



# Program Review

Self-Study Template

vRevised 11-1-2019

Academic unit: School of Nursing College: College of Health Professions

Date of last review 2017 Date of last accreditation report (if relevant) 2012 (CCNE) and KSBN

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

Degree: Bachelor of Science in Nursing (BSN) CIP\* code: 51.3801

Degree: Master of Science in Nursing (MSN) CIP code: 51.3801

Degree: Doctor of Nursing Practice (DNP) CIP code: 51.3818

Certificate (s): \_\_\_\_\_

Faculty of the academic unit (add lines as necessary)

*(If interdisciplinary, please list your core teaching faculty and department name if external to academic unit)*

NAME	SIGNATURE	TENURE OR NON-TENURE TRACK
Beamer, Patricia		NON-TENURE
Bett, Carol		NON-TENURE
Campbell, Betty		TENURED
Carter, Rebecca		NON-TENURE
Cooper, Theresa		NON-TENURE
Core, Terri		NON-TENURE
Delimont, Nicole		TENURE TRACK
Dowling, Jolynn		NON-TENURE
Elder, Betty	Retired Dec. 2019	TENURED
Faragher, Mary		NON-TENURE
Goebel-Roberts, Pamela		NON-TENURE
Grant, Candace		NON-TENURE

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Habtemariam, Maryon	Maryon Habtemariam	NON-TENURE
Harrington, Jamie	Jamie Harrington	TENURE TRACK
Hazen, Shirley	Shirley Hazen	NON-TENURE
Huckstadt, Alicia	Alicia Huckstadt	TENURED
Jackson, Brandy	Brandy Jackson	NON-TENURE
Leighton, Maggie	Maggie Leighton	NON-TENURE
Mayer, Janell	Janell Mayer / <del>MS</del>	NON-TENURE
McCleary-Jones, Voncella	Voncella McCleary-Jones	TENURED
Moody, Linda	Linda Moody	NON-TENURE
Nicks, Stephanie	Stephanie Nicks	NON-TENURE
Nold, Richard	Richard Nold	NON-TENURE
Owen, Dorene	Dorene Owen	NON-TENURE
Parsons, Susan	Susan Parsons	TENURED
Pile, Debra	Debra Pile	TENURED
Ramos Blanford, Veronica	Veronica Ramos Blanford	NON-TENURE
Robinson, Donna	Donna Robinson	NON-TENURE
Rodgers, Jennifer	Jennifer Rodgers / <del>MS</del>	NON-TENURE
Sebes, Jennifer	Jennifer Sebes	NON-TENURE
Sooby, Laura	Laura Sooby	NON-TENURE
Storrer, Angela	Angela Storrer	NON-TENURE
Weitzel, Catherine	Catherine Weitzel / <del>MS</del>	NON-TENURE
Williams, Rhonda	Rhonda Williams	NON-TENURE
25-30 additional lecturers are hired each year to primarily supplement teaching in the labs and clinical settings		

Submitted by: Dr. Voncella McCleary-Jones, Associate Dean/SON Chairperson Date: May 1, 2020

## Part 1: Departmental Purpose, Relationship to the University Mission and Strategic Plan engagement

Please list the program purpose statement. Explain in 1-2 concise paragraphs the role of the program and tie them to the University mission (printed below) and strategic plan.

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

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### A. Program Purpose Statement - formerly Mission

(If more than one program, list each purpose statement):

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).

### B. The role of the Program(s) and relationship to the University mission:

The School of Nursing (SON) mission complements the missions of the University and College of Health Professions (CHP). The mission of the CHP is "to improve the health of the community by engaging students, faculty, staff, and the larger community in the preparation of healthcare leaders, scholars, and professionals." Within the mission, the CHP creates "an innovative learning environment embracing: Adaptive leadership, Inter-professional education, Scholarly engagement, and Community partnership."

In support of the University and the CHP missions, the undergraduate and graduate programs within the SON, focus on developing highly competent, collaborative, adaptive, and innovative practitioners of nursing at the entry and advanced practice levels. Goals of the SON further support the missions of the University and CHP by:

- Exemplifying lifelong learning
- Expanding interprofessional educational (IPE) activities
- Exemplifying and modeling professional and advanced practice nursing roles
- Engaging in intellectual and rigorous pursuit of knowledge through scholarship, teaching, practice, or service
- Modeling evidence based professional care
- Supporting national expectations for competent nursing graduates
- Partnering with the community to improve overall health
- Educating students to meet the diverse and global health needs of society.

C. Has the purpose of the Program(s) changed since last review?  Yes  No

If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

There is no need to change the mission at this time.

*D. How does the Program support the university strategic plan?*

Describe in 1-2 concise paragraphs.

See **Appendix A** for chart depicting the congruency between the WSU/CHP/SON Strategic Plan Goals.

*E. Provide an overall description of your program (s) including any changes made since the last review?*

**Bachelor of Science Program (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 60 hours of pre-professional course work. Sixty students are admitted in the fall and spring semesters to the traditional BSN program. The accelerated BSN program, a 13-month program, is capped at 30 students per year. In fall 2014, the RN to BSN program was revised and is now a fully online program. Although the School of Nursing has offered an RN to BSN program for several years, the revised program offers students pre-requisite and professional courses fully online. The BSN program curriculum was revised to meet current accreditation and student needs. The previous BSN program stopped admitting students in fall 2014, the last cohort graduated in summer 2016.

**Graduate Degree Programs**

**Master of Science Program (MSN):** The MSN program for Advanced Practice Registered Nurses (APRN) has transitioned to the Doctor of Nursing Practice (DNP) degree. The last MSN-APRN students graduated at the end of summer 2015. The MSN degree program was KBOR approved for two concentrations: Nursing Education and Nursing Leadership and Administration. The MSN Nursing Education concentration transitioned to a fully online degree in fall 2018. This KBOR report reflects students both in the MSN-APRN and the two new non-APRN concentrations. Notations are made to clarify between the APRN and non-APRN MSN students as needed.

**DNP:** The DNP degree was approved in 2007 and all APRN students take the DNP for degree completion. The program has two points of entry, post-baccalaureate and post-masters degree. The post-baccalaureate DNP is 74 credit hours and offers specializations in Family Nurse Practitioner (FNP), Adult/Gerontology Acute Care Nurse Practitioner (AGACNP), and Psychiatric Mental Health Nurse Practitioner (PMHNP). A previous specialization in Clinical Nurse Specialist (CNS) was suspended in 2014 due to insufficient enrollment and no further requests from prospective students over the last 5 years. The last three remaining CNS students graduated in 2015. The post-master DNP degree is 29 credit hours and offers the degree to APRNs who are already nationally certified in their specialization. An additional 25 credit hour post-master specialization is available as part of the DNP degree for 54 credit hours. Students wanting these additional hours are requesting a different clinical specialization such as AGACNP wanting FNP or other APRN clinical specializations that WSU offers.

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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.

**Part 2: Faculty Quality and Productivity as a Factor of Program Quality**

*The quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of scholarly/creative activity and service. (Refer to instructions in the WSU Program Review Instructions for more information on completing this section. Tables 4 (Instructional FTE), 6 (Program Majors) and 7 (Degree Production) from OPA can be used to help with this section.)*

**Complete the table below for the faculty who support the program (all faculty who signed or should have signed the coversheet).**

Note: Information in the table below was gathered from faculty curriculum vitas.

**Table 1 Departmental Outputs**

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances	Number of Exhibits	Creative Work		No. Book Chaps	No. Grants Awarded / Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref			Juried	Non-Juried			
2017	23	2	28	21							3	6/9	\$489,492.59
2018	4	2	23	6							1	7/11	\$163,747.40
2019	8	0	27	12							8	5/10	\$86,850.00

\*Winning by competitive audition. \*\*Professional attainment (e.g., commercial recording). \*\*\*Principal role in a performance. \*\*\*\*Commissioned or included in a collection.

**A. Briefly explain the standards in place in your college/department for the evaluation of your faculty research/scholarship/creative activity. If an interdisciplinary program, please report on the program where faculty research has been recorded and provide narrative related to productivity.**

SCHOLARSHIP: is the intellectual and rigorous pursuit of knowledge through research, teaching, practice, or service that contributes to the discipline and the larger world. Scholarship is defined as having four components: 1) the discovery of knowledge, 2) the integration of knowledge, 3) the application of knowledge, and 4) the teaching of knowledge. Inherent in scholarship is peer review and accountability.

EXEMPLARS OF SCHOLARSHIP: The number of publications, presentations, grant submissions, and other scholarly activities may vary depending on the percent of time allocated to scholarship. This is negotiated with the Chairperson and is specified in the annual review documents. To be considered for tenure and promotion, the applicant must provide evidence of these elements. (See School of Nursing Policy F10 Tenured/Tenure Track (Probationary) Faculty: Standards According to Rank and Faculty Role Statements).

*B. Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Include details related to productivity of the faculty including scholarship/research and creative activity and services. (i.e., some departments may have a few faculty producing the majority of the scholarship), service, efforts to recruit/retain faculty, departmental succession plans, etc.*

Provide assessment here: (Data from tables 1-7 can be found in **Appendix B**). Summary/analysis of data:

Scholarly Productivity:

- Since the last review, there has been a slight increase in number of tenured or tenure eligible faculty (2013-2017 rolling average=10.0 FTE). To the credit of this dedicated faculty, scholarship has remained consistent.

Credit hour production:

- For all programs, credit hour production has remained relatively stable since 2014.

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:

- At the undergraduate level, the number of program majors and degrees produced have remained fairly consistent.
- Since the last review and with the transition of the advanced nursing practice degree to the doctoral level, the shift is reflected in the number of majors and degrees awarded at the master's and doctoral levels.
- Areas of anticipated growth identified in the last review:
  - As expected, the new graduate DNP program has grown in the number of majors as well as students earning degrees.
  - Growth in the undergraduate online RN to BSN program has slowed. We are no longer the only university in Kansas offering this degree online; there is increased competition from 11 other institutions in Kansas who now offer this degree online.
  - Growing number of badge courses offered for credit continues to be an emerging growth area for the School of Nursing.

- Historically, growth in the traditional BSN and Accelerated Program has been limited 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 sophomores than can be admitted to the BSN undergraduate program (This is due to limited clinical agency space, lack clinical simulation resources and the number of available faculty).
- Area of anticipated growth includes:  
A memorandum of understanding has been signed by WSU and Kansas State University (KSU) in Manhattan, KS (August 2019). This collaboration will enable students from KSU’s College of Health and Human Sciences to pursue a Bachelor of Science Degree in Nursing from WSU via a satellite traditional BSN program on the KSU campus. The Kansas State Board of Nursing (KSBN) granted approval for this satellite program (December 2019), and the first cohort of 20 students will be admitted in fall 2021. A maximum of 80 students may be enrolled at this location.

### Part 3: Academic Program(s) and Emphases

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. Undergraduate programs:

- Please review Table 8 provided by the Office of Planning and Analysis. Is the program ACT below 20 (triggered by KBOR defined Minima)?  Yes  No

If yes, please explain the average ACT scores for your students.

**ACT Data 2015-2017** (at the time of this review, data through 2017 were available)

	2015	2016	2017
University level	23.0	23.1	23.2
Program majors	22.8	22.8	23.1
Program majors count	522	572	539
reporting ACT	300	330	348
Percent reporting	57.5%	57.7%	64.6%

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 60% 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 BSN Program are required to take the Test of Essential Academic Skills (TEAS). The TEAS is a multiple-choice assessment of basic academic knowledge in Reading, Mathematics,

Science, and English and Language usage. Students must achieve a minimum academic preparedness level of proficient to be considered for admission to the program. Students who achieve an ACT score of > 27 or a minimum SAT-I score of 1125 are not required to complete the TEAS and are considered proficient.

**B. Graduate programs:**

1. Please review Table 9 provided by the Office of Planning and Analysis. Is the program GPA below the university average?  Yes  No

If yes, please explain the average GPA of your graduate students.

**Mean Application GPA of Admitted Graduate Student Majors**

	2015	2016	2017	2018	Rolling 5 FY weighted average 2014-2018
University level	3.5	3.5	3.5	3.5	3.5
Program majors	3.6	3.6	3.5	3.5	3.5
Program majors count	80	64	38	36	58
reporting GR GPA	79	63	38	36	57
Percent reporting	98.8%	98.4%	100.0%	100.0%	98.3%

The mean GPAs reported for admitted graduate nursing students (last 60 hours of course work earned) are consistent with the University 3.5 GPA in all years from 2015-2018 and the graduate nursing GPA is slightly higher in 2015 and 2016 with 3.6 GPA. MSN and post-baccalaureate DNP students are well above the program requirement of 3.0 GPA for admission and the post-master DNP students are well above the 3.25 admission GPA requirement.

**C. Accreditation status: If accreditation is previously noted, please add:**

Accrediting Body: Commission on Collegiate Nursing Education (CCNE) through June 30, 2023.

Next Review Date: Fall 2022

Commendations and concerns from the last review:

As indicated in our last review, it was noted in the SON national accreditation review that 2 concerns were related to faculty and the quality of SON programs:

1. Inadequate compensation appears to be a factor in recruiting qualified doctorally prepared Nurse Practitioner 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)

The SON has had success in recruiting doctorally prepared faculty since the last review. Two doctorally prepared tenure-track faculty were hired in 2018 and 2019. The new SON chairperson who assumed this position in 2018, is also a tenured faculty member. In addition to these hires, the SON supports the doctoral studies of current faculty via tuition assistance to 'grow our own' doctorally prepared faculty. Four faculty have completed doctoral degrees since 2017, and three faculty are currently in progress to completion of a doctoral degree.

- National data still suggests that finding doctorally prepared faculty for specific clinical concentrations, i.e. Nurse Practitioners, is very difficult.
- Overload assignment with paid extra compensation is utilized when SON is unable to find enough lectures at current per credit hour rate to cover clinical courses. Some faculty agree to have an overload work assignment and receive extra compensation; however, this number has greatly decreased in the last two years when adequate lecturers are available such as via employment of graduate nursing students.
- In general, concerns noted in the SON national accreditation report noted above Remain, though to a lesser degree. WSU limited salary resources impact the SON's ability to hire qualified doctoral faculty. The SON faculty positions are supplemented by part-time expert clinical faculty as needed. All faculty serve on various committees, therefore this work is distributed amongst faculty to meet program requirements.

#### ***D. Assessment of Learning Outcomes***

1. Complete the table below with program level data. Identify the principal learning outcomes (i.e., with what skills does your Program expect students to graduate) and provide aggregate data on how students are meeting those outcomes

*You may add an appendix to provide more explanation/details. (If specialty accreditation has been conferred within 18 months of this process, programs can append the information from the accreditation document to this self-study and cite, with page number, the appropriate information. If specialty accreditation has not been affirmed within 18 months, please complete the table or submit an updated version of your accreditation information. If not accredited, please complete the table below.) – Learning outcome assessments by learner level are displayed in Appendix C.*

2. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results listed in Table 2 (Appendix C). Data should relate to the goals and objectives of the program as listed in Part 1.

Students are expected to meet the program objectives/outcomes as demonstrated in the BSN clinical evaluation tool. Clinical courses specifically measure individual, and the six undergraduate program

objectives. Students must successfully demonstrate each program objective by meeting sub-objectives that are unique to the individual clinical course. From fall 2016 to summer 2019, two students failed a clinical course. One of the two students returned to the program, repeated the clinical course and graduated. The other student did not return to the nursing program. Students who meet the program outcomes exemplify the school of nursing goals by demonstrating professional practice, modeling evidence based professional care, partnering with the community, meeting the needs of a diverse society, engaging in interprofessional education activities.

In fall 2018, a BSN curriculum change resulted in a change to standard grading for clinical courses versus the previous S/U grading. The Undergraduate program is in process of collection of data and evaluation of data. Since the curriculum change, the program has not experienced any clinical failures, monitoring continues. The faculty continue to assess if clinical is the only option for determining how program outcomes are met.

Graduate students were expected to meet program learner objectives/outcomes as demonstrated in MSN Comprehensive Exams until 2018, and via Capstone/ Scholarly Projects thereafter. The declining number of students completing MSN Comprehensive Exams reflect the fewer numbers of MSN Administration and Nursing Education students, as well as the final numbers of students completing the Advanced Practice Registered Nurses (APRN) programs that now are at the DNP degree.

DNP degree students are expected to meet program learner objectives/outcomes as demonstrated in DNP projects and portfolios. Work on the project and portfolio occur throughout the program and are both completed and evaluated in the student's last semester of N960: Residency. All students who have enrolled in N960 have completed with proficiency demonstrated.

### *E. Assessment of Student Satisfaction*

1. Use Table 3 and OPA Table 10 to provide analysis and evaluation using student majors' satisfaction (e.g., exit surveys from the Office of Planning and Analysis), 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 3d) to illustrate student satisfaction with the program and perceptions of program value.

BSN graduates are performing above national average on the National Council Licensure Exam for Registered Nurses. BSN graduates are meeting program outcomes as evidenced by performance in their applied clinical learning settings. Exit surveys show that on a 1-5 scale, BSN students report a mean average score of 3.8 in overall satisfaction from 2015-2018. Alumni survey conducted in 2019 indicated that alumni reported an average satisfaction score of 2.8 on a 0-4 scale and average score of 2.7 on a 0-4 score of feeling prepared. 100% of the alumni responding are employed in their field. Response rate for alumni survey was 12%. The data supports that BSN graduates are meeting expected program outcomes, are passing licensure exam and obtaining jobs following graduation.

Table 1 Student Learning Outcomes Comparison

Undergraduate Program – NCLEX Pass Rates				
Aggregate data supporting student success, by year, for the last three years (e.g., capstone, licensing/certification exam pass-rates)				
Year	N	Name of Exam	Program Result	National Comparison±
2017	113	NCLEX	86.73%	87.11%
2018	140	NCLEX	94.29%	88.29%
2019	139	NCLEX	87.77%	88.18%

Graduate students rated their satisfaction with their nursing program at 3.8 for a rolling 2014-2018 time. The annual rating was 3.5 or higher for each year except 2017 when the rating was 3.4. The percentage of respondents who rated their satisfaction as satisfied or very satisfied was lower than the university ratings. The lower than university rating may have resulted as the MSN, APRN degree option was discontinued and the only option for those wanting the APRN was the DNP degree.

Results from a program developed fall 2019 survey of 23 graduating DNP students, 21 responded. Eighteen of the 21 respondents rated their program satisfaction as “Excellent” or “Good”, two rated it as “Average”, and one rated it “Poor”. Strengths of the graduate program included accessibility of the faculty with significant experience, online courses, in-class interactions and learning, inexpensive compared to other programs, flexibility of courses, blending format of online and in-person relationships, class lectures, availability of professors, face-to-face classes, reinforcement of strong clinical skills, evidence-based guidelines, and affordability. In response to the item “How could we have made your education graduate experience better?” responses included, more involvement of faculty in project process, defined timeline for project, more advising update, more information about project earlier, dedicated staff to secure clinical placement, additional elective options, and decreasing number of years for degree.

Results of a systematic program developed Alumni survey emailed (October 14, 2019 and second email reminder November 20, 2019) to 121 individuals from Summer 2015 to Spring 2019 MSN and DNP degree alumni, 31 surveys were completed and returned. Respondents rated their satisfaction with their graduate nursing program on a 5 point scale with 5 as highest and 1 as lowest. The mean satisfaction score was 4.20. All 31 alumni were employed and 26 listed they were employed as advanced practice nurses. Twenty-four rated the usefulness of their program as “High” or “Moderate”; five rated it as “Somewhat” useful; and one rated it as “Little to None.” All but one respondent who was eligible for national certification, had passed the examination and were nationally certified.

Graduate Program – Student Satisfaction				
Graduate Student Satisfaction	2016	2017	2018	Rolling 2014-2018
Graduate Nursing Mean	3.8	3.4	3.5	3.8
Program % Satisfied or Very Satisfied	63.6%	52.9%	54.8%	61.7%
University % Satisfied or Very Satisfied	85.4%	82.9%	85%	84.1%

DNP Graduates who have taken the national certification exam for their specialization (Family Nurse Practitioner or Adult/Gerontology Acute Care Nurse Practitioner) have met the expected national certification rate. National certification is not required in Kansas but is an expectation for WSU DNP graduates prior to or within six months of graduation. MSN prepared FNP who completed their degree prior to the transition to the DNP scored the lowest (80%) in 2016 and scores in 2017, 2018, and 2019 have exceeded the 90% expected rate.

**WSU School of Nursing Graduate Program  
National Certification Data**

Year	Graduation Year	Specialization	Organization	National Pass Rate	# of WSU Alumni Taking Exam	WSU Pass Rate
2019	2019	FNP	AANP-CB	595 (WSU 599)	14 DNP	<b>93%</b>
2018	2017-2018	FNP	AANP-CB	582 (WSU 611)	25 DNP	<b>96%</b>
2017	2016	FNP	AANP-CB	564 (WSU 604)	4 MSN; 1 DNP; 1 PM-MSN	<b>100% for 4 MSN; others not reported</b>
2016	2015	FNP	AANP-CB	561 (WSU 529)	10 MSN	<b>80%</b>
2014	2014	FNP	AANP-CB	580 (WSU 605)	30 MSN	<b>90%</b>
2013	2013	AGACNP	ANCC	382 (WSU 392)	7 MSN	<b>100%</b>

Specialization: FNP=Family Nurse Practitioner; AGACNP or ACNP=Acute Care Nurse Practitioner;  
Organization: AANP=American Academy of Nurse Practitioners; ANCC=American Nurses Credentialing Center

**F. General Education**

1. Does your program support the university General Education program?  Yes  No

If yes, please complete the table below by listing the general education courses and noting which of the general education outcomes are addressed in the class. If no, skip this question. – See **Appendix D** for general education outcomes.

2. Use Table 4 to further explain which goals of the *WSU General Education Program* are assessed in undergraduate programs (optional for graduate programs) and the results.

The practice of nursing is built on a wide array of knowledge, including knowledge obtained in general education courses. Faculty have a responsibility to translate knowledge from a liberal education base into the practice of nursing (AACN Essentials, 2018). Nurses must possess skills of inquiry, analysis, and critical thinking/reasoning at the time of graduation. Many of the general education courses also serve as prerequisite courses for the professional nursing program. Students must have the foundation knowledge learned in college algebra to successfully calculate medication dosages. Students must pass four medication dosage exams with a 100%. As evidenced by the data, 95% of our students meet this expectation. Students enter the professional nursing program above set benchmark in critical thinking, this indicates that students are developing this skill in their general education and prerequisite courses. The nursing curricula expands on these skills throughout the junior and senior years. The critical thinking entrance exam is administered during the first few weeks starting the nursing professional courses. The critical thinking exit exam is administered during the final five weeks of the program. While both of these measures have been utilized, faculty are evaluating other options for assessing general education outcomes and nursing accreditation outcomes.

### ***G. Concurrent Enrollment***

1. Does the program offer concurrent enrollment courses?  Yes  No

If yes, 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.

If no, skip to next question.

### ***H. Credit Hours Definition***

1. Does the Program assign credit hours to courses according to Wichita State University Policy ~~2-18~~ 4.08?  Yes  No

If no, provide explanation.

### ***I. Overall Assessment***

1. Define the overall quality of the academic program based on the above information 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).

## **Part 4: Student Need and Employer Demand**

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

Complete the table below.

Table 2 Employment of Majors							
	Avg. Salary	Employment In state (%)	Employment in the field (%)	Employment related to the field (%)	Employment outside the field (%)	Pursuing graduate or professional education (N)	Projected growth from BLS**
-2017-2019**	\$47,109	93.3%	93.3%	5.7%	1.0%	2.7%	12%

\* [https://ksdegreestats.org/program\\_search.jsp](https://ksdegreestats.org/program_search.jsp) and U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> are good resources to view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data) -- \*\* Data obtained from WSU Exit survey available

**A. Provide a brief assessment of student need and demand using the data from Tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find. Also address students enrollment, degree production and employment outcomes for diverse students.**

Job growth for Registered Nurses is expected to be 12% and one of the fastest growing jobs. The majority of graduates stay in the state and are placed in their field of study. Student enrollment in BSN programs has remained steady with >95% of students graduating from the program.

<https://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm> Last Modified Date: Wednesday, September 4, 2019

The national median annual wage for nurse anesthetists, nurse midwives, and nurse practitioners was \$113,930 in May 2018. The annual mean wage of nurse practitioners for Kansas was \$99,430 in May 2018.

#### Job Outlook

Overall employment of nurse anesthetists, nurse midwives, and nurse practitioners is projected to grow 26 percent from 2018 to 2028, much faster than the average for all occupations. Growth will occur primarily because of an increased emphasis on preventive care and demand for healthcare services from an aging population.

The 5-year rolling average for enrollment of underrepresented minorities has been relatively unchanged 2011-2017, as has the percentage of degrees conferred among this group. The degree conferred percentages are higher among this group for master's and doctoral degrees, compared to the university degrees awarded in the majority of 5- year rolling averages for this period (See OPA Tables 13-15).

## Part 5: Program Service

*Analyze the service the Program/certificate provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate. Data tables 1, 2, 3 and 5a, b and c provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production) can be used to partially address this section. (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 using SCH by majors and non-majors.**

2013-2017, only 0.50% of SCH were not provided by program majors (UG & GR). Since only admitted students can take required nursing courses, the small percentage of SCHs were most likely generated by individuals who enrolled in cooperative education courses, or independent study courses within the School of Nursing.

**B. Provide a brief assessment of the service the Program/certificate provides to other university programs.**

School of Nursing faculty teach the following courses, which are taken by nursing students and other health professions students: HS301 Clinical Pharmacology, HS 400 Introduction to Pathophysiology, and NURS 325/DH 334 Introduction to Evidence-Based Practice (open to non-majors). Additionally, School of Nursing faculty teach badge courses HP325BG: Anatomy and Physiology of Lactation and HP740BA Health Disparities, Child Development & Nutritional Needs of School-Aged Children.

**C. Provide a brief assessment of the service the Program/Certificate provides to the institution and beyond.**

A number of School of Nursing faculty are involved in interdisciplinary research collaborations. The table below displays some of these collaborative endeavors. 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).

Co-Investigator on grant funded by the Regional Institute on Aging – Smith-Campbell (5% effort)
Co-PI on nutrition focused study funded by Kansas Health Foundation – Delimont (65% effort)
Co-PI on nutrition and dental focused study funded by Wichita State University MURPA – Delimont (75% effort)
Co-Investigator on grant. Inter- Professional Education (IPE) Dental Health Education for Dental Hygiene Students, Accelerated Nursing and Speech Language Pathology Students at WSU, funded by Riverside Grant – Parsons (50% effort)
Co-Investigator on project. Interprofessional collaboration in distance education: An assessment of dental hygiene and nursing students – Dowling (30% contribution)
Co-Investigator on interprofessional project. Improving an EBP instruction tool: Measuring the effectiveness of an online evidence based practice tool for student learning – Dowling (15% contribution)

## Part 6: Graduate Enrollment Management (GEM)

*For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(d) template.*

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### ***A. Briefly summarize the GEM plan, paying particular attention to the vision, actions, and GEM evaluation.***

- Students are assigned a DNP project chair along with the academic advisor during their first semester. These project chairs work with the students throughout the program to completion of the project in the final semester (SEM Goal 1).
- Mentorship of new faculty to the role of DNP project chair and second member is in place to improve the process for both students and faculty (SEM Goal 1).
- We have worked with the WSU Online Office to better market our Post master DNP program and speed applications (SEM Goal 7).
- Transitioned the MSN-Nursing Education into a completely online program starting fall 2018 (SEM Goal 7).
- Worked closely with the Graduate School to decrease applicant confusion of the CollegeNet system (SEM Goal 1).
- Follow-up all graduate program inquiries through the online and Graduate School with graduate nursing program emails (SEM Goal 7).
- Actively participated in numerous recruitment and marketing activities, including classroom visits to the WSU undergraduate students, posted information to the RN-BSN students, posted eye-catching quick information cards in Ahlberg Hall, emailed the last 5 years of WSU BSN alumni (N=851), provided marketing materials at nursing conferences, emailed state community colleges, emailed Post master info to WSU MSN alumni (N=47), provided special meetings with potential students, provided graduate nursing information to WSU undergraduate faculty and encouraged their participation to help streamline BSN into the graduate programs (SEM Goal 1).
- We have developed an accelerated plan for the Post baccalaureate DNP that would allow full-time students to complete the DNP degree in a little over three years. This accelerated plan is not feasible at this time due to lack of resources for summer faculty and commitment of faculty to teach in the summer, and the likelihood that working students would find the heavy credit hour loads difficult to achieve (SEM Goal 1).
- Extended application deadlines to increase enrollment into programs (SEM Goal 1).
- Contacted “no enrollment students” and encouraged students to enroll prior to start of semester (SEM Goal 1).
- Provided an online Orientation and Information website that faculty and students can access from admission to graduation (SEM Goal 1).
- Supported soon-to-graduate and alumni with completion of forms at “no cost” for national certification applications, verification for employers, and others as requested by alumni (SEM Goal 1).
- Developed faculty scholarship areas for DNP student projects (SEM Goal 1).
- Graduated DNP students with DNP projects that impact health care and join the workforce of doctorally prepared advanced nurses (SEM Goal 1).



***B. Discuss how graduate assistantships are being used to advance the GEM goals.***

No graduate assistantships are used in the School of Nursing.

***C. Provide an assessment of successes, challenges, and deficiencies with the GEM plan.***

The GEM plan identifies an assessment of current graduate nursing programs, their strengths and challenges, and efforts to overcome challenges. Strengths include community partnerships with preceptors/agencies; qualified faculty with advanced specialization in select areas; graduates' high employment rates, 100% state advanced practice licensure rates, and above average national certification rates. Challenges include increasing enrollment, retention of students, and retaining specialized faculty. In 2018, four experienced faculty members (three tenured and one non-tenured) retired in one year. Recruiting and retaining faculty members who are nationally certified for specializations offered by the graduate nursing programs remain difficult.

***D. Summarize how the GEM plan is being updated going forward based on the findings above.***

1. Utilize the Faculty we have to help each other as some have lesser loads than others.- Faculty members have contributed to the total workload of the School of Nursing. Resigning/retiring faculty members shared course materials, teaching tips, and other assistance as newer faculty assumed courses. The workload is reviewed by the SON Chairperson and Directors of the Graduate and Undergraduate Programs to assure the needs of the students and programs are achieved. A workload preference form was created and piloted for the last two years to ensure faculty expertise and choice in teaching assignments.
2. Orientate our DNP's better as to what to expect so they succeed. - Processes for orientation of degree programs have been clarified. An orientation website was developed and available to all students continuously throughout the year until graduation. Faculty use the website to assist in advising. Faculty are provided with a Faculty Advisor Handbook at the beginning of each academic year. Students are provided with a Student Handbook at the beginning of their degree (either fall or spring).
3. Strive for a better working relationship between faculty through in-services, etc.- The Graduate Nursing Program strives for open communication and transparency. Faculty have worked with each other in the School of Nursing, shared teaching loads, and have participated in School of Nursing Faculty Development and College activities. Faculty and graduate staff participate in the Graduate Nursing Council (graduate faculty members and student representatives) monthly. Curricular and faculty/student issues are managed by the Council as appropriate. The Graduate Nursing Council has worked to streamline student MSN and DNP projects, review curriculum, strengthen student and faculty orientation resources including an online Orientation website available from beginning to graduation for each student.

4. Support hiring of probationary faculty positions to replace losses as they occur. - Have hired two doctoral prepared probationary faculty members to replace vacant positions. Both are nationally certified Nurse Practitioners.
5. No new admits to MSN-Adm fall 2017 unless sufficient enrollment of six or more (MSN Education will be evaluated); Must enter as cohort, take a minimum of six credit hours to ensure sufficient course size. - No new admissions have occurred. The remaining few MSN-Adm students are completing requirements and will graduate May or December 2019. If too few prospective students for MSN-Adm, they are directed to MSN-Edu as requested and appropriate. Will continue to evaluate moving program fully online.
6. Develop best method for assisting students with DNP projects. - Provided Director/student meetings when requested to answer questions, provide information. Advised students throughout projects, including assistance with IRB applications and other aspects of project proposals to defense and dissemination of findings in conferences, publications. Several processes have been developed and implemented, including incorporation of project topic identification earlier in the curriculum (placed in selected courses), student/faculty preference form for selecting project chair and second members, procedures and forms for faculty to complete proposal and final defenses.
7. Pilot badges for selected graduate nursing. - A badge courses has been developed for summer and fall 2019 (HP-740BA: School Health: Health Disparities, Child Development, and Nutrition Needs of School-Aged Children).
8. Prospective student recruitment; organized plan for recruitment. - Many activities for marketing/recruitment have been achieved. The Post-Master DNP degree program and more recently the MSN Nursing Education program transitioned to completing online degree programs. The graduate program works closely with the WSU Office of Online Learning to communicate with inquiries and assist them to application and enrollment when appropriate. Student recruitment and retention efforts are ongoing and include contacts with BSN students, MSN students seeking DNP degrees, community agencies, print/email/website materials, individual advising, group advising to WSU undergraduate students, and information provided during conferences and other community events.
9. Focus efforts on programs for potential growth, e.g., FNP, AGACNP. - The FNP has continued to attract and retain the majority of students. The AGACNP program enrollment has decreased. Curriculum and course reviews continue with systematic review and changes made as Graduate Nursing Council recommends.

## Part 7: Undergraduate Enrollment Management

*For each undergraduate program, summarize and reflect on the progress you have made toward your colleges enrollment goals.*

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**A. Briefly describe how the department and faculty have engaged in undergraduate strategic enrollment management including both recruitment and retention initiatives and activities.**

Department/Specific Plans of Action

- SON Chairperson sends a welcome email to all returning Shockers to convey our interest in having them enrolled and on campus. (SEM Goal 1)
  - Utilizes CHP content developer to develop ads and semesterly SON Newsletter, which is distributed to internal (faculty, students, staff) and external stakeholders (clinical agencies, schools of nursing). (SEM Goal 4).
  - Deletion of ATI fees (\$195) and retroactive credit fee (\$50) for RN-BSN students. (SEM Goal 1)
  - Summer 2019 course offering for the RN-BSN students, to increase enrollment. (SEM Goal 1)
  - Marketing all of our programs within the state, in surrounding states, and in national venues via paper, electronic, and digital media, and via in-person recruitment. -- \*Budgeted item (SEM Goal 4).
  - Committee on Students has a slate of 20+ recruitment events they attend each year within the state. Conduct individual prospective student tours in the School of Nursing. (SEM Goal 4).
  - Online recruitment coordinator (J. Sandlin) attends state-wide recruitment events, year round; specific focus: RN-BSN students. (SEM Goal 4).
  - Inform prospective students of available scholarship opportunities. (SEM Goal 4)
  - Continue to develop additional relationships with clinical agency recruiters, CNOs, and CEOs to identify areas for partnership. (e.g. – quarterly meeting with Chief Nursing Officers and Clinical Educators of local clinical agencies)
  - We are assessing the use of CAS, this is a complex process and requires resources. It could help increase applicant numbers in our programs. No adoption of CAS for another year, if, after evaluation this is still a viable option.
  - Collaboration bringing SON's Traditional BSN Program to K-State University in Manhattan, KS beginning fall 2021. A maximum of 80 students may be enrolled at this satellite location. (SEM Goal 6)
  - Currently exploring process to award credit for prior learning to WSU-Tech LPN graduates, who enroll in the Traditional BSN program. (SEM Goal 8)
  - Student representatives on SON committees such as, Academic Affairs, Curriculum Committee, and Graduate Council. (SEM Goal 1)
  - Kansas Student Nurse Association and Nurse's Christian Fellowship are student organizations supported by SON faculty sponsors; these organizations foster comradery and professional formation among the students. (SEM Goal 1)
  - A Student Success Coach is now available to all SON students. (SEM Goal 3)
  - Some SON funds are available to assist students with emergency needs. (SEM Goal 3)
  - Referrals are made to the Care Team as needed to provide assistance to students, and SEAS is also utilized. (SEM Goal 3)
  - Offering Badge Courses, and developing additional Badge Courses. (SEM Goal 5)
- \*School of Nursing faculty also serve as a Faculty Recruitment Fellow (J. Dowling) (SEM Goal 1), and an Orientation Faculty Fellow (B. Jackson).

**B. Provide an assessment of successes, challenges, and deficiencies with departmental activities.**

**Undergraduate**

- All efforts to connect with potential students have potential positive influence on recruitment. These include in-person contacts, as well as marketing efforts, and electronic means of communication.
- Collaboration with other KBOR institutions, such as the Traditional BSN satellite program at K-State are exemplars of efficient use of resources of each institution which will ultimately provide more baccalaureate prepared registered nurses to positively impact the health of Kansans.
- Review of fees and deletion of fees that add to students' educational costs assist with RN-BSN program recruitment and retention.
- Offering of select courses during summer semester can accelerate student progression through the RN-BSN program.
- Including student representatives on select committees allow for their input to be considered as decisions are made that will impact the curriculum and other program elements.
- SON faculty serving as advisors for nursing focused organizations contribute to an environment that supports comradery and professional formation of students, as they matriculate through the nursing program.
- Challenges relate to the number of recruitment events and the number of faculty available to attend the events. Currently, faculty members serving on the Committee on Students rotate recruitment events and tours of the SON. This can be problematic when faculty are involved in teaching responsibilities and are unavailable to attend some of the events.

## Part 8: Impact of Previous Self-Study Recommendations

*At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note your progress to date on implementation.*

Complete the table.

*Table 3 Changes made based on Previous Recommendations*

Recommendation	Activity	Outcome
Provide more detail on section 5 (Service to discipline, the university and beyond), only SCH is mentioned	Expanded section report to include service to other health professions students via courses taught open for non-program students and badge courses, as well as interdisciplinary scholarship endeavors of SON faculty locally, state-wide, and regionally.	See information reported in section 5 B and 5 C.
Elaborate more on goals and progress from last review	All 2014-2017 goals reviewed and addressed in 2020 report.	See information reported in section 9.
Online programs should be strategically marketed to meet	Vigorous marketing and recruitment activities undertaken by the SON	See information reported in section 7A.

school, college, and university online goals	(budgeted item), and recruitment efforts continue via the Office of Online Learning.	
Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship	UNISCOPE model has been incorporated within the SON's assessment of scholarship - Per School of Nursing Policy F10 Tenured/Tenure Track (Probationary) Faculty: Standards According to Rank and Faculty Role Statements.	See information reported in section 2 A. (SEM Goal 1)
For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and graduate enrollment management plans	Utilization and implementation of strategies from SEM/GEM plans and Recruitment & Retention Toolkit.	See information reported throughout document; SEM Goals are identified.

## Part 9: Program Goals from Last Review

*Report on the Program's/certificate'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).*

Complete the table.

**SON –KBOR Three Year Goals (2014 to 2017).** See **Appendix E** for information provided for *Table 7 Results of Goals from Last Review*.

**Major concerns continued from last review that need additional resources to address:**

- Staff person to work on data collection and processes to maintain accreditation and quality improvement related to student learning outcomes and other identified KPIs (outcomes). – **Action:** A .5 FTE Administrative Assistant was hired in fall 2019 to assist with this item.
- Faculty salaries remain below the comparison means, recruiting and retaining doctorally prepared and clinically experienced faculty is difficult. – **Action:** SON continues to monitor comparison means for faculty salaries, and has developed a research/scholarship funding packet to attract research-focused faculty.
- Funding to expand marketing for graduate nursing programs, i.e., MSN, DNP. – **Action:** Ongoing marketing activities and a SON faculty proposal for recruitment and marketing for graduate programs was approved spring 2020.

## Part 10: Forward-facing Goals

Identify goal(s) for the Program to accomplish in time for the next review. Goals must be **Specific, Measurable, Attainable, Realistic and Time-bound (SMART)** and should be tied to the university and college strategic plans.

### STRENGTHS

- Clear 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).
- 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 of SON faculty.
- 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.

### Emerging Opportunities:

- SON received approval from the Kansas State Board of Nursing (December 2019) to begin a satellite Traditional BSN Program at Kansas State University's Manhattan, KS campus in fall 2021. This location will accommodate 80 students when at maximum capacity, with 20 students admitted each fall and spring.
- Strengthened alignment between WSU and the Wichita State University Campus of Applied Sciences and Technology (WSU Tech) may present opportunities to refine the current LPN to BSN and paramedic to BSN degree options within the School of Nursing.
- The Kansas Board of Regents (KBOR) explored options for bridge programs to help medically trained military personnel transition to licensure within degree granting programs. This curriculum was approved by the Kansas State Board of Nursing in December 2019. This may lead to similar opportunities as mentioned in the WSU-WSU Tech alignment, cited above.

Concern	Action and Analysis
<ul style="list-style-type: none"> <li>A salary survey conducted using 2018-2019 data, documented continued discrepancy between WSU SON faculty salaries for doctorally prepared faculty. There has been an increase in salaries for MSN prepared faculty.</li> <li>MSN faculty – salary 7-13% above Mean AY salary of regional and national practitioners</li> <li>Doctorally prepared ranked faculty 9-14% below Mean AY salary of faculty at similar nursing programs (type, size of program)</li> <li>WSU data, shows there has been limited change in tenure eligible faculty (i.e. doctorally prepared)- a concern for the SON graduate programs.</li> </ul>	<p>Ongoing Actions:</p> <ul style="list-style-type: none"> <li>Actively recruit students to the new MSN concentration in Nursing Education to increase the pool of potential faculty applicants.</li> <li>Maintain, as resources to allow the “grow your own program”, providing financial support to current faculty to obtain a doctorate.</li> <li>Continue to recruit for open positions.</li> <li>Annual APRN conference with reduced registration costs for faculty who have to maintain CEUs; travel support for faculty to go to other conferences to maintain their clinical and academic knowledge/skills; and research support from the university and mentorship from the SON.</li> </ul> <p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li>Inadequate compensation appears to be a factor in recruiting qualified doctorally prepared faculty and experienced clinical nurses.</li> </ul>
<ul style="list-style-type: none"> <li>Limited internal (SON, CHP, WSU) support for research/scholarly activities.</li> </ul>	<p>Ongoing Actions:</p> <ul style="list-style-type: none"> <li>Continue to target available SON internal funding sources to support scholarly activities (presentations, travel, education expenses)</li> <li>Provide SON funds to support beginning tenure-track faculty via a research/scholarship funding packet to attract research-focused faculty, along with release time from teaching to focus on research endeavors.</li> </ul> <p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li>Difficult to support scholarship with limited faculty development funds</li> <li>Limited faculty development funds make it difficult for faculty to attend workshops related to clinical/practice and curricular updates</li> </ul>
<ul style="list-style-type: none"> <li>Declining enrollment in MSN programs and RN-BSN program.</li> </ul>	<p>Ongoing Actions:</p> <ul style="list-style-type: none"> <li>Implementation of a variety of recruitment and retention strategies as previously noted in this document (SEM and GEM items), to include marketing in surrounding state, via Kansas State Board of Nursing Newsletter quarterly, and other strategic venues such as an electronic billboard in large healthcare facility in the state.</li> <li>Utilization of dedicated RN-BSN recruiter for in-person visits to career fairs held by potential pipeline institutions, such as community colleges within the state.</li> </ul> <p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li>Recruitment is a challenge for online RN-BSN program, as there are now 11 other schools in Kansas that offer this degree online.</li> </ul>

	<ul style="list-style-type: none"> <li>There are a number of online MSN programs within the state and online proprietary programs nationally, which also poses a recruitment challenge.</li> </ul>
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Complete the table.

Table 4 Forward Facing Goals for Program Review Period

Program/Certificate Goal	Specific	Measurable	Attainable	Realistic	Time-bound
<i>Ex. To improve student learning outcomes (exam scores) by supporting Supplemental Instruction from four sections to seven by fall 2020.</i>	<i>Yes – Exam Scores</i>	<i>Yes – How many sections.</i>	<i>Yes – budget approved. Discussed with OSS.</i>	<i>Yes – Within the scope of responsibility.</i>	<i>Yes – Fall 2020</i>
1.Sustain and maintain quality programs by maintaining national certification (CCNE) (continuous); KSBN approval and KBOR standards (yearly reports, curriculum approval of changes (continuous)	Accreditation & Approval maintained	Y	Y	Y	KSBN annually, CCNE site visit 2022, KBOR report 2023
2. Increase number of doctorally prepared faculty. 2a.Support SON faculty enrolled in doctoral programs (i.e.- funding support as available in SON) 2b.Research funding packet to attract research-focused faculty 2c. Research support and mentoring to support intramural/extramural grant applications, and ongoing research	Number of doctorally prepared faculty increased & grant apps/awards	Y	Y	Y	Annual review: 3 faculty in-progress to degree, 1 faculty to begin summer '20,
3. Continue efforts to increase graduate and undergraduate enrollment 3a.Launch Traditional BSN satellite program at K-State 3b. Increase marketing efforts for low enrollment programs	Number of ads & recruitment events	Y	Y	Y	Program start F'21, Ongoing review of recruitment & venues for advertising

Provide any additional narrative covering areas not yet addressed.



## Appendix A

### Congruency Between WSU/CHP/SON Strategic Plan Goals

University Goal College Goal	SON Goal
<p><b>University Goal:</b> Guarantee an applied learning or research experience for every student by each academic program.</p> <p><b>College Goal:</b> Enhance Quality of Academic Programs</p>	<p><b>1a.</b> Engage students in evidence based professional and advanced practice nursing</p> <p><b>1b .</b>Meet national expectations for competent nursing graduates and empower students to create a culture and experience of professional nursing practice.</p>
<p><b>University Goal:</b> Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.</p> <p><b>College Goal:</b> Enhance international educational opportunities and global interprofessional experiences for students, faculty and staff.</p>	<p>Expand inter-professional experiences (practice and educational)</p>
<p><b>University Goal:</b> Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.</p> <p><b>College Goal:</b> Expand Academic Programs and Increase Enrollments</p>	<p>Model and engage students in evidence based professional and advanced practice nursing</p>
<p><b>University Goal:</b> Accelerate the discovery, creation and transfer of new knowledge.</p> <p><b>College Goal:</b> Enhance Quality of Academic Programs</p>	<p>Engage in life-long intellectual and rigorous pursuit of knowledge through scholarship, teaching, practice and/or service</p>
<p><b>University Goal:</b> Empower students to create a campus culture and experience that meets their changing needs</p> <p><b>College Goal:</b> Expand Academic Programs and Increase Enrollments</p>	<p>SON does not have a corresponding goal to the WSU Goal 5.</p>
<p><b>University Goal:</b> Be a campus that reflects—in staff, faculty and students—the evolving diversity of society.</p> <p><b>College Goal:</b> Enhance Quality of Academic Programs</p>	<p>Collaborate with our community partners to enhance nursing education to meet the diverse global health needs of society</p>
<p><b>University Goal:</b> Create a new model of assessment, incentive and reward processes to accomplish our vision and goals.</p> <p><b>College Goal:</b> Enhance Quality of Academic Programs</p>	<p>Transform nursing faculty roles and role statement to meet current and future nursing faculty needs</p>

**Appendix B**

OPA – WSU Program Review Information Tables 1-16

Program Review Self Study FY2019 College: Health Professions Department: Nursing Program: Nursing

Tables 1 through 7 provide data for Section 2 of the Program Review Self Study Template.

Table 1: Fiscal Year Summation of Student Credit Hour (SCH) Production

Course level:	Fiscal Year (summer-fall-spring sequence)									
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	11,194	11,387	10,887	10,565	10,551	10,365	10,817	10,917	10,751	10,637
100-299	0	0	0	0	0	0	0	0	0	0
300-499	8,962	9,177	8,966	8,959	8,773	8,719	9,327	8,967	8,919	8,949
500-699	11	6	3	0	0	0	0	4	2	1
700-799	924	733	650	674	717	471	401	740	649	583
800-899	777	818	703	566	609	489	365	695	637	546
900-999	520	653	565	366	452	686	724	511	544	559

note: SCH of all enrolled department offerings summated by FY for each census day; in some cases department level SCH includes entire department offerings.

Table 2: Student Credit Hour (SCH) Production at Fall Census Day

Course level:	Year of Fall Census Day									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total	5,145	5,342	4,950	4,967	4,962	5,029	5,184	5,073	5,050	5,018
100-299	0	0	0	0	0	0	0	0	0	0
300-499	4,168	4,309	4,117	4,248	4,147	4,240	4,436	4,198	4,212	4,238
500-699	3	1	1	0	0	0	0	1	0	0
700-799	392	367	368	438	438	253	238	401	373	347
800-899	518	580	394	204	262	272	187	392	342	264
900-999	64	85	70	77	115	264	323	82	122	170

note: SCH of all enrolled department offerings at Fall census day.

Table 3: Student Credit Hour (SCH) Production among Department Instructional Faculty on November Employee Census Day (entire term SCH)

Employee type:	Year of November Census Day									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Program total	5,136	5,318	4,971	4,972	4,962	5,029	5,174	5,072	5,050	5,022
Tenure eligible faculty	1,214	945	800	1,275	1,207	1,061	1,064	1,088	1,058	1,081
Non-tenure eligible faculty	2,860	3,483	3,521	3,456	3,639	3,898	3,950	3,392	3,600	3,693
Lecturers	527	600	379	241	116	70	160	373	281	193
GTA	0	0	0	0	0	0	0	0	0	0
Unclassified professional	535	290	271	0	0	0	0	219	112	54
Classified staff	0	0	0	0	0	0	0	n/a	n/a	n/a
GSA, GRA, UG std	0	0	0	0	0	0	0	n/a	n/a	n/a

note: faculty/staff with active class assignments and employment at November freeze.; employee type based on ecis and egrp matrix.

Table 4: Instructional FTE Employed on November 1st Census Day

Employee type:	Year of November Census Day									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Program total	33.6	34.9	32.5	34.5	35.6	35.5	33.0	34.2	34.6	34.2
Tenure eligible faculty	8.7	8.7	8.8	10.5	10.9	11.0	9.0	9.5	10.0	10.0
Non-tenure eligible faculty	17.7	20.0	20.0	21.0	23.3	23.3	22.7	20.4	21.5	22.1
Lecturers	4.3	4.7	2.7	2.9	1.4	1.2	1.3	3.2	2.6	1.9
GTA	0.5	0.5	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.0
Unclassified professional	2.5	1.0	1.0	0.0	0.0	0.0	0.0	0.9	0.4	0.2
Classified staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a

note: active employment positions at November 1st freeze; employee type based on ecis and egrp matrix.; fte of 1 based on 80 hour bi-week appointment; employee type based on ecis and egrp matrix; KBOR minima for faculty (TTF) 3 for UG, plus 3 for masters, plus 2 for doctoral.

Program Review Self Study FY2019 College: Health Professions Department: Nursing Program: Nursing

**Table 5a: Student Credit Hour (SCH) by FTE for University Instructional Faculty on November 1st Census Day**

Employee type:	Year of November Census Day										Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017	2012-2016	2013-2017	
(University level) Total	235.6	230.5	222.3	225.3	222.1	212.8	216.3	227.2	222.6	219.8			
Tenure eligible faculty	226.7	215.6	194.0	193.5	195.2	183.1	193.4	205.0	196.3	191.8			
Non-tenure eligible faculty	300.2	284.5	289.3	306.7	304.5	293.5	293.8	297.0	286.1	298.0			
Lecturers	273.9	269.4	295.3	301.8	292.6	263.5	254.7	286.6	284.5	281.6			
GTA	212.5	208.6	201.7	206.0	183.4	192.4	184.8	202.4	198.4	193.7			
Unclassified professional	116.3	156.8	121.8	105.7	100.5	94.0	114.2	120.2	115.8	107.2			
Classified staff	42.1	53.3	120.5	77.1	115.2	61.7	5.9	81.6	85.6	76.1			
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a			

note: active employment positions at November 1st freeze.; employee type based on ecls and egrp matrix; instructional defined as active course enrollment.

**Table 5b: Student Credit Hour (SCH) by FTE for College Division Instructional Faculty on November 1st Census Day**

Employee type:	Year of November Census Day										Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017	2012-2016	2013-2017	
(College Division level) Total	319.9	278.5	276.2	296.9	331.0	331.8	346.1	300.5	302.9	316.4			
Tenure eligible faculty	245.4	203.5	194.5	206.6	220.9	220.9	248.1	214.2	209.3	218.2			
Non-tenure eligible faculty	592.5	464.3	474.2	494.7	595.0	590.0	627.2	524.2	523.6	556.2			
Lecturers	449.4	359.5	429.2	476.8	450.5	497.1	406.7	433.1	442.6	452.1			
GTA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a			
Unclassified professional	192.1	266.4	257.8	223.8	225.2	229.0	208.4	233.0	240.4	228.8			
Classified staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a			
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a			

note: active employment positions at November 1st freeze.; employee type based on ecls and egrp matrix; instructional defined as active course enrollment.

**Table 5c: Student Credit Hour (SCH) by FTE for Program Instructional Faculty on November 1st Census Day**

Employee type:	Year of November Census Day										Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017	2012-2016	2013-2017	
(Program level) Total	152.6	152.2	153.0	144.3	139.5	141.6	156.8	148.3	146.1	147.0			
Tenure eligible faculty	140.0	108.7	90.9	121.5	111.1	96.4	118.2	114.4	105.7	107.6			
Non-tenure eligible faculty	161.6	174.0	175.8	164.3	156.0	167.1	174.4	166.3	167.4	167.5			
Lecturers	122.7	126.6	142.7	82.4	83.3	58.8	118.6	111.5	98.8	97.2			
GTA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0			
Unclassified professional	216.2	290.0	271.0	0.0	0.0	0.0	0.0	244.9	280.5	271.0			
Classified staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a			
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a			

note: active employment positions at November 1st freeze.; employee type based on ecls and egrp matrix; instructional defined as active course enrollment.

Program Review Self Study FY2019 College:Health Professions Department: Nursing Program: Nursing

Table 6: Program Majors (including double majors) on Fall Census Day

Student Class	Year of Fall Census Day								Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2018	2011-2015	2012-2016	2013-2017
Total	945	867	832	919	916	962	947	947	896	899	915
freshmen	176	133	135	164	125	151	165	165	147	142	148
sophomore	102	113	105	124	147	119	126	126	118	122	124
junior	150	121	134	142	140	181	163	163	137	144	152
senior	372	373	345	375	382	391	376	376	369	373	374
masters	135	109	71	45	27	19	21	21	77	54	37
post masters	0	0	0	0	0	0	0	0	0	0	0
doctoral	10	18	42	69	95	101	96	96	47	65	81
other	0	0	0	0	0	0	0	0	0	0	0

note: majors include all active program matching majors among 4 possible major codes; other includes guest or non degree students; KBOR minima 25 UG, 20 GR masters and 5 GR doctoral.

Table 7: Degree Production by Fiscal Year

Degree level:	Fiscal Year (summer-fall-spring sequence)								Rolling 5 FY average		
	2012	2013	2014	2015	2016	2017	2018	2019	2012-2016	2013-2017	2014-2018
Total	207	218	244	213	176	187	220	220	212	208	208
Doctoral	3	1	4	1	4	12	22	22	3	4	9
Masters	32	34	45	44	13	4	10	10	34	28	23
Bachelor	172	183	195	168	159	171	188	188	175	175	176
Associate	0	0	0	0	0	0	0	0	0	0	0

note: includes all active program matching majors among 4 possible major codes; KBOR minima 10 UG, 5 GR masters & 2 GR doctoral.

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Tables 8 provides data for Section 3a of the Program Review Self Study Template.

**Table 8: Mean ACT score of Juniors and Seniors Enrolled on Fall Census Day (source=Fall Census Day)**

Statistic:	Year of Fall Census Day									
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
University level	22.8	23.0	23.0	23.1	23.0	23.1	23.2	23.0	23.0	23.1
Program majors	23.0	23.0	23.3	23.3	22.8	22.8	23.1	23.1	23.1	23.0
Program majors count reporting ACT	522	494	479	517	522	572	539	507	517	526
Percent reporting	51.9%	52.0%	50.5%	53.4%	57.5%	57.7%	64.6%	53.1%	54.4%	56.9%

note: if ACT missing and SAT available, SAT is used converted to ACT metric; KBOR captures ACT data for enrolled juniors & seniors only; KBOR minima >=20.

Table 9 provides data for Section 3b of the Program Review Self Study Template.

**Table 9: Mean Application GPA of Admitted Graduate Student Majors (source= Applications)**

Statistic:	Fiscal Year (summer-fall-spring sequence)									
	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
University level	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
Program majors	3.5	3.5	3.5	3.6	3.6	3.5	3.5	3.5	3.5	3.5
Program majors count reporting GR gpa	79	63	70	80	64	38	36	71	63	58
Percent reporting	100.0%	95.2%	95.7%	98.8%	98.4%	100.0%	100.0%	97.8%	97.5%	98.3%

note: graduate student application gpa based on last 60 hours of course work earned.

Table 10 provides data for Section 3d of the Program Review Self Study Template.

**Table 10: Satisfaction with Program among Undergraduate and Graduate Students at End of Program Exit**

Student level:	Academic Year (fall-spring-summer sequence)									
	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
University Undergraduate level	79.5%	82.9%	81.4%	80.9%	80.7%	82.3%	80.0%	81.1%	81.3%	81.0%
College Division Undergraduate level	82.2%	85.8%	86.4%	83.3%	80.8%	82.0%	75.5%	83.7%	82.3%	81.6%
Program Undergraduate majors:										
Percent satisfied or very satisfied	75.0%	80.8%	77.9%	77.3%	73.9%	70.5%	57.3%	77.0%	76.1%	71.4%
mean	4.0	4.1	3.9	4.0	3.9	3.8	3.6	4.0	4.0	3.9
median	4	4	4	4.0	4	4	4	4	4	4
count	164	198	163	181	161	176	199	173.4	175.8	176
University Graduate level	80.0%	82.6%	82.1%	84.9%	85.4%	82.9%	85.0%	83.0%	83.6%	84.1%
College Division Graduates level	74.7%	76.4%	77.3%	79.3%	86.4%	78.1%	77.5%	78.8%	79.5%	79.7%
Program Graduate majors:										
Percent satisfied or very satisfied	59.5%	73.3%	68.9%	68.2%	63.6%	52.9%	54.8%	66.7%	65.4%	61.7%
mean	3.6	4.0	3.8	3.8	3.8	3.4	3.5	3.8	3.8	3.7
median	4	4	4	4	4	4	4	4	4	4
count	37	45	45	22	11	17	31	32	28	25.2

note: primary majors only; data from the Application For Degree Exit Survey; scale of 1 to 5 with 5 being high (very satisfied).

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Tables 11 through Table 15 provide data for Section 4 of the Program Review Self Study Template.  
**Table 11: Applicants, Admits and Enrollment for Undergraduate and Graduate Applicants**

Student level:	Fiscal Year (summer-fall-spring sequence)										Rolling 5 FY average		
	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018			
<b>Undergraduates:</b>													
Applicants	507	457	420	618	699	685	727	540	576	630			
Admitted	481	450	417	607	676	668	707	526	564	615			
Census day	280	247	219	308	270	256	277	265	260	266			
<b>Graduates:</b>													
Applicants	117	53	75	75	69	40	36	78	62	59			
Admitted	73	35	60	61	55	25	29	57	47	46			
Census day	50	19	47	50	49	19	22	43	37	37			

note: unduplicated count as last record of FY; applicants exclude incomplete or cancelled applications.

**Table 12: Percent Under-represented Minorities (URM) on Fall Census Day**

Student level:	Year of Fall Census Day										Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017			
<b>University level:</b>													
Freshmen & Sophomores	17.9%	18.5%	18.5%	19.3%	19.2%	20.0%	21.3%	20.0%	18.7%	19.1%	19.6%		
Juniors & Seniors	14.8%	15.4%	14.9%	15.7%	15.9%	16.6%	17.8%	16.6%	15.3%	15.7%	16.2%		
Masters	9.8%	11.3%	9.7%	9.9%	10.2%	10.7%	12.2%	10.7%	10.2%	10.4%	10.5%		
Doctoral	5.4%	6.7%	6.5%	7.0%	9.0%	11.5%	11.2%	11.5%	6.9%	8.1%	9.1%		
<b>College division level:</b>													
Freshmen & Sophomores	21.0%	21.1%	20.2%	23.0%	20.7%	20.7%	24.7%	20.7%	21.2%	21.1%	21.9%		
Juniors & Seniors	11.6%	14.1%	13.1%	16.3%	18.4%	18.6%	15.8%	18.6%	14.7%	16.1%	16.4%		
Masters	10.0%	15.3%	12.9%	13.6%	11.5%	7.0%	11.9%	11.9%	12.6%	12.1%	11.4%		
Doctoral	5.4%	6.7%	5.7%	7.2%	10.5%	12.4%	11.9%	12.4%	8.5%	8.5%	9.5%		
<b>Program level:</b>													
Freshmen & Sophomores	19.8%	19.9%	20.8%	24.0%	17.3%	19.6%	26.8%	19.6%	20.4%	20.3%	21.7%		
Juniors & Seniors	10.0%	13.6%	12.1%	13.5%	13.6%	16.4%	13.0%	16.4%	12.6%	13.8%	13.7%		
Masters	8.9%	12.8%	14.1%	20.0%	14.8%	0.0%	19.0%	0.0%	14.1%	12.3%	13.6%		
Doctoral	0.0%	22.2%	9.5%	8.7%	15.8%	16.8%	14.6%	16.8%	11.2%	14.6%	13.1%		

note: includes all active program matching majors among 4 possible major codes; URM includes black non-hispanic, hispanic, american indian/alaskan native & hawaiian.

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Table 13: Race/Ethnicity on Fall Census Day

Student level:	Year of Fall Census Day										Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017			
<b>Total</b>	945	867	832	919	916	962	947	896	899	915			
<b>Total URM</b>	119	134	122	154	137	164	166	133	142	149			
<b>Freshmen &amp; Sophomores</b>	278	246	240	288	272	270	291	265	263	272			
white non-hispanic	181	149	152	175	182	175	147	168	167	166			
black non-hispanic	26	21	19	28	17	14	21	22	20	20			
hispanic	27	29	29	38	30	39	54	30	33	38			
asian non-hispanic	17	28	22	20	20	18	22	21	22	20			
american indian/alaskan native	2	1	1	2	0	0	2	1	1	1			
foreign	9	4	3	5	8	6	6	6	5	6			
hawaiian	0	0	1	1	0	0	1	0	0	1			
multiple race	10	10	11	14	12	13	33	11	12	17			
unknown	6	6	2	5	3	5	5	4	4	4			
<b>Juniors &amp; Seniors</b>	522	494	479	517	522	572	539	507	517	526			
white non-hispanic	373	349	344	368	362	384	383	359	361	368			
black non-hispanic	23	27	19	23	19	24	17	22	22	20			
hispanic	26	36	35	42	46	64	52	37	45	48			
asian non-hispanic	31	32	41	41	49	49	35	39	42	43			
american indian/alaskan native	1	2	2	4	4	5	0	3	3	3			
foreign	25	15	8	8	6	7	7	12	9	7			
hawaiian	2	2	2	1	2	1	1	2	2	1			
multiple race	7	6	8	13	15	22	26	11	14	18			
unknown	34	25	20	17	19	16	18	22	19	17			
<b>Master</b>	135	109	71	45	27	19	21	77	54	37			
white non-hispanic	103	82	54	30	22	16	17	58	41	28			
black non-hispanic	5	7	5	6	2	0	1	5	4	3			
hispanic	6	7	4	3	2	0	2	4	3	2			
asian non-hispanic	6	7	3	1	0	1	0	3	2	1			
american indian/alaskan native	0	0	1	0	0	0	1	0	0	0			
foreign	1	2	1	2	0	1	0	1	1	1			
hawaiian	1	0	0	0	0	0	0	0	0	0			
multiple race	2	2	1	2	1	1	0	2	1	1			
unknown	11	2	2	1	0	0	0	3	1	1			
<b>Doctoral</b>	10	18	42	69	95	101	96	47	65	81			
white non-hispanic	8	12	31	52	71	73	70	35	48	59			
black non-hispanic	0	3	2	3	7	7	4	3	4	5			
hispanic	0	1	1	2	6	8	7	2	4	5			
asian non-hispanic	0	0	1	2	3	6	7	1	2	4			
american indian/alaskan native	0	0	1	1	2	2	3	1	1	2			
foreign	0	0	2	2	0	0	0	1	1	1			
hawaiian	0	0	0	0	0	0	0	0	0	0			
multiple race	1	0	1	4	3	2	3	2	2	3			
unknown	1	2	3	3	3	3	2	2	2	3			

note: includes all active program matching majors among 4 possible major codes.



Table 14: Percent Under-represented Minorities (URM) of Degreed Conferred Students by Fiscal Year

Degree level:	Year of Fall Census Day										Rolling 5 year average		
	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018			
<b>University level:</b>													
Doctoral	6.5%	7.8%	4.7%	6.9%	6.7%	10.0%	5.8%	6.5%	7.2%	6.8%			
Masters	9.0%	10.8%	10.2%	8.6%	9.9%	9.7%	10.7%	9.7%	9.8%	9.8%			
Bachelor	12.9%	12.7%	13.6%	14.4%	15.2%	14.1%	16.6%	13.7%	14.0%	14.8%			
Associate	18.4%	21.2%	26.7%	20.8%	26.4%	16.2%	18.3%	22.7%	22.3%	21.7%			
<b>College division level:</b>													
Doctoral	4.9%	4.5%	4.3%	5.8%	3.9%	11.5%	8.2%	6.2%	6.0%	6.7%			
Masters	9.3%	14.3%	9.1%	10.8%	11.8%	7.9%	4.4%	11.1%	10.8%	8.8%			
Bachelor	11.0%	11.8%	12.0%	11.0%	17.9%	18.8%	17.1%	12.7%	14.3%	15.4%			
Associate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			
<b>Program level:</b>													
Doctoral	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	4.5%	5.0%	10.0%	10.9%			
Masters	9.4%	14.7%	6.7%	11.4%	23.1%	0.0%	10.0%	13.0%	11.2%	10.2%			
Bachelor	12.2%	10.4%	12.3%	9.5%	12.6%	13.5%	12.8%	11.4%	11.6%	12.1%			
Associate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			

note: includes all active program matching majors among 4 possible major codes; URM includes black non-hispanic, hispanic, american indian/alaskan native & hawaiian.

Table 15: Race/Ethnicity of Degreed Conferred Students by Fiscal Year

Degree level:	Year of Fall Census Day										Rolling 5 year average									
	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018										
<b>Total</b>											207	218	244	213	176	187	220	212	208	208
<b>Total URM</b>											24	24	28	21	23	26	26	24	24	25
<b>Doctoral Total</b>											3	1	4	1	4	12	22	3	4	9
white non-hispanic	2	1	3	1	3	7	18	2	3	6										
black non-hispanic	0	0	1	0	0	2	0	0	1	1										
hispanic	0	0	0	0	0	1	1	0	0	0										
asian non-hispanic	0	0	0	0	0	1	0	0	0	0										
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0										
foreign	0	0	0	0	0	0	0	0	0	0										
hawaiian	0	0	0	0	0	0	0	0	0	0										
multiple race	0	0	0	0	1	0	1	0	0	0										
unknown	1	0	0	0	0	1	2	0	0	1										
<b>Masters Total</b>											32	34	45	44	13	4	10	34	28	23
white non-hispanic	25	24	36	34	8	2	9	25	21	18										
black non-hispanic	0	2	1	3	2	0	1	2	2	1										
hispanic	3	2	2	2	1	0	0	2	1	1										
asian non-hispanic	2	0	3	3	1	1	0	2	2	2										
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0										
foreign	0	0	1	0	1	0	0	0	0	0										
hawaiian	0	1	0	0	0	0	0	0	0	0										
multiple race	0	0	1	1	0	0	0	0	0	0										
unknown	2	5	1	1	0	0	0	2	1	1										

(Table continued on next page)

Program Review Self Study FY2019 College:Health Professions Department: Nursing Program: Nursing

(Table 15 continued)  
Degree level: Bachelor

	Year of Fall Census Day								Rolling 5 year average		
	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018	
<b>Total</b>	172	183	195	168	159	171	188	175	175	176	
white non-hispanic	118	128	147	122	112	118	130	125	125	126	
black non-hispanic	10	9	9	4	6	4	7	8	8	6	
hispanic	8	9	14	9	13	14	17	11	12	13	
asian non-hispanic	10	8	12	18	11	20	13	12	14	15	
american indian/alaskan native	3	0	1	3	0	4	0	1	2	2	
foreign	11	10	4	2	4	1	3	6	4	3	
hawaiian	0	1	0	0	1	1	0	0	1	0	
multiple race	1	4	1	4	6	3	9	3	4	5	
unknown	11	14	7	6	6	6	9	9	8	7	
<b>Associate Total</b>	0	0	0	0	0	0	0	0	0	0	
white non-hispanic	0	0	0	0	0	0	0	0	0	0	
black non-hispanic	0	0	0	0	0	0	0	0	0	0	
hispanic	0	0	0	0	0	0	0	0	0	0	
asian non-hispanic	0	0	0	0	0	0	0	0	0	0	
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0	
foreign	0	0	0	0	0	0	0	0	0	0	
hawaiian	0	0	0	0	0	0	0	0	0	0	
multiple race	0	0	0	0	0	0	0	0	0	0	
unknown	0	0	0	0	0	0	0	0	0	0	

note: includes all active program matching majors among 4 possible major codes.

Tables 16 provides data for Section 5 of the Program Review Self Study Template.

Table 16: Department Student Credit Hour (SCH) by Student Department Affiliation on Fall Census Day

Major & student level:	Year of Fall Census Day								Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017	
<b>Total</b>	5,145	5,342	4,950	4,967	4,962	5,029	5,184	5,073	5,050	5,018	
Program UG majors	4,137	4,285	4,099	4,234	4,147	4,222	4,434	4,180	4,197	4,227	
Program GR majors	901	955	795	703	803	782	736	831	808	764	
Non-program majors	107	102	56	30	12	25	14	61	45	27	
<b>Total</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
Program UG major	80.4%	80.2%	82.8%	85.2%	83.6%	84.0%	85.5%	82.4%	83.1%	84.2%	
Program GR major	17.5%	17.9%	16.1%	14.2%	16.2%	15.5%	14.2%	16.4%	16.0%	15.2%	
Non-program majors	2.1%	1.9%	1.1%	0.6%	0.2%	0.5%	0.3%	1.2%	0.9%	0.5%	

note: program majors includes all active program matching majors among 4 possible major codes.

Appendix C

Table 2 Learning Outcome Assessment					
Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale)	Target/Criteria (desired program level achievement)	Results	Analysis
<i>Students will have a basic understanding of human anatomy.</i>	<i>Comprehensive Exam</i>	<i>Rubric</i>	80% of students will score 80% Or <	90% of students scored 80% or better.	Proficient knowledge of anatomy has been demonstrated.
<b>BSN Learner Outcomes</b>					
Communication: The graduate imparts and exchanges ideas and information with others verbally, non-verbally, and through written and electronic communication.	Clinical/practicum evaluation	Rubric	>90% of pre-licensure and RN to BSN students will satisfactorily meet program objectives as demonstrated on the clinical/practicum evaluation tools	2016-2017 99% 2017-2018 100% 2018-2019 99%	Proficiency in communication has been demonstrated.
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.	Clinical/practicum evaluation	Rubric	>90% of pre-licensure and RN to BSN students will satisfactorily meet program objectives as demonstrated on the clinical/practicum evaluation tools	2016-2017 99% 2017-2018 100% 2018-2019 99%	Proficiency in patient centered care has been demonstrated.
Evidence-based Practice: The graduate examines problems and issues through the synthesis of information in an	Clinical/practicum evaluation	Rubric	>90% of pre-licensure and RN to BSN students will satisfactorily meet program objectives as demonstrated on the clinical/practicum evaluation tools	2016-2017 99% 2017-2018 100% 2018-2019 99%	Proficiency in evidence-based practice has been demonstrated.

analytical, evaluative, and decisive manner.	Clinical/practicum evaluation	Rubric	>90% of pre-licensure and RN to BSN students will satisfactorily meet program objectives as demonstrated on the clinical/practicum evaluation tools	2016-2017 99% 2017-2018 100% 2018-2019 99%	Proficiency in health promotion has been demonstrated.
Health Promotion: The graduate promotes the strategies that enhance the health continuum of the individual, family and community extending through local and global levels.	Clinical/practicum evaluation	Rubric	>90% of pre-licensure and RN to BSN students will satisfactorily meet program objectives as demonstrated on the clinical/practicum evaluation tools	2016-2017 99% 2017-2018 100% 2018-2019 99%	Proficiency in collaborative care has been demonstrated.
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.	Clinical/practicum evaluation	Rubric	>90% of pre-licensure and RN to BSN students will satisfactorily meet program objectives as demonstrated on the clinical/practicum evaluation tools	2016-2017 99% 2017-2018 100% 2018-2019 99%	Proficiency in quality improvement has been demonstrated.
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.	Clinical/practicum evaluation	Rubric	>90% of pre-licensure and RN to BSN students will satisfactorily meet program objectives as demonstrated on the clinical/practicum evaluation tools	2016-2017 99% 2017-2018 100% 2018-2019 99%	Proficiency in quality improvement has been demonstrated.

**MSN Learner Outcomes**

Integrate knowledge from sciences and humanities	Comprehensive Exam for MSN students until 2018 when exam was replaced by capstone project	Rubric	>90% of MSN students will satisfactorily meet program objectives as demonstrated through successful completion of Comprehensive Exam (2014-2016) and by Capstone Project in N872 for MSN-Nursing Education and N812 for MSN-Nursing Administration	Comprehensive Exam 2014-2015, 18 takers, 88.89%; 2015-2016, 4 takers, 50%; 2016-2017, 7 takers, 71%; 2017-2018, 8 takers, 100%	The > 90% rate was not met for all years. Students who were not successful in passing the Comprehensive Exam, retook the exam and all passed the last time the Exam was offered in 2018 with proficiency demonstrated.
Use interpersonal and organizational communication	Capstone Project	Rubric	See above	Capstone Projects, since 2018, 4 completers, 100%	All students who completed N872 or N812 successfully passed the Capstone Project with proficiency demonstrated.
Apply conceptual frameworks for nursing practice	Comprehensive Exam or Capstone project (see above)	Rubric	See above	See above	Proficiency demonstrated
Develop systems change strategies to improve safety and quality of care	Comprehensive Exam or Capstone project (see above)	Rubric	See above	See above	Proficiency demonstrated
Demonstrate leadership for improving health in a diverse society	Comprehensive Exam or Capstone project (see above)	Rubric	See above	See above	Proficiency demonstrated
Contribute to scholarly endeavors	Comprehensive Exam or Capstone project (see above)	Rubric	See above	See above	Proficiency demonstrated

Apply and analyze quality principles to improve outcomes	Comprehensive Exam or Capstone project (see above)	Rubric	See above	See above	Proficiency demonstrated
Evaluate health care outcomes	Comprehensive Exam or Capstone project (see above)	Rubric	See above	See above	Proficiency demonstrated

### DNP Learner Outcomes

Synthesize nursing science to support advanced nursing practice	DNP Project & Portfolio	Project Defense, written paper rubric, and completed portfolio	>90% of DNP students will satisfactorily meet program objectives as demonstrated through successful completion of their DNP Project & Portfolio in N960	100% of students completing N960 met program objective.	Proficiency demonstrated.
Use organizational and systems leadership to contribute to excellence in health care	DNP Project & Portfolio	Project Defense, written paper rubric, and completed portfolio	>90% of DNP students will satisfactorily meet program objectives as demonstrated through successful completion of their DNP Project & Portfolio in N960	100% of students completing N960 met program objective.	Proficiency demonstrated.
Demonstrate advanced practice competencies in selected field	DNP Project & Portfolio	Project Defense, written paper rubric, and completed portfolio	>90% of DNP students will satisfactorily meet program objectives as demonstrated through successful completion of their DNP Project & Portfolio in N960	100% of students completing N960 met program objective.	Proficiency demonstrated.
Demonstrate critical inquiry, decision making skills and communication skills as an advanced practice nurse	DNP Project & Portfolio	Project Defense, written paper rubric, and completed portfolio	>90% of DNP students will satisfactorily meet program objectives as demonstrated through successful completion of their DNP Project & Portfolio in N960	100% of students completing N960 met program objective.	Proficiency demonstrated.

Implement strategies for health promotion, risk reduction, and population health	DNP Project & Portfolio	Project Defense, written paper rubric, and completed portfolio	>90% of DNP students will satisfactorily meet program objectives as demonstrated through successful completion of their DNP Project & Portfolio in N960	100% of students completing N960 met program objective.	Proficiency demonstrated.
Contribute to health care policy through advocacy	DNP Project & Portfolio	Project Defense, written paper rubric, and completed portfolio	>90% of DNP students will satisfactorily meet program objectives as demonstrated through successful completion of their DNP Project & Portfolio in N960	100% of students completing N960 met program objective.	Proficiency demonstrated.
Develop partnerships to improve individual and population health outcomes	DNP Project & Portfolio	Project Defense, written paper rubric, and completed portfolio	>90% of DNP students will satisfactorily meet program objectives as demonstrated through successful completion of their DNP Project & Portfolio in N960	100% of students completing N960 met program objective.	Proficiency demonstrated.
Evaluate evidence to determine and implement best nursing practice	DNP Project & Portfolio	Project Defense, written paper rubric, and completed portfolio	>90% of DNP students will satisfactorily meet program objectives as demonstrated through successful completion of their DNP Project & Portfolio in N960	100% of students completing N960 met program objective.	Proficiency demonstrated.
Contribute to the development of nursing as a scientific discipline through scholarly endeavors	DNP Project & Portfolio	Project Defense, written paper rubric, and completed portfolio	>90% of DNP students will satisfactorily meet program objectives as demonstrated through successful completion of their DNP Project & Portfolio in N960	100% of students completing N960 met program objective.	Proficiency demonstrated.

**Appendix D**  
**Table 4 General Education Outcomes**

Course	Results	Assessment Type	General Education Outcomes			
			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
Program Measure; not course specific		95% of students will pass dosage calculation by third attempt in order to progress in the nursing program.				x
Program Measure; not course specific	<p>2015-2016: Met Entrance program mean 73%; national rank 68%. Exit program mean 77%; national rank 70%.</p> <p>2016-2017: Met Entrance program mean 74%; national rank 69%. Exit program mean 77%; national rank 70%.</p> <p>2017-2018: Met Entrance program mean 73%; national rank 69%. Exit program mean 76%; national rank 70%.</p>	Students will perform at or above national mean on both the entrance and exit Assessment Technology Institute (ATI) critical thinking assessments.		x		

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/>



## Appendix E

Table 1 Results of Goals from Last Review

(For Last 4 FYs)	Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)
2014-2017	<p>1. Sustain and maintain quality programs</p> <p>1a. Maintain national accreditation (CCNE), and KSBN approval and KBOR standards</p> <p>1b. Continue the process to move to a competency based curriculum (undergraduate)</p>	<ul style="list-style-type: none"> <li>• Yearly reports</li> <li>• Approval of curriculum changes</li> </ul>	<p>1a. Achieved. CCNE accreditation through 2023. KSBN approved UG curriculum revision; implemented fall 2018.</p> <p>1b. Paused. Major UG curriculum revision undertaken.</p>	<p>1a. Continue/ongoing</p> <p>1b. Re-examine this goal in light of upcoming changes in the NCLEX-RN licensure exam and AACN Essentials document for BSN programs.</p>
	<p>2. Continue efforts to increase graduate and undergraduate student enrollment and retention (target: adult and online students)</p> <p>2.a. Alignment between WATC and WSU; further develop/ implement plan to market SON's LPN to BSN program to students enrolled in LPN programs and LPNs practicing in the state of Kansas.</p> <p>2.b. Develop/ implement plan to market SON's Mobile Intensive Care Technician (MICT) to BSN program to students enrolled in MICT programs and MICTs practicing in the state of Kansas.</p>	<ul style="list-style-type: none"> <li>• Semi-annual meetings with CHP and WSU Tech administration and LPN program director/dean – <i>(Note: WATC is now WSU-Tech)</i></li> <li>• Monitor approval/completion of KBOR Military Initiative project</li> <li>• LPN-BSN enrollment</li> <li>• MICT-BSN enrollment</li> </ul>	<p>2. Committee on students and dedicated RN-BSN recruiter/advisor involved in a wide slate of recruitment activities/events on campus and within the state on a routine basis.</p> <ul style="list-style-type: none"> <li>• The Office of Online Learning also markets online programs</li> <li>• All SON programs (BSN/Graduate) marketed in a variety of venues: local, state-wide, and surrounding state (OK)</li> </ul> <p>2a. Ongoing discussions with WSU-Tech administration. SON Taskforce established to explore options.</p> <ul style="list-style-type: none"> <li>• NLN Mobility exams/credit for prior learning is not a viable option.</li> <li>• 2020 – Exploring potential for dedicated admission slots for WSU-Tech LPN graduates.</li> <li>• No applicants for this program.</li> </ul>	<p>2. Continue/ongoing</p> <p>2a. Continue to explore viable options for credit for prior learning</p> <p>2b. Continue to develop marketing plan for this group</p>

			<p>2b. No specific recruitment has been implemented for this group.</p> <ul style="list-style-type: none"> <li>No applicants for this program.</li> </ul>	
	<p>3. Implement a reward and promotion system for clinical nurse educator faculty within the SON (pending recommendations from the current University committee addressing a recognition and promotion system for non-tenure eligible faculty).</p>	<p>Monitor WSU discussions regarding reward and promotion system.</p>	<p>3. A new reward and promotion system for clinical nurse educator/non-tenured faculty was adopted by WSU in 2018.</p> <ul style="list-style-type: none"> <li>Eleven clinical nurse educator/non-tenured SON faculty were promoted in spring 2018.</li> </ul>	<p>Completed.</p>