for these exams expects that 80% of students will achieve a level two or level three. ATI states a level two or level three indicates moderate or high predictability of passing NCLEX-RN. Exemplars of student performance on ATI are depicted in the Table below and indicate the percent of students who achieved a level two or level three on the represented exam.

Target KPI: Standardized testing

80% of pre-licensure students will meet level 2 or 3 on standardized exams*			
Examples	**2009-2010**	**2010-2011**	**2011-2012**
Fundamentals Proctored Exam	79.16% (n= 120)	86.20% (n=116)	76.72% (116)
Mental Health	76.7%	83.0%	70.8
Pediatrics	83.1%	87.1%	97.4%
Medical/Surgical Proctored Exam	19.93% (n=117)	29.05%(n=114)	Data not available –Process Improvement Cycle

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).

Outcomes:	Results	
• Have acquired knowledge in the arts, humanities, and natural and social sciences • Think critically and independently • Write and speak effectively • Employ analytical reasoning and problem solving techniques	Majors	Non-Majors

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/

BSN program: Critical Thinking, Analytical reasoning and problem solving

Outcomes:	Results: BSN MAJOR
Analytical reasoning and problem solving techniques - 95% of students will pass dosage calculation by third attempt in order to progress in the nursing program.	Fall 2009-Spring 2013, 99% of students passed dosage calculation exam by third attempt.
Think critically and independently - Students will perform at or above national mean on both the entrance and exit Assessment Technology Institute (ATI) critical thinking assessments.	Collection Period 1/1/2010-12/31/2013 Critical Thinking Entrance Exam data: national mean 68%; program mean 71% Critical Thinking Exit Exam data: national mean 70.3% program mean 73%

Graduate program: Critical Thinking: WSU Assessment

As a result of the WSU assessment initiatives, a more formal effort was to compare graduate students' achievement using a national available rubric (Association of American Colleges and Universities Value Rubric) for critical thinking, information literacy, and inquiry/analysis in a core course (N703: Theoretical Foundations of Nursing Practice) to the comprehensive examination ratings (taken in the last two semesters of the student's curriculum). The graduate program comparison of student achievement from the beginning core course ratings of N703: Theoretical Foundations of Nursing Practice to ratings on the comprehensive examination taken in the last two semesters of the student's curriculum, revealed positive gains in scores for all three areas: critical thinking, information literacy, and inquiry/analysis. Eight of the eleven students had gains in critical thinking; and nine of the eleven had gains in both information literacy and inquiry/analysis. This process of comparing the N703 final paper to comprehensive exams has been difficult to sustain due to changing N703 faculty members and other transition changes in the programs. The Graduate Faculty will again look at this process to evaluate its usefulness in determining changes in student's critical thinking. Currently, the comprehensive examination and DNP portfolios/projects document critical thinking.

f. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.
Provide information here:
    - Not applicable

g. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.
Provide information here:
    - "The Baccalaureate, Master's and DNP programs at Wichita State University's School of Nursing are accredited by the Commission on Collegiate Nursing Education" (CCNE) (http://www.aacn.nche.edu/ccne-accreditation/accredited-programs) . The School of Nursing completed a self-study of all programs in 2012, with a CCNE site visit 11/2012. All programs received full accreditation for 10 years, the next date for a formal site visit will be in 2022.
    - All pre-licensure (traditional and accelerated BSN; graduate APRN) programs have also received approval for 10 years from the Kansas State Board of Nursing (KSBN).

h. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.
Provide information here:
    - Faculty members are required to include information related to WSU 2.18 in each course syllabus. Instructors have used WSU faculty senate "Suggested Language for Course Syllabi" to guide information provided in their syllabus. In both the undergraduate and graduate programs, faculty have a process to review courses on a 2-3 year rotation. Part of the review includes verification that this information is included in the syllabus.

i. **Provide a brief assessment of the overall quality of the academic program using the data from 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).
Provide assessment here

Aggregate information (assessment) and summary of SON KPI documented in the tables below – information if KPI was met and thus provides information on the quality of our programs:

In the BSN program, the mission is accomplished through successful achievement of the six program learning outcomes for BSN students as evidenced by the clinical evaluation tool. The BSN program has been responsive to program outcomes and has met the majority of the Key Performance Indicators (KPI). Overall, WSU experiences a low attrition rate, NCLEX pass rates remain at or above national averages, students seeking employment are successfully being placed in the workforce, applications to the competitive programs remain greater than space available. BSN students are engaged across campus as evidenced by having placed or won the WSU Convocation Banner Competition since 2010. In fall 2013, two students traveled to Haiti for a medical mission trip. In 2013, BSN student took 1st place in the Humanities/Social Science category at the Undergraduate Research and Creativity forum for her research in Maternal Perception of Skin-to-skin Contact & Breastfeeding Practices. The data provided clearly indicates that the BSN programs at WSU are outstanding.

Measurement and Achievement of BSN KPIs

Expected BSN Student Outcomes	Measurement	KPI	Achievement
Admit highly qualified students pre-licensure program	3.42-3.46 GPA	3.0 GPA	Met
Admit highly qualified students RN-BSN program	3.20-3.32 GPA	3.0 GPA	Met
1st Time Takers -NCLEX-RN Pass Rates	85.42-92.52%	83.80-88.42%	Met
Pre-licensure students who completed degree within two years of entering their first nursing course.	92-94%	90%	Met
Pre-licensure academic attrition	1-5%	<5%	Met
Average number of semesters from entry to graduation-RN-BSN students	3 years	3 years	Met
RN-BSN students that have graduated and/or actively enrolled	62-80%	75%	Partially Met; improving
Student Satisfaction (1-5 scale)	4.0-4.31	4.0	Met
Employment rate (Employed, not seeking or in graduate school)	90-97%	90%	Met
Students meet program objectives as demonstrated in clinical rotation	96.3-100%	90%	Met
At risk student NCLEX-RN pass rate	70-86%	90%	Not Met
Pre-licensure standardized exam scores	20-97.4%	80%	Partially Met

Graduate Program -summary

Expected graduate student outcomes are demonstrated through Key Performance Indicators (KPI) for national certification pass rates, comprehensive examinations, final practicum success, doctoral projects and portfolios. Program satisfaction and effectiveness is reflected in the WSU Graduate School student exit surveys.

Measurement and Achievement of MSN KPIs

Expected MSN Student Outcomes	Measurement	KPI	Achievement
Students meet program objectives as demonstrated in clinical	N952 Clinical Evaluation Tool achievement	2010-2013 – 100% of students completing their N952 specialization	Met

rotation		practica have achieved learning outcomes.	
Students meet program objectives as demonstrated in successful completion of comprehensive exams	Comprehensive exams	Comprehensive exam – 80% of students will successfully complete Results: 2010-11 – n= 35 (29 passed, 82.86%) 2011-12 – n=37 (35 passed, 94.59%) 2012-13 - n=49 (47 passed, 91.84%)	Met
Graduation from specialty option with six year time limit	Admission to specialization date to Graduation Data	90% of students admitted to specialization (population focus) will graduate within six year time limit	Met Post baccalaureate students in the DNP are admitted into their specialization at the time of admission to the program and will be counted from this point in the future.
Employment rate of 90% within one year and 90% will have APRN state licensure	Alumni Survey	2009-97.91% 2010-94.73% 2011-93.93%	Met
Certification pass rates at or above 90%	National certification reports	The overall mean percent was 95.08% for the 13 reports provided to the program during 2010-2013.	Met
Satisfaction rates: Student	University Exit Survey	Students will rate overall satisfaction with program at 3.5 or greater on 1 to 5 scale with 1 (very dissatisfied) to 5 (very satisfied)	Met

Measurement and Achievement of DNP KPIs

DNP Program Outcomes	**Measurement**	**KPI**	Achievement
Students meet program outcomes as demonstrated in the portfolio	DNP Portfolios	Portfolios have been successfully completed with Satisfactory grades for all ten (100%) DNP graduates to date	Met
Students will successfully complete program outcomes through completion of DNP residency project	DNP Project	Ten students have completed final residency projects and graduated. All projects have resulted in scholarly presentations	Met

		and/or publications	
Students will report meeting program outcomes	DNP Exit Evaluation	Five of six graduating DNP students in 2011 returned their exit responses. All respondents (100%) rated all DNP learner outcomes as met in their programs	Met
Graduation Rate	Admission to N960 compared to graduation rate	90% who enroll in N960 will successfully complete the program with 6 or 9 years depending on time limit set by university	Met. 100% of those students enrolled in N960 have graduated or in progress within the allowable time limit
Employment Rate	Alumni Survey	90% of students graduating will have employment within one year.	Met. Job documentation has been recorded for 9 of the 10 graduates. One alumna has had family illness and it is not known if she is employed at this time.
Certification Rate for Post-baccalaureate DNP	National Certification Report	Only one fall 2013 graduate at this time and certification has not yet been reported.	Pending

4. 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).

a. Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.

BSN Program: Student need:

Over the last several years the SON has had a larger number of qualified students applying to the Undergraduate program than open slots available.

Undergraduate (BSN) Student Need and Demand for the Programs

Pre-Licensure Programs			
Year	**Applications**	**Admits**	**Enrolled**
2010-2011	302	150	147
2011-2012	310	150	150
2012-2013	227	150	150
***RN to BSN Program**			
2010-2011	44	44	44
2011-2012	46	46	46
2012-2013	34	34	34

*No cap placed on the RN to BSN program, all qualified applicants are accepted.

Graduate Program: Student need:

Graduate nursing education is requested by a large number of prospective graduate students. MSN and DNP program enrollments are limited due to resource capacities including number of faculty and expertise areas, clinical education affiliations including preceptors, rigorous requirements for courses, and time and effort to prepare for national certification examinations. Applications exceed the number of admitted students. Prospective students may apply but not meet the admission criteria or may not enter the degree program after applying due to work and personal reasons.

Graduate Student Need and Demand for the Program

Year	Applications	Admits	Enrolled
2010	183	142	111
2011	149	109	75
2012	123	79	56
2013	78	62	39
Rolling 5 FY Average	Applications	Admits	Enrolled
2007-2011	146	119	85
2008-2012	145	111	78
2009-2013	135	102	72

BSN Program: URM, Race/Ethnicity

BSN URM was slightly higher (12.2%) than for both the college (11.7%) and the university (11.9%) for the rolling 5 year average, 2008-2012

Graduate Program: URM, Race/Ethnicity

The percent of under-represented minorities (URM) has increased over the 2010-2012 time period from data provided by the university. The school is fairly close to the university percent except for the nursing doctoral level in which there are a small number of nursing doctoral students. Students are primarily White non-Hispanic in both the master and doctoral degree programs at census day and at degree time. Black non-Hispanic, Hispanic, and Asian non-Hispanic are the next most represented race/ethnic groups in the Master nursing program. Following the White non-Hispanic category, Black non-Hispanic, Hispanic, multiple race, and unknown race/ethnicity illustrate the doctoral students. Under-represented minorities (URM) are reported in Master degreed conferred students in 2011 (9.4%) and in 2012 (14.7%) and are slightly higher than both the college and university percentages. No percentages are reported for the doctoral students at the degree time (likely due to small number of graduates).

Percent Under-represented minorities (URM)

Year	Nursing Masters	University Masters
2010	7.5%	8.2%
2011	8.9%	9.7%
2012	13.7%	11.3%
	Nursing Doctoral	University Doctoral
2010	0%	6.6%
2011	0%	5.4%
2012	22.2%	6.7%

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

See tables below and data provided in narrative on need and demand for graduates of SON programs- re-employment

BSN Program: Employment Patterns

Employment pattern data is collected by WSU Career Services Department six months post-graduation. All graduates are offered the opportunity to complete the survey. It is expected that >90% (KPI) of students who seek employment will be employed within one year of graduation. BSN employment rate table depicts employment rate, acceptance in graduate school, seeking employment or admission to graduate school, and seeking neither employment nor graduate school. From 2008-2011, within one year of graduation, 90% or more of graduates were employed, accepted a position, or had been accepted or enrolled in graduate school.

The job outlook for registered nurses is 19% (faster than average), with a median annual wage of $65,470 (www.bls.gov/oco/). This is reflective in the application numbers received for nursing, the low attrition, high graduation rate, and high job placement rate.

RN to BSN student growth is expected to increase over the next 3-5 years as the research continues to support academic progression showing that Nurses with Bachelor of Science in Nursing (BSN) degrees are well-prepared to meet the demands placed on today's nurse (Institute of Medicine, 2011). BSN nurses are recognized for their skills in critical thinking, leadership, case management, and health promotion, and for their ability to practice across a variety of inpatient and outpatient settings. Nurse executives, federal agencies, the military, leading nursing organizations, health care foundations, magnet hospitals, and minority nurse advocacy groups all recognize the unique value that baccalaureate-prepared nurses bring to the practice setting. Throughout the last decade, policymakers and practice leaders have recognized that education makes a difference. **Research has shown a strong correlation between RN education level and patient outcomes. WSU has projected a growth of 100 RN to BSN students admitted and enrolled by 2015.**

Target KPI: BSN Employment rate

> 90% of graduates who are seeking employment will have positions within 1 year of graduation (Not applicable for RN-BSN graduates since they are employed at the time of admission to the program*)			
	2008-2009 (n=93)	**2009-2010** (n=86)	**2010-2011**(n=97)
Employed or have accepted a position	88%	90%	91%
Seeking employment or admission to graduate/professional school	10%	6%	3%
Accepted to or enrolled in graduate or professional school	2%	1%	5%
Not seeking employment or admission to graduate school		2%	1%
Other		1%	

Graduate Program: Employment Patterns

All students graduating with a clinical APRN population focus (degree and post-master's graduate certificate) are eligible to apply for APRN licensure (formerly called ARNP status) through the KSBN. For graduates responding to an employment survey, the KPI expected outcome was 90% of graduates will be employed and complete the APRN licensing process. When alumni surveys were mailed to graduates (see table below) in March of 2009 (48 returned surveys from 112 mailed), in 2010 (57 returned surveys from 122 mailed) and in 2011 (33 returned surveys from 102 mailed), all but six of 138 respondents (95.6%) reported employment and APRN license. Alumni were also requested to provide their employment status and name of employer reflecting employment in an advanced practice role. Those who

did not indicate APRN status were employed as nurse educators or other roles where APRN was not specifically identified. The next survey will be conducted in 2014.

The workforce remains strong for advanced practice nurse graduates. Students are frequently recruited for advanced nursing jobs while in their final courses or shortly after completion of the degree. Alumni reports have illustrated that the majority of alumni are working in advance practice roles. The salary for nurse practitioners has continued to increase annually. **One recent report, 2013 Salary by Specialty and Location, published in *Advance for NPs and PAs*, show salaries for family nurse practitioners at $96, 975 (a gain of 7.03% from 2012), for mental health nurse practitioners at $107,057 (a gain of 5.53% from 2012), for emergency department (both family and adult-gerontology acute care nurse practitioners) at $118,526 (a gain of 11.19% from 2012).** Demand for nurse practitioners is reported in numerous national and regional reports, publications, position advertisements, and others. Changes and demands in the health care system has created many opportunities for advanced practice nurses and reports such as the Institute of Medicine (2011) report that calls for nurses to increase their educational levels and to practice at a level commensurate with that education. The future for advanced practice nurses with MSN and DNP degrees looks optimistic for job openings and increasing salaries.

Target KPI: APRN Employment

Employment rate > 90% of graduates responding to employment survey and APRN rate > 90% of clinical student graduates will complete APRN license

Survey	Mailed	Returned	Response Rate	APRN	Non-APRN	Employment Rate	APRN Rate
SP 2009	112	48	42.86%	47	1	100%	97.9%
SP 2010	122	57	46.72%	54	3	100%	94.7%
SP 2011	102	33	32.35%	31	2	100%	93.9%

Overall job outlook-GOOD:

Job outlook for all nurses: BLS –*Employment projections for 2012-2022:* By 2022 total employment of RNs and APRNS will increase by 574,400, including RN retirements **the nation will need 1.13 million new RN.**

5. **Analyze the 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).**

a. Provide a brief assessment of the 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. (Table 16)

All SON Programs Assessment and uniqueness:

2008-2012, only 2.3% of SCH were not provided by program majors (UG & GR). Since only admitted students can take required nursing courses, this small percent of SCHs were most likely generated by individuals in the SON certificate program that are not majors and/or the few elective courses offered in the SON.

All programs are unique and in high demand. The nursing programs require more resources, due to accreditation and regulatory requirements (i.e. small student to faculty ratios for applied clinical courses).

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).

KBOR SON 2011 report: -GOALS WITH FOLLOW UP ASSESSMENT, OUTCOMES AND ANALYSIS

1) 2011 GOAL

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.

1) ASSESSMENT DATA AND OUTCOME

- There was a change in the administrative leadership of the School of Nursing following the SON KBOR 2011 Report. With that change and input from the School of nursing faculty, this specific goal was not implemented as stated.
- There was a quality improvement plan implemented related to the development of specific program goals that where linked to student learning outcomes and program outcomes
- The outcome of this process and the data can be found in this report under section:

Part 1 -	listing Program goals, linked to student outcomes
Appendix A	linking Expected Program Outcomes to Student Outcomes (Learning Outcomes) as well as the Measure (Assessment Tool) used and Key Performance Indicator (KPI) (Criterion/Target) including Leveling of Program Outcomes
Part 3	Actual Outcome of the data are documented in Part 3 of this report

Analysis – program and student outcomes are adequate and are used to assess the quality of the SON program. All goals, measures and outcomes will be continuously reviewed by faculty to assess the needed for any modifications

2) 2011 GOAL:

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

2) **ASSESSMENT DATA AND OUTCOME**

- A data process was implemented to collect the targeted goals/outcomes noted under Goal 1 above
- Data collection remains a SON concern. Current staff and faculty collect the data as needed, but the process is often time consuming and cumbersome

Analysis - The goal would still be to hire a specific staff person with expertise in data collection and processes to assist with collection of needed data – currently limited resources have not allowed the development of this position.

3) 2011 GOAL:

3. Implement a revised MSN curricula per the new AACN 2011 Essentials

3) ASSESSMENT DATA AND OUTCOME

- A graduate faculty task force was initiated at the start of 2012 to assess what areas of concentrations might be needed for a revised MSN program
- A key community partner (local large hospital), stated they were modifying there administrative structure and needed nurses with administration/leadership
- National and state data notes a current and a future shortage of nursing faculty

- Faculty developed a curriculum for an MSN with concentrations in Nursing Education and Nursing Administration/Leadership
- The curriculum modifications were approved spring 2012 by SON, CHP and WSU faculty
- Final approval of changes by KBOR was received the summer of 2012
- Students were admitted in Fall 2012
- The new concentrations were reviewed and then approved by CCNE to meet current professional (AACN 2011 Essentials) accreditation standards.

Analysis – goal met.

3) 2011 GOAL:

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;
        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.

4) ASSESSMENT DATA AND OUTCOME

- <u>RN to BSN</u> curriculum revised implementation to start fall 2014
    - RN to BSN, included in President Bardo's goals to increase enrollment – development of office of online learning
    - Shared marketing campaign with office of online learning and SON
    - Expect enrollment to increase by 50 in 2014/2015

- <u>DNP –</u> all students interested in primary care concentrations (FNP and PMHNP) are now admitted to the DNP program; the last class primary care concentrations (FNP and PMHNP) will be completed by summer 2015
    - Due to the transition from MSN to DNP, the program is not at capacity. Based on faculty discussions, capacity (i.e. growth of the FNP option) will need to be limited based on availability of doctorally prepared faculty.

- <u>Revise programs with a focus on a competency-based curricula</u>
    - All programs have measureable outcomes, related to expected criteria of accreditation and review agencies – data has been collected and analyzed
    - A competency based curriculum has not been developed

Analysis –

- **RN to BSN program goals met.**
- **DNP program goals met**
    - **DNP growth will be difficult due to the lack of resources to hire doctorally prepared faculty**
    - **Program/student outcomes developed with data collected**
- **Competency Based curriculum not developed- but specific learning outcomes developed and implemented**

- **Measurable program and student outcomes developed and implemented and this will allow for developing competency based curriculums**

REPORT FROM WSU PROVOST OFFICE TO SON RELATED TO 2011 SON KBOR REPORT

Commendations:

- Faculty are productive in scholarship.
- Employer demand is good.
- High quality program.
- Student satisfaction is high.

RECOMMENDATIONS:

By April 1, 2012 (Send to the Office of the Provost):

- Clearly correlate measurements to outcomes.
- Document changes made through assessment.
- The learning outcomes for all programs should be further developed and a revised assessment process needs to be implemented to include the following: Learning Outcomes; Assessment Methods; Targets; Results; Analysis:

Analysis – COMPLETED

Prior to the next review in 2014:

- Recommend that the SON conduct a salary survey to document discrepancies between WSU faculty salaries and national average salaries, and document other barriers in relation to hiring qualified faculty.
  - Salary analysis completed (data from local sources and from data collected from nursing programs across the country) Data comparing like schools (size, location, type of programs) as well as local/regional practice nurses. The following data was shared with faculty in 2013.

Salary Analysis; 2012-2013 DATA

(PRESENTED TO WSU SON FACULTY AT 8/2013 RETREAT

Practice Wichita- Salary data:
(NOTE UPDATED DATA ON PRACTICE CAN BE FOUND IN THIS REPORT FOR STUDENTS IN OUR GRADUATE PROGRAMS)

CNS-CLINICAL NURSE SPECIALIST-APRN (assume MSN)

9 m annual	**AVERAGE**	$ 60,568.13
12 M annual	AVERAGE	$ 80,757.50

APRN-NP NURSE PRACTITIONER (assume MSN)

9 m annual	**AVERAGE**	$ 67,259
12 M annual	AVERAGE	$ 92,396

Academia: AACN DATA 2012 REPORT- MSN PREPARED FACULTY

MSN	AACN Midwest	instructor	$ 53,037
MSN	AACN Univ. Midwest	instructor	$ 52,581
MSN	AACN Nontenure track	instructor	$ 55,671
MSN	AACN mid-west univ.	Clinical instructor	$ 53,376
		AVERAGE	**$ 53,666**

WSU MSN PREPARED FACULTY 2012-2013 (9 MONTH)			
		WSU AVERAGE	**$ 53,701**
WSU MSN faculty compared to:			
	AACN		**0.06 % above AACN Mean**
Wichita Practice	CNS/NP		**16% below practice Mean (Local and regional data)**

AACN DATA 2012 REPORT- PhD PREPARED FACULTY

TITLE	**YR**	**Salary MEAN**	**Median**
Assistant prof.	9 m mean	$ 68,611	$ 67,836
WSU SON PhD – Assistant Professor compared to:			
		WSU AVERAGE	**12% below Mean**

TITLE	**YR**	**Salary MEAN**	**Median**
Associate prof.	9 m mean	$80,776	$78,930
WSU SON PhD – Associate Professor compared to:			
		WSU AVERAGE	**16% below Mean**

TITLE	**YR**	**Salary MEAN**	**Median**
Professor	9 m mean	$100,007	$93,689
WSU SON PhD – Professor compared to:			
		WSU AVERAGE	**20% below Mean**

Analysis – SURVEY COMPLETED – nursing faculty salaries below the MEAN of other similarly nurses with a MSN or Doctoral degree

- **MSN faculty – salary 16% below MEAN salary of local/regional practitioners**
- **Doctorally prepared ranked faculty 12-20% below MEAN of faculty at similar nursing programs (type, size of program…)**

Conclusions: Faculty salaries remain below the comparison means and recruiting doctorally prepared and clinically experienced faculty is difficult

7. Summary and Recommendations

1. 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:

   - note information from our accreditation report as well as an updated summary included here:

STRENGTHS

- Clear and updated SON strategic plan that includes vision, mission and goal statements that are congruent with WSU vision, mission and goals
- Program outcomes are clearly stated for all programs and were developed using AACN Education Essentials for BSN (2008); MSN (1996, 2011) and DNP (2006).
- AACN (2012) Essentials of Master's Education in Nursing were used in development of new MSN concentrations.
- Faculty use national standards and input from communities of interest in evaluating and modifying the curriculum and programs.
- Faculty members are qualified in their areas of expertise.
- WSU values teaching as well as scholarship, which facilitate excellence and innovation in nursing education.
- Student support services and financial resources are adequate to meet the SON's mission and objectives.
- Productive scholarship activities and recent faculty recognized at national levels (FAANP and FAAN).
- There are clearly defined faculty roles in teaching, scholarship and service and criteria for merit raises and promotion and tenure.
- A large number of health care agencies provide diverse opportunities for student clinical learning experiences.
- Qualified clinical preceptors within the community are supportive of the students and the SON.
- The SON fosters ongoing quality improvement to maintain and improve program effectiveness
- The SON admits students with excellent academic potential based upon national standards.
- Students are enrolled in rigorous programs with quality outcomes based upon national standards.
- The SON graduates a high percent of students who are well received in the community as measured by employment rates or students entering graduate school.
- Graduates perform at or above expectations on licensure (NCLEX-RN) and certification exams.
- Pre-licensure attrition rate is low.
- Students meet program outcomes as demonstrated by clinical evaluation tool.
- Faculty are highly engaged in utilization of evidenced based processes in courses
- Faculty clearly meet expectations for their assigned roles in scholarship, teaching and service.

Areas of Concern - Action and Analysis

Concern	Action and Analysis
• Increasing difficulty in finding clinical placements for students in graduate and undergraduate programs. • Although there is currently sufficient funding for the SON BSN program, should KBOR funding be decreased this may impact funds available to maintain current required faculty to student ratios in the clinical area. • Lack of up to date and cutting edge equipment • Old simulation lab – limited space • Lack of simulation space that could be used to replace decreasing clinical space in partnering agencies • Lack of simulation space and equipment – increases the risk of student errors with patients (simulation allows students to practice and make mistakes prior to working with patients)	In process • In 2013 assigned SON faculty member as a part-time Coordinator for Simulation • In process of search to hire a FT Coordinator for Simulation and interprofessional education • In process of using limited funds to purchase some medication management equipment for undergraduate students (expect cost $20,000-40,000) • Talking with local hospital to see if we can rent clinical space for simulation activities o **ANALYSIS** • Decreasing clinical experience options at partnering agencies • Limited simulation space to replace clinical experience in the community • The lab and simulation space that is available is extremely outdated • Lack of resources to purchase up to date equipment • Specific updated nursing lab and simulation space/equipment needed to continue to verify that students are "safe" to practice in an applied setting
• A salary survey documented discrepancies between WSU SON faculty salaries, regional and national average salaries o MSN faculty – salary 16% below Mean salary of local/regional practitioners o Doctorally prepared ranked faculty 12-20% below MEAN of faculty at similar nursing programs (type, size of program) • Clinical educator faculty salaries have been flat since 2008 – there is no process for promotion within the university • Only tenure eligible faculty can serve on university committees – i.e. as defined by WSU faculty senate – Clinical educators are willing to serve but do not meet university requirements, placing added responsibility on the limited number of tenure eligible track faculty. • Difficulty in recruiting doctorally prepared faculty (in a recent search there were no	In process or Implemented • Actively recruit students to the new MSN concentration in Nursing Education to increase the pool of potential faculty applicants • Maintain, as resources allow, the "grow your own program", providing financial support to current faculty to obtain a doctorate. • Continue to recruit for open positions • Evaluating creative revenue generating options –i.e. Practice-Innovation – partnering with local agencies that may need the expertise of SON faculty, with faculty that need to maintain their practice **ANALYSIS** • Inadequate compensation appears to be a factor in recruiting qualified doctorally prepared faculty and experienced clinical nurses. • Increasing percent of non-tenured, non-

applicants) • Lack of doctorally prepared faculty limit the number of DNP students in the program– even though there is a documented shortage of APRNs in Kansas and across the nation, esp. in rural communities • WSU data, shows that there has been a decrease in tenure eligible faculty (i.e. doctorally prepared)- a concern for the SON graduate programs	probationary faculty – negatively impacts completing the work of the School, College and University (i.e. only tenure track faculty can serve on most Univ. committees, as well as some SON/College committees) • Inadequate number of Clinical Educator faculty- have higher teaching loads, leaving less time for committee work needed to update and modify the curriculum to maintain accreditation and continue to graduate safe and highly education nurses.- • No promotion system for non-tenure eligible faculty
• Limited internal (SON, CHP, WSU) support for research/scholarly activities. • SON/CHP focus on teaching with little to no resources for scholarship. • Faculty often on own to fund and complete research. • New tenured track faculty research FTE assignments have been inconsistent and some pre-tenure faculty have had limited assigned research time. • Limited funds for faculty development beyond scholarship	In process or Implemented • Workload guidelines implemented, more consistency in teaching assignments to allow for tenure eligible faculty time for scholarship (support to maintain at a minimum 40% FTE research time for pre-tenure faculty.) • WSU reorganization in WSU Office of Research Administration (ORA) has increased their support for scholarly/grant • Continue to target available SON internal funding sources to support scholarly activities (presentations, travel, education expenses) **ANALYSIS** • Difficult to support scholarship with limited faculty development funds • Limited faculty developments funds make it difficult for faculty to attended workshops related to clinical/practice and curricular updates

SON –KBOR Three Year Goals (2014 to 2017)

Note: Developed from SON strategic plan, accreditation reports and information in this review

1. Sustain and maintain quality programs by maintaining national accreditation (CCNE) (continuous) , KSBN approval and KBOR standards (yearly reports, curriculum approval of changes (continuous)
    a. Continue the process to move to a competency based curriculum
2. Increase graduate and undergraduate student enrollment (target: adult and online students)
3. Work to develop a reward and promotion system for clinical nurse educator faculty within the University

Major concerns from analysis that need additional resources to address:

- **Expanded and updated simulation/lab: update with some expansion needed immediately, additional space would be expected with the development of a School of Nursing building/space within a new Health Sciences Center.**
- **Staff person to work on data collection and processes to maintain accreditation and have a clear process for quality improvement related to student learning outcomes and other identified KPIs (outcomes)**
- **Faculty salaries remain below the comparison means and recruiting doctorally prepared and clinically experienced faculty is difficult**

APPENDIX A

Program outcomes linked to:
Expected Student Outcomes/Learning Outcomes: ,
Measurement tool/Assessment Tool: and
Expected outcome(Key performance indicator-KPI) /Criterion-Target

LEVELING OF PROGRAM OUTCOMES

BSN Program

1. Communication

The graduate imparts and exchanges ideas and information with others verbally, non-verbally, and through written and electronic communication.

	SEMESTER 1	**SEMESTER 2**	**SEMESTER 3**	**SEMESTER 4**
	Demonstrates oral and written communication skills	Demonstrates therapeutic communication skills to individuals, families and groups.	Applies therapeutic communication skills to special populations	Evaluates effective communication in collaborative settings
Course Content related to communication	1.N302 Professional Nursing Practice 2. N310 & N345 Fundamentals of Nursing & Health Assessment	1.N340 Mental Health nursing working with individuals, families & groups, N360 Clinical Care of Adults I working with individuals	1.N410 Clinical Care of Adults II, N430 Pediatric Nursing Care, N440 Maternal-Newborn Nursing Care, N450 Care of Populations clinical experiences with special populations	1. N460 Leadership & Clinical Decision Making Quality Improvement Project 2. N460, N470 Critical Care, & N499 Capstone Clinical Practicum
Measure	1.Comprehensive Final Exam – N302 2. Final Practicum combined N310 & N345 3. Standardized testing - Fundamentals	1. Clinical Evaluation Tool (CET) 2.Standardized testing – Mental Health	1. CET 2. Standardized testing – Peds, OB, Community	1. Quality Improvement Project – N460 2. CET 3. Standardized testing – Med-Surg Nursing, Pharmacology, Leadership
Key Performance Indicator (KPI)	1.80% will have a passing grade of 70% or higher on the Comprehensive Final Exam N302 2.80% will achieve a passing	1. 90% will satisfactorily meet program objectives as demonstrated on the CET 2. 80% will achieve an 80% or higher on	1.90% will satisfactorily meet program objectives as demonstrated on the CET 2. 80% will score 80% or higher on the	1. 80% will score 80% or higher on Quality Improvement Project – N460 2. 90% will satisfactorily meet program

	grade of 70% or higher on the Final Practicum for N310 & N345 3. 80% will score 80% or higher on the Standardized testing	Standardized testing- Mental Health*	Standardized testing – OB, Peds, & Community	objectives as demonstrated on the CET 3. 80% will achieve an 80% or higher on Standardized testing – Med-Surg Nursing, Pharmacology, Leadership

*The score of 80% or higher is equivalent to a Level 2 or 3 for ATI exams for all program outcomes.

2. Patient Centered Care

The graduate performs culturally sensitive nursing practice based on scientific rationale to maintain or improve the biopsychosocial and spiritual outcome of individuals.

	SEMESTER 1	**SEMESTER 2**	**SEMESTER 3**	**SEMESTER 4**
	Identifies individual and family needs through data collection	Demonstrates appropriate interventions to meet patient needs.	Differentiates needs of patients in special populations	Analyzes needs of patients in provision of complex care
Course content related to patient centered care	1.N302 Professional Nursing Practice 2. N310 & N345 Fundamentals of Nursing & Health Assessment	1.N340 Mental Health nursing working with individuals, families & groups, N360 Clinical Care of Adults I working with individuals	1.N410 Clinical Care of Adults II, N430 Pediatric Nursing Care, N440 Maternal-Newborn Nursing Care, N450 Care of Populations clinical experiences with special populations	1. N460 Leadership & Clinical Decision Making Quality Improvement Project 2. N460, N470 Critical Care, & N499 Capstone Clinical Practicum
Measure	1.Comprehensive Final Exam – N302 2. Final Practicum combined N310 & N345 3. Standardized testing - Fundamentals	1. Clinical Evaluation Tool (CET) 2.Standardized testing – Mental Health	1. CET 2. Standardized testing – Peds, OB, Community	1. Quality Improvement Project – N460 2. CET 3. Standardized testing – Med-Surg Nursing, Pharmacology, Leadership
Key Performance	1.80% will have a passing grade	1. 90% will satisfactorily	1.90% will satisfactorily	1. 80% will score 80% or

Indicators (KPI)	of 70% or higher on the Comprehensive Final Exam N302 2.80% will achieve a passing grade of 70% or higher on the Final Practicum for N310 & N345 3. 80% will score 80% or higher on the Standardized testing	meet program objectives as demonstrated on the CET 2. 80% will achieve an 80% or higher on Standardized testing- Mental Health	meet program objectives as demonstrated on the CET 2. 80% will score 80% or higher on the Standardized testing – OB, Peds, & Community	higher on Quality Improvement Project – N460 2. 90% will satisfactorily meet program objectives as demonstrated on the CET 3. 80% will achieve an 80% or higher on Standardized testing – Med-Surg Nursing, Pharmacology, Leadership

3. Evidence-based practice

The graduate examines problems and issues through the synthesis of information in an analytical, evaluative, decisive manner.

	SEMESTER 1	**SEMESTER 2**	**SEMESTER 3**	**SEMESTER 4**
	Recognizes professional standards in patient care	Discusses use of evidence in clinical practice	Applies professional standards and guidelines to special populations	Disseminates scholarly information to support complex nursing practice
Course content related to evidence-based practice	1.N302 Professional Nursing Practice 2. N310 & N345 Fundamentals of Nursing & Health Assessment	1.N340 Mental Health nursing working with individuals, families & groups, N360 Clinical Care of Adults I working with individuals	1.N410 Clinical Care of Adults II, N430 Pediatric Nursing Care, N440 Maternal-Newborn Nursing Care, N450 Care of Populations clinical experiences with special populations	1. N460 Leadership & Clinical Decision Making Quality Improvement Project 2. N460, N470 Critical Care, & N499 Capstone Clinical Practicum
Measure	1.Comprehensive Final Exam – N302 2. Final	1. Clinical Evaluation Tool (CET) 2.Standardized	1. CET 2. Standardized testing – Peds, OB,	1. Quality Improvement Project – N460 2. CET

	Practicum combined N310 & N345 3. Standardized testing - Fundamentals	testing – Mental Health	Community	3. Standardized testing – Med-Surg Nursing, Pharmacology, Leadership
Key Performance Indicators (KPI)	1.80% will have a passing grade of 70% or higher on the Comprehensive Final Exam N302 2.80% will achieve a passing grade of 70% or higher on the Final Practicum for N310 & N345 3. 80% will score 80% or higher on the Standardized testing	1. 90% will satisfactorily meet program objectives as demonstrated on the CET 2. 80% will achieve an 80% or higher on Standardized testing- Mental Health	1.90% will satisfactorily meet program objectives as demonstrated on the CET 2. 80% will score 80% or higher on the Standardized testing – OB, Peds, & Community	1. 80% will score 80% or higher on Quality Improvement Project – N460 2. 90% will satisfactorily meet program objectives as demonstrated on the CET 3. 80% will achieve an 80% or higher on Standardized testing – Med-Surg Nursing, Pharmacology, Leadership

4. Health Promotion

The graduate promotes strategies that enhance the health continuum of the individual, family and community extending through local and global levels.

	SEMESTER 1	**SEMESTER 2**	**SEMESTER 3**	**SEMESTER 4**
	Identifies basic health promotion practices	Produces strategies to improve healthy behaviors in individuals, families, and groups	Integrates activities to promote healthy behaviors in special populations	Evaluates quality improvement measures in the advancement of healthy outcomes.
Course content related to health promotion	1.N302 Professional Nursing Practice 2. N310 & N345 Fundamentals of Nursing & Health Assessment	1.N340 Mental Health nursing working with individuals, families & groups, N360 Clinical Care of Adults I	1.N410 Clinical Care of Adults II, N430 Pediatric Nursing Care, N440 Maternal-Newborn Nursing Care,	1. N460 Leadership & Clinical Decision Making Quality Improvement Project 2. N460, N470

		working with individuals	N450 Care of Populations clinical experiences with special populations	Critical Care, & N499 Capstone Clinical Practicum
Measure	1.Comprehensive Final Exam – N302 2. Final Practicum combined N310 & N345 3. Standardized testing - Fundamentals	1. Clinical Evaluation Tool (CET) 2.Standardized testing – Mental Health	1. CET 2. Standardized testing – Peds, OB, Community	1. Quality Improvement Project – N460 2. CET 3. Standardized testing – Med-Surg Nursing, Pharmacology, Leadership
Key Performance Indicators (KPI)	1.80% will have a passing grade of 70% or higher on the Comprehensive Final Exam N302 2.80% will achieve a passing grade of 70% or higher on the Final Practicum for N310 & N345 3. 80% will score 80% or higher on the Standardized testing	1. 90% will satisfactorily meet program objectives as demonstrated on the CET 2. 80% will achieve an 80% or higher on Standardized testing- Mental Health	1.90% will satisfactorily meet program objectives as demonstrated on the CET 2. 80% will score 80% or higher on the Standardized testing – OB, Peds, & Community	1. 80% will score 80% or higher on Quality Improvement Project – N460 2. 90% will satisfactorily meet program objectives as demonstrated on the CET 3. 80% will achieve an 80% or higher on Standardized testing – Med-Surg Nursing, Pharmacology, Leadership

5. Collaborative Care

The graduate coordinates and manages the care of the individual, family and/or community either independently or collaboratively with health care team members.

	SEMESTER 1	**SEMESTER 2**	**SEMESTER 3**	**SEMESTER 4**
	Defines roles within the health care team	Practice in a inter-professional health environment	Analyzes the contributions of a variety of disciplines in providing care	Manages complex care in an inter-professional environment
Course content	1.N302	1.N340 Mental	1.N410 Clinical	1. N460

related to collaborative care	Professional Nursing Practice 2. N310 & N345 Fundamentals of Nursing & Health Assessment	Health nursing working with individuals, families & groups, N360 Clinical Care of Adults I working with individuals	Care of Adults II, N430 Pediatric Nursing Care, N440 Maternal-Newborn Nursing Care, N450 Care of Populations clinical experiences with special populations	Leadership & Clinical Decision Making Quality Improvement Project 2. N460, N470 Critical Care, & N499 Capstone Clinical Practicum
Measure	1.Comprehensive Final Exam – N302 2. Final Practicum combined N310 & N345 3. Standardized testing - Fundamentals	1. Clinical Evaluation Tool (CET) 2.Standardized testing – Mental Health	1. CET 2. Standardized testing – Peds, OB, Community	1. Quality Improvement Project – N460 2. CET 3. Standardized testing – Med-Surg Nursing, Pharmacology, Leadership
Key Performance Indicators (KPI)	1.80% will have a passing grade of 70% or higher on the Comprehensive Final Exam N302 2.80% will achieve a passing grade of 70% or higher on the Final Practicum for N310 & N345 3. 80% will score 80% or higher on the Standardized testing	1. 90% will satisfactorily meet program objectives as demonstrated on the CET 2. 80% will achieve an 80% or higher on Standardized testing- Mental Health	1.90% will satisfactorily meet program objectives as demonstrated on the CET 2. 80% will score 80% or higher on the Standardized testing – OB, Peds, & Community	1. 80% will score 80% or higher on Quality Improvement Project – N460 2. 90% will satisfactorily meet program objectives as demonstrated on the CET 3. 80% will achieve an 80% or higher on Standardized testing – Med-Surg Nursing, Pharmacology, Leadership

6. Quality Improvement

The graduate evaluates care processes and uses methods to implement change for continuous improvement of the quality of health care systems while minimizing risk to patients and providers.

	SEMESTER 1	**SEMESTER 2**	**SEMESTER 3**	**SEMESTER 4**
	Describes principles of quality care	Develops an individualized, evidence based plan of care to promote quality patient outcomes	Modifies the plan of care to improve patient outcomes	Synthesizes data to promote improved patient outcomes
Course content related to quality improvement	1.N302 Professional Nursing Practice 2. N310 & N345 Fundamentals of Nursing & Health Assessment	1.N340 Mental Health nursing working with individuals, families & groups, N360 Clinical Care of Adults I working with individuals	1.N410 Clinical Care of Adults II, N430 Pediatric Nursing Care, N440 Maternal-Newborn Nursing Care, N450 Care of Populations clinical experiences with special populations	1. N460 Leadership & Clinical Decision Making Quality Improvement Project 2. N460, N470 Critical Care, & N499 Capstone Clinical Practicum
Measure	1.Comprehensive Final Exam – N302 2. Final Practicum combined N310 & N345 3. Standardized testing - Fundamentals	1. Clinical Evaluation Tool (CET) 2.Standardized testing – Mental Health	1. CET 2. Standardized testing – Peds, OB, Community	1. Quality Improvement Project – N460 2. CET 3. Standardized testing – Med-Surg Nursing, Pharmacology, Leadership
Key Performance Indicators (KPI)	1.80% will have a passing grade of 70% or higher on the Comprehensive Final Exam N302 2.80% will achieve a passing grade of 70% or higher on the Final Practicum for N310 & N345 3. 80% will score 80% or higher on the Standardized testing	1. 90% will satisfactorily meet program objectives as demonstrated on the CET 2. 80% will achieve an 80% or higher on Standardized testing- Mental Health	1.90% will satisfactorily meet program objectives as demonstrated on the CET 2. 80% will score 80% or higher on the Standardized testing – OB, Peds, & Community	1. 80% will score 80% or higher on Quality Improvement Project – N460 2. 90% will satisfactorily meet program objectives as demonstrated on the CET 3. 80% will achieve an 80% or higher on Standardized testing – Med-Surg Nursing,

				Pharmacology, Leadership

RN to BSN Program

Note: Same Program Outcomes will be used for RN to BSN for KPIs that are comparable.

MSN Program (Current & Revised)

1. **Synthesize**

Synthesize knowledge from the physiological and behavioral sciences and the humanities to support advanced nursing practice and functional role development.

	1st Year	Final Semester
Course content related to synthesize (Current Program)		
Measure	1.Final Paper N703	1.Comprehensive Exam 2. Clinical Evaluation Tool – N952
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 80% will achieve a passing grade on the Comprehensive Exam. 2. 80% of students will satisfy all objectives on the Clinical Evaluation Tool in N952 final clinical experience
Course content related to synthesize (Revised Program)		
Measure	1.Final Paper N703	1.Comprehensive Exam 2. Practicum Evaluation Tool
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 80% will achieve a passing grade on the Comprehensive Exam, Research Project, or Thesis. 2. 80% of students will satisfy all objectives on the Practicum Evaluation Tool in final clinical experience

2. **Expertise**

Demonstrate advanced practice expertise in a selected field of nursing.

	1st Year	Final Semester

Course content related to expertise (Current Program)		
Measure	1.Final Paper N703	1.Comprehensive Exam 2. Clinical Evaluation Tool – N952
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 80% will achieve a passing grade on the Comprehensive Exam. 2. 80% of students will satisfy all objectives on the Clinical Evaluation Tool in N952 final clinical experience
Course content related to expertise (Revised Program)		
Measure	1.Final Paper N703	1.Comprehensive Exam 2. Practicum Evaluation Tool
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 80% will achieve a passing grade on the Comprehensive Exam, Research Project, or Thesis. 2. 80% of students will satisfy all objectives on the Practicum Evaluation Tool in final clinical experience

3. Scholar

Apply conceptual frameworks for nursing practice from a variety of current concepts and theories relevant to nursing

	1st Year	Final Semester
Course content related to scholar (Current Program)		
Measure	1.Final Paper N703	1.Comprehensive Exam 2. Clinical Evaluation Tool – N952
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 80% will achieve a passing grade on the Comprehensive Exam. 2. 80% of students will satisfy all objectives on the Clinical Evaluation Tool in N952 final clinical experience
Course content related to		

scholar (Revised Program)		
Measure	1.Final Paper N703	1.Comprehensive Exam 2. Practicum Evaluation Tool
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 80% will achieve a passing grade on the Comprehensive Exam, Research Project, or Thesis. 2. 80% of students will satisfy all objectives on the Practicum Evaluation Tool in final clinical experience

4. Collaborate

Collaborate with other health professionals to provide care for individuals and groups

	1st Year	Final Semester
Course content related to health promotion (Current Program)		
Measure	1.Final Paper N703	1.Comprehensive Exam 2. Clinical Evaluation Tool – N952
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 80% will achieve a passing grade on the Comprehensive Exam. 2. 80% of students will satisfy all objectives on the Clinical Evaluation Tool in N952 final clinical experience
Course content related to health promotion (Revised Program)		
Measure	1.Final Paper N703	1.Comprehensive Exam 2. Practicum Evaluation Tool
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 80% will achieve a passing grade on the Comprehensive Exam, Research Project, or Thesis. 2. 80% of students will satisfy all objectives on the Practicum Evaluation Tool in final clinical experience

5. Cultural Competency

Demonstrate leadership in planning, initiating, and evaluating strategies for improving health in a diverse society.

	1st Year	Final Semester
Course content related to cultural competency (Current Program)		
Measure	1.Final Paper N703	1.Comprehensive Exam 2. Clinical Evaluation Tool – N952
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 80% will achieve a passing grade on the Comprehensive Exam. 2. 80% of students will satisfy all objectives on the Clinical Evaluation Tool in N952 final clinical experience
Course content related to cultural competency (Revised Program)		
Measure	1.Final Paper N703	1.Comprehensive Exam 2. Practicum Evaluation Tool
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 80% will achieve a passing grade on the Comprehensive Exam, Research Project, or Thesis. 2. 80% of students will satisfy all objectives on the Practicum Evaluation Tool in final clinical experience

6. Scholar

Contribute to the development of nursing as a scientific discipline through scholarly endeavors.

	1st Year	Final Semester
Course content related to scholar (Current Program)		
Measure	1.Final Paper N703	1.Comprehensive Exam 2. Clinical Evaluation Tool – N952
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 80% will achieve a passing grade on the Comprehensive Exam. 2. 80% of students will satisfy all objectives on the Clinical Evaluation Tool in

		N952 final clinical experience
Course content related to scholar (Revised Program)		
Measure	1.Final Paper N703	1.Comprehensive Exam 2. Practicum Evaluation Tool
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 80% will achieve a passing grade on the Comprehensive Exam, Research Project, or Thesis. 2. 80% of students will satisfy all objectives on the Practicum Evaluation Tool in final clinical experience

7. Advanced Practice (Advanced Nursing in Revised MSN)

Demonstrate critical inquiry, decision making skills, and communication skills as an advanced practice nurse.

	1st Year	Final Semester
Course content related to advanced practice (Current Program)		
Measure	1.Final Paper N703	1.Comprehensive Exam 2. Clinical Evaluation Tool – N952
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 80% will achieve a passing grade on the Comprehensive Exam. 2. 80% of students will satisfy all objectives on the Clinical Evaluation Tool in N952 final clinical experience
Course content related to advanced nursing (Revised Program)		
Measure	1.Final Paper N703	1.Comprehensive Exam 2. Practicum Evaluation Tool
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 80% will achieve a passing grade on the Comprehensive Exam, Research Project, or Thesis. 2. 80% of students will satisfy all objectives on the Practicum Evaluation Tool

		in final clinical experience

8. Evaluate

Evaluate health care outcomes using a variety of measurements including the use of information systems.

	1st Year	Final Semester
Course content related to evaluate (Current Program)		
Measure	1.Final Paper N703	1.Comprehensive Exam 2. Clinical Evaluation Tool – N952
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 80% will achieve a passing grade on the Comprehensive Exam. 2. 80% of students will satisfy all objectives on the Clinical Evaluation Tool in N952 final clinical experience
Course content related to evaluate (Revised Program)		
Measure	1.Final Paper N703	1.Comprehensive Exam 2. Practicum Evaluation Tool
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 80% will achieve a passing grade on the Comprehensive Exam, Research Project, or Thesis. 2. 80% of students will satisfy all objectives on the Practicum Evaluation Tool in final clinical experience

DNP Program (BSN to DNP & Post-MSN DNP)

1. Synthesize

Synthesizes nursing science with knowledge from ethics, law, the biophysical, psychosocial/cultural, analytical, and organizational sciences to support advanced nursing practice.

	1st Year	Final Semester
Course content related to synthesize n		
Measure	1.Final Paper N703	1.Doctoral Project 2. Final Clinical Practicum 3. National Certification for Post-MSN DNP students
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 90% who enroll in the N960 will successfully complete the Program within the 6 or 9 year time limit. 2. 80% of students will satisfy all objectives on the Clinical Evaluation Tool in final clinical experience.

2. Collaborate

Use organizational and systems leadership principles to contribute to excellence in health care.

	1st Year	Final Semester
Course content related to collaborate		
Measure	1.Final Paper N703	1.Doctoral Project 2. Final Clinical Practicum 3. National Certification for Post-MSN DNP students
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 90% who enroll in the N960 will successfully complete the Program within the 6 or 9 year time limit. 2. 80% of students will satisfy all objectives on the Clinical Evaluation Tool in final clinical experience.

3. Expertise

Demonstrate advanced practice competencies in a selected field of nursing

	1st Year	Final Semester
Course content related to expertise		

Measure	1.Final Paper N703	1.Doctoral Project 2. Final Clinical Practicum 3. National Certification for Post-MSN DNP students
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 90% who enroll in the N960 will successfully complete the Program within the 6 or 9 year time limit. 2. 80% of students will satisfy all objectives on the Clinical Evaluation Tool in final clinical experience.

4. Advanced Practice

Demonstrate critical inquiry, decision making skills, and communication skills as an advanced practice nurse

	1st Year	Final Semester
Course content related to advanced practice		
Measure	1.Final Paper N703	1.Doctoral Project 2. Final Clinical Practicum 3. National Certification for Post-MSN DNP students
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 90% who enroll in the N960 will successfully complete the Program within the 6 or 9 year time limit. 2. 80% of students will satisfy all objectives on the Clinical Evaluation Tool in final clinical experience.

5. Health Promotion

Implement strategies for health promotion, risk reduction and population health

	1st Year	Final Semester
Course content related to health promotion		
Measure	1.Final Paper N703	1.Doctoral Project 2. Final Clinical Practicum 3. National Certification for Post-MSN DNP students
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 90% who enroll in the N960 will successfully complete the Program within the 6 or 9 year time

		limit. 2. 80% of students will satisfy all objectives on the Clinical Evaluation Tool in final clinical experience.

6. Cultural Competency

Contribute to health care policy through advocacy

	1st Year	Final Semester
Course content related to cultural competency		
Measure	1.Final Paper N703	1.Doctoral Project 2. Final Clinical Practicum 3. National Certification for Post-MSN DNP students
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 90% who enroll in the N960 will successfully complete the Program within the 6 or 9 year time limit. 2. 80% of students will satisfy all objectives on the Clinical Evaluation Tool in final clinical experience.

7. Health Promotion

Develop partnerships to improve individual and population health outcomes.

	1st Year	Final Semester
Course content related to synthesize		
Measure	1.Final Paper N703	1.Doctoral Project 2. Final Clinical Practicum 3. National Certification for Post-MSN DNP students
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 90% who enroll in the N960 will successfully complete the Program within the 6 or 9 year time limit. 2. 80% of students will satisfy all objectives on the Clinical Evaluation Tool in final clinical experience.

8. Evaluate

Evaluate evidence to determine and implement best nursing practice.

	1st Year	Final Semester
Course content related to synthesize (Current Program)		
Measure	1.Final Paper N703	1.Doctoral Project 2. Final Clinical Practicum 3. National Certification for Post-MSN DNP students
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 90% who enroll in the N960 will successfully complete the Program within the 6 or 9 year time limit. 2. 80% of students will satisfy all objectives on the Clinical Evaluation Tool in final clinical experience.

9. Scholar

Contribute to the development of nursing as a scientific discipline through scholarly endeavors

	1st Year	Final Semester
Course content related to scholar		
Measure	1.Final Paper N703	1.Doctoral Project 2. Final Clinical Practicum 3. National Certification for Post-MSN DNP students
Key Performance Indicator	1.80% will achieve an 80% or higher on the Final Paper	1. 90% who enroll in the N960 will successfully complete the Program within the 6 or 9 year time limit. 2. 80% of students will satisfy all objectives on the Clinical Evaluation Tool in final clinical experience.

APPENDIX B

OPA – WSU Program Review Information
Tables 1- 16