



Program Review Self-Study Template

Academic unit: School of Nursing

College: College of Health Professions

Date of last review 2014

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

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

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

Faculty of the academic unit (add lines as necessary)

Name Signature

Last	First	STATE TITLE	FTE	
Beamer	Patricia	Clinical Educator	1	
Berryman	Jackie	Clinical Educator	1	
Bett	Carol	Instructor	1	
Campbell (Smith)	Betty	Professor	1	
Cooper	Theresa	Clinical Educator	1	
Core	Terri	Clinical Educator	1	
Dowling	Jolynn	Instructor	1	
Dusenbury	Wendy	Assistant Professor	1	
Ediger	Caleb	Clinical Educator	1	
Elder	Betty	Associate Professor	1	
Faragher	Mary	Instructor	1	
Habtemariam	Maryon	Clinical Educator	1	
Hare	Stephanie	Clinical Educator	1	
Hazen	Shirley	Clinical Educator	1	
Huckstadt	Alicia	Director of Graduate Program & Professor	1	
Jackson	Brandy	Director, Undergraduate Program	1	
Knitig	Kathy	Clinical Educator	1	
Koehn	Mary	Associate Professor	1	
Martin	Pamela	Clinical Educator	1	
Mayer	Janell	Clinical Educator	1	
Moody	Linda	Assistant Professor	1	

Last	First	STATE TITLE	FTE	
Morrison	Barbara	Riordan Distinguished Prof/Associate Professor	1	
Mosack	Victoria	Chair and Associate Professor	1	
Nicks	Stephanie	Clinical Educator/Clinical Ed. Coordinator	1	
Nold	Richard	Clinical Educator	1	
Parsons	Susan	Associate Professor	1	
Pile	Debra	Associate Prof & Coord. Acc. BSN Program	1	
Robinson	Donna	Clinical Educator	1	
Steinke	Elaine	Professor	1	
Williams	Rhonda	Clinical Educator	1	
Dwyer	Patricia	Clinical Educator	0.9	
Ramos Blanford	Veronica	Clinical Educator	0.8	
Weitzel	Catherine	Instructor	0.6	
Hayes	Karen	Assistant Professor	0.5	
Rodgers	Jennifer	Clinical Educator	0.5	
Sebes	Jennifer	Instructor	0.5	
Washburn	Jane	Clinical Educator	0.5	
15-20 additional lecturers are hired each year to primarily supplement teaching in the labs and clinical settings				

Submitted by: Victoria Mosack, PhD, APRN, Chair and Associate Professor, School of Nursing Date: 03/30/17  
 (name and title)

In yellow highlighted areas,  
 data will be provided

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

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

a. University Mission:

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

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

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

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs. (As noted in the parentheses in 1b, faculty found the School of Nursing mission statement to be consistent with and in support of 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
- Community partnership".

In support of the University and College 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.

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

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

- e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?  
 Yes  No

If yes, describe the changes in a concise manner.

#### **Brief Description of Each Degree:**

BSN: The program offers the traditional upper division BSN, an accelerated BSN option, and an RN to BSN completion program. Traditional BSN students are admitted to the nursing program after completing the 58 hours of pre-professional course work. Sixty students are admitted in the fall and spring semesters to the traditional BSN program. The accelerated program, a 13-month program, is capped at 30 students per year. 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 professional program curriculum was revised to meet current accreditation and student needs. The previous program stopped admitting students fall 2014, the last cohort graduated summer 2016.

#### **Graduate Degree Programs**

MSN: The MSN program for Advanced Practice Registered Nurses (APRN) has transitioned to the 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. This KBPR 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 Doctor of Nursing Practice (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-master. The post-baccalaureate DNP is 74 credit hours and offers specializations in Family Nurse Practitioner (FNP), Adult/Gerontology Acute Care Nurse Practitioner (AGACNP), 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.

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

<b>BSN outcomes (2008)</b> The graduate:	<b>MSN Outcomes (2012)</b> The graduate:	<b>DNP Outcomes (2006)</b> The graduate:
<b>Health Promotion</b> Promotes strategies that enhance the health continuum of the individual, family and community extending through local and global levels.	<b>Health promotion/ Expertise</b> Demonstrates advanced practice expertise in a selected field of nursing.	<b>Health Promotion</b> Implements strategies for health promotion, risk reduction and population health.
<b>Patient Centered Care</b> Performs culturally sensitive nursing practice based on scientific rationale to maintain or improve the biopsychosocial and spiritual outcome of individuals.	<b>Cultural Competency</b> Demonstrates leadership in planning, initiating, and evaluating strategies for improving health in a diverse society.	<b>Cultural Competency</b> Contributes to health care policy through advocacy.
<b>Evidence-based practice</b> Examines problems and issues through the synthesis of information in an analytical, evaluative, decisive manner.	<b>Scholar</b> Contributes to the development of nursing as a scientific discipline through scholarly endeavors.	<b>Scholar</b> Contributes to the development of nursing as a scientific discipline through scholarly endeavors.
<b>Collaborative Care</b> Coordinates and manages the care of the individual, family and/or community either independently or collaboratively with health care team members.	<b>Collaborate</b> Collaborates with other health professionals to provide care for individuals and groups.	<b>Collaborate</b> Uses organizational and systems leadership principles to contribute to excellence in health care. <b>Health Promotion</b> Develop partnerships to improve individual and population health outcomes.

<b>BSN outcomes (2008)</b> The graduate:	<b>MSN Outcomes (2012)</b> The graduate:	<b>DNP Outcomes (2006)</b> The graduate:
<p><b>Evidence-based practice</b> Examines problems and issues through the synthesis of information in an analytical, evaluative, decisive manner.</p> <p><b>Quality Improvement</b> 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.</p>	<p><b>Evidence-based practice</b> Applies conceptual frameworks for nursing practice from a variety of current concepts and theories relevant to nursing.</p> <p><b>Evaluate</b> Evaluates health care outcomes using a variety of measurements including the use of information systems.</p>	<p><b>Evidence-based practice/Evaluate</b> Evaluates evidence to determine and implement best nursing practice.</p>
<p><b>Communication</b> Imparts and exchanges ideas and information with others verbally, non-verbally, and through written and electronic communication.</p>	<p><b>Advanced Practice (Advanced Nursing in Revised MSN)</b> Demonstrates critical inquiry, decision making skills, and communication skills as an advanced nurse.</p> <p><b>Expertise</b> Demonstrates advanced practice expertise in a selected field of nursing.</p> <p><b>Synthesize</b> Synthesizes knowledge from the physiological and behavioral sciences and the humanities to support advanced nursing and functional role development.</p>	<p><b>Advanced Practice</b> Demonstrates critical inquiry, decision making skills, and communication skills as an advanced practice nurse.</p> <p><b>Expertise</b> Demonstrates advanced practice expertise in a selected field of nursing.</p> <p><b>Synthesize</b> Synthesizes nursing science with knowledge from ethics, law, the biophysical, psychosocial/cultural, analytical, and organizational sciences to support advanced nursing practice.</p>

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

**Assessment of Learning Outcomes/measurable goals and objectives:**

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

**2. Describe the quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).**

**Complete the table below and utilize data tables 1-7 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).**

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

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
2013	27	3	26	19	2	0								0	2	13	375,884
2014	17	1	23	25	2	0								0	4	9	372,088
2015	22	0	24	47	6	0								0	2	4	350,444
2016	19	6	26	19	0	0								0	5	7 (5 awarded)	350,944

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

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.
- Provide assessment here: **(Data from tables 1-7 can be found in Appendix B)**. Summary/analysis of data:
  - Scholarly Productivity:
    - Since the last review, there has been a low but consistent number of tenured or tenure eligible faculty (2011-2015 rolling average=8.3 FTE). To the credit of this dedicated faculty, scholarship has remained consistent.
  - Credit hour production:
    - For all programs, credit hour production has remained stable since 2009.
    - From 2013 to 2015, as the graduate nursing program transitioned the advanced practice degree from the MSN to DNP, a shift in graduate SCH at the 700 level to 900 level was experienced, as was the count in the number of master and doctoral students (see Tables 1 and 6).
  - 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 include:
  - It is expected as a new program, the graduate DNP program will grow in both the number of majors as well as students earning degrees.
  - Another growth area is related to the undergraduate online RN to BSN program, we expect to see growth in that program as well.
  - An emerging growth area for the School of Nursing are a growing number of badge courses offered for credit.
- We cannot grow the traditional BSN and Accelerated Program due to the lack of clinical agency space and the SON and CHP's extremely limited clinical simulation space as well as equipment and supplies.
- There are more WSU students interested in the BSN program and who take Pre-BSN courses as Freshmen and Sophomore than can be admitted to the BSN undergraduate program (This is due to limited clinical agency, lack clinical simulation resources and the number of available faculty).

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

1. Inadequate compensation appears to be a factor in recruiting qualified doctorally prepared NP faculty and undergraduate clinical educators/lecturers.
2. High percent of non-tenured, non-probationary faculty with reliance on lecturers- this increases faculty/staff workload related to repeated orientation activities, increased committee assignments for full-time faculty. (CCNE, 2012, pg. 43)

Examples of inability to recruit qualified doctorally prepared faculty include:

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

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

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



**ACT Data 2013-2015** (at the time of this review, data through 2015 were available)

	2013	2014	2015
University level	23.0	23.1	23.0
Program majors	23.3	23.3	22.8
Program majors count	479	517	522
Reporting ACT	242	276	300
Percent reporting	50.5%	53.4%	57.5%

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

Nursing program ACT scores show no significant difference between university and the program major. Approximately 50% students in the nursing major report an ACT score. Admission process for traditional and accelerated is very competitive. Over the last several years the SON has had a larger number of qualified students applying to the Undergraduate program than open slots available. This has led to students admitted with an average GPA, above 3.0. Students applying for admission to the Nursing Program are required to take the Test of Essential Academic Skills (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  $\geq 27$  or a minimum SAT-I score of 1125 are not required to complete the TEAS and are considered proficient.

- b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs. (Evaluate table 9 [GPA data] from the Office of Planning and Analysis)

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

	2013	2014	2015	2016	Rolling 5 FY weighted average 2012-2016
University level	3.5	3.5	3.5	3.5	3.5
Program majors	3.5	3.5	3.6	3.5	3.5
Program majors count	63	70	80	65	71
Reporting GR GPA	60	67	79	64	70
Percent reporting	95.2%	95.7%	98.8%	98.5%	97.8%

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 2013-2016 and the graduate nursing GPA is slightly higher in 2015 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. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

In the following table provide program level information. You may add an appendix to provide more explanation/details. Definitions:

Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

NOTE: Responses for item 3c. are provided by nursing degree program; first is the information for the BSN program, followed by information pertaining to the graduate nursing program.

**For the undergraduate nursing program, this information is found in the tables in Appendix A.**

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

**Undergraduate nursing information summarized by program in the tables and narrative below:**

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

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

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

residency projects.

### **BSN Program (Related to Learning outcomes/Appendix A)**

#### **Clinical Evaluations/program outcomes**

Students are expected to meet the program objectives/outcomes as demonstrated in the clinical evaluation tool. Clinical courses specifically measure the six program objectives individually. Students must successfully demonstrate each program objective by meeting each sub-objective that is unique to the individual clinical course. From 2012-2015 three student failed clinical capstone. Students who do not meet program outcomes can repeat a clinical course with the committee on students approval and must successfully complete that clinical course prior to progressing to the next semester. During this time frame all three students were dismissed and did not return to the program. RN – BSN students are required to complete a practicum course, this is an applied learning course. From 2012-2015, no students failed clinical capstone.

**Target KPI: Students meet program outcomes** (at the time of this review, data through 2015 were available)

>90% of pre-licensure and RN to BSN students will satisfactorily meet program objectives as demonstrated on the clinical evaluation tools			
<b>Program Objectives/outcomes</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
Traditional and Accelerated Student Data	(n=147)	(n=145)	(n=142)
Communication	98.6%	100%	99.2%
Patient Centered Care	98.6%	100%	99.2%
Evidence Based Practice	98.6%	100%	99.2%
Health Promotion	100%	100%	99.2%
Collaborative Care	98.6%	100%	99.2%
Quality Improvement	98.6%	100%	99.2%
RN-BSN Student data	(n=24)	(n=24)	(n=36)
Communication	100%	100%	100%
Patient Centered Care	100%	100%	100%
Evidence Based Practice	100%	100%	100%
Health Promotion	100%	100%	100%
Collaborative Care	100%	100%	100%
Quality Improvement	100%	100%	100%

#### **Graduate Program**

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Graduates will demonstrate clinical competence in their specialization (see table below).	Clinical evaluation tool	80%	100%	Seventy APRN students have successfully completed clinical specialization courses. Twenty

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
				five students are in progress and anticipating successful completion
MSN graduates will demonstrate a high level of knowledge of evidence-based interventions and issues, advanced nursing practice, application of theories, and scholarly inquiry (see table below).	Comprehensive examination	80% pass rate	<u>2013-14</u> = 93.18% n=44 <u>2014-15</u> =88.89% n=18 <u>2015-16</u> =50% n=4	The pass rate was met for 2013-14 and 2014-15 with 62 students. In 2015-16 only 4 students were eligible to take the exam with a 50% pass rate.

### MSN & DNP APRN (Advanced Practice Registered Nurses) Program Clinical Evaluations

Target KPI: Program Objectives on Clinical Evaluation Tools

>80% of students will satisfactorily meet program objectives as demonstrated on the clinical evaluation tools

Program Objectives	2013 (n=33) All MSN-APRN students	2014 (n=18 ) 10 MSN and 8 DNP APRN students	2015 (n=19) All DNP-APRN students	2016 (n=25) All DNP-APRN students in progress
Expertise	100%	100%	100%	
Cultural Competency	100%	100%	100%	
Evidence Based Practice	100%	100%	100%	
Scholar	100%	100%	100%	
Collaborate	100%	100%	100%	
Synthesize	100%	100%	100%	
Evaluate	100%	100%	100%	
Advanced Practice	100%	100%	100%	

### MSN- Comprehensive Examinations

All MSN students who do not take thesis or research project hours are required to take a comprehensive examination to demonstrate analysis and synthesis of content and learning experiences relevant to the graduate degree. An expected KPI outcome is an 80% pass rate.

Comprehensive examinations include critical content areas: advanced nursing practice, evidence-based interventions and issues, application of theories, and scholarly inquiry. The comprehensive examinations are offered in a confidential electronic manner. Comprehensive examinations have been offered one time each semester (fall, spring, summer) and more recently only in the spring semester (due to decreased numbers of MSN students since transition to the DNP degree for APRN students) and students take the exam within the last two semesters (excluding summer) as listed on the student's approved official plan of study. Students not passing any portion of the comprehensive

examination must repeat the entire examination. The examination may be taken a maximum of three times. Students who fail the examination on the third attempt will be required to audit the course(s) in the area(s) failed. The student will be allowed one more attempt to successfully pass the comprehensive examination. If the student fails on the fourth attempt, he or she is dismissed from the degree program (WSU SON Graduate Student Handbook).

MSN students have exceeded the 80% pass rate expectation in 2013-14 and 2014-15 years. In 2015-16, only four students were eligible to take the exam and two (50%) passed the exam. All four of the 2015-16 MSN students were non-APRN students in Nursing Education or Nursing Leadership and Administration. The two failed students are scheduled to repeat the exam in spring 2017.

**Target KPI: Comprehensive Exam Pass Rates**

KPI-80% of students will successfully pass	2013-2014	2014-2015	2015-2016
Registered for Exam	44	18	4
Accessed Exam	44	18	4
Passed Exam	41	16	2
Failed Exam	3	2	2
Pass Rate	93.18%	88.89%	50%
# of students taking exam as a retake (previously failed)	3	2	0

**DNP-Evaluations**

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

**Target KPI: Program Outcomes for Post Baccalaureate and Post Master DNP**

100% of students who enroll in N960 (clinical hours, project, and portfolio) will meet all program outcomes	
Ten post-baccalaureate (8 FNP; 2 PMHNP) and 7 post-master DNP students have taken N960 from 2013 to 2016 met all program outcomes.	Sixteen of the 17 students have completed N960 and submitted their portfolios documenting meeting all program outcomes as well as AACN <i>The Essentials of Doctoral Education for Advanced Nursing Practice</i> . One student is continuing in N960 and expected to complete in 2017. (94% (or 16) of the 17 students have already met this KPI and remaining one student is expected to successfully complete in 2017 for 100%).

**Target KPI: DNP Graduation Time Limit**

90% of DNP students who begin N960 project will graduate within a six or nine-year time limit (time limit is six years for post-master DNP and nine years for post-baccalaureate DNP)
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Year	Number who Started N960	Graduated within six year time limit allowed	Still enrolled in N960 but within time limit allowed	Percent meeting target
2009	4	3	0	75%*
2010	0	0	0	N/A
2011	2	2	0	100%
2012	4	4	0	100%
2013	2	2	0	100%
2014	1	1	0	100%
2015	12	11	1	100%
2016	15	2	13	100%
2017	7	0	7	100%

\*One post-master DNP student who started N960 has not completed and has exceeded the six-year time limit. The student relayed that graduate studies were discontinued due to personal reasons.

All students who have taken N960 have either successfully completed the course and program expectations or are still within the acceptable WSU time frame for completing the degree with the exception of the one above student who was inactive and exceeded the six-year time limit.

Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c).

Evaluate table 10 from the Office of Planning and Analysis regarding student satisfaction data.

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

##### **Target KPI: Student Satisfaction with BSN Programs**

Students will, on exit survey, rank school nursing at mean score of 4 or greater, on a 1-5 scale, for overall satisfaction with the program			
Question	<b>2014</b>	<b>2015</b>	<b>2016</b>
Satisfaction with the program	3.9 (n=163)	4.00 (n=181)	3.9 (n=161)

Exit survey conducted by WSU-OPA

Student satisfaction with the BSN programs meets expected outcome of achieving a mean score of 4 or greater on a 1-5 scale. The BSN program is required to collect and analyze student satisfaction to meet accreditation requirements. In analyzing data from the WSU OPA Table 10, SON undergraduate students are satisfied or very satisfied at a somewhat lower percent than both the University and College undergraduate students. Beginning fall 2016, the School of Nursing began using Skyfactor assessments. Skyfactor program assessments are aligned with our accrediting body and provides exit, alumni, and employer surveys. Student satisfaction results were 4.91, Skyfactor, fall 2016.

#### **BSN Program: Graduation Rates**

The WSU Undergraduate Nursing Program data shows that 440 traditional and accelerated students graduated from 2012-2015. Students entering as a cohort between Fall 2016-Spring 17 have not yet completed the program, thus the data is not available. 89% of students completed nursing coursework

within two years of beginning the professional phase of the nursing program over the span of 2012-2015. The mean percent for academic and personal attrition remained low. Fifteen students were delayed in progression for various reasons, all graduated within one year of their original expected graduation date.

**Target KPI: Pre-Licensure Student Time to Degree Completion** (at the time of this review, data through 2015 were available)

90% of graduating BSN students will compete their professional nursing program within two years of entering their first nursing course; <5% overall attrition from time of entering first nursing course in professional phase of the nursing program			
	2012-2013	2013-2014	2014-2015
Pre-licensure students who completed degree within 2 years of entering their first nursing course	90% (n=135)	90% (n=132)	87%(n=124)
Academic Attrition	3% (n=5)	4% (n=7)	5% (n=7)
Personal Attrition	3% (n=5)	5% (n=7)	4% (n=6)
Students who did not complete in expected timeframe	3% (n=4)	3% (n=5)	4% (n=6)

RN-BSN students are admitted in fall and spring and are not required to progress through the program as a cohort. These students have six years to complete the program. Previously the School of Nursing tracked RN to BSN time to complete degree. With the new online program our focus changed from time to completion to number of students admitted and graduation rates. Since fall 2014, 285 students have been admitted to the online RN to BSN program. From spring 2015-fall 2016, 41 have graduated and another 24 are expected to graduate in spring 2017. As of 20<sup>th</sup> day, spring 2017, 112 RN to BSN students are enrolled in the professional program. This reflects a 46% continuation rate, RN to BSN students commonly take time away from school due to personal obligations. Since the fall 2014 starts have until spring 2020 to graduate, a full set of data is unavailable.

### **BSN Program: Alumni Satisfaction**

Prior to fall 2016, the BSN program only received college division alumni satisfaction results. From AY 2014-2016, the college of health professions had achieved a 93.7% rate of satisfied or very satisfied. Beginning fall 2016, the School of Nursing adopted Skyfactor, Educational Benchmarking, to assist with alumni, exit, and employer surveys. Fall 2016 results showed a response rate of 59. Overall satisfaction was 4.73 on a 7-point scale. Overall learning was 5.27 on a 7-point scale. Overall program effectiveness was 4.99 on a 7-point scale. The top priority items included: enhanced professional skills and program promoted successful career. The School of Nursing expects to continue using Skyfactor and will assess data after two cycles of collection.

### **BSN Program: National Licensure exam (NCLEX)**

#### **NCLEX-RN Pass Rate**

All pre-licensure graduating students are eligible to take the NCLEX-RN examination for licensure as a Registered Nurse (RN). NCLEX-RN pass rates for first time takers have been at or above state and national average pass rates for the past three years. Students are encouraged to begin preparation for the NCLEX-RN during the first semester of professional course work. In preparation for the NCLEX-RN exam, students purchase a NCLEX readiness program (ATI) that includes supplemental textbooks,

practice exams, readiness assessment and other support resources. Faculty also administers NCLEX-RN style exam questions throughout the nursing program. KSBN provides an individual list of students who take the NCLEX-RN in Kansas. Results for students who take the NCLEX-RN exam outside of Kansas are captured in the National Council of State Boards of Nursing (NCSBN) report and are used for comparison in benchmarking WSU graduate results.

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
2014	171	NCLEX-RN	83.46%	81.78%
2015	169	NCLEX-RN	89.21%	85.49%
2016	131	NCLEX-RN	85.50%	84.57%

### **BSN Program: BSN Admission Qualifications**

The SON admission process for traditional and accelerated is very competitive. Over the last several years the SON has had a larger number of qualified students applying to the Undergraduate program than open slots available. This has led to students admitted with an average GPA above 3.52.

### **Target KPI: Admit highly qualified students**

≥ 3.0 average cumulative GPA on a 4.0 scale for students admitted to professional nursing			
<b>Traditional and Accelerated Student Admission data</b>	<b>2013-2014</b> (n=150)	<b>2014-2015</b> (n=149)	<b>2015-2016</b> (n=149)
Average Cumulative Admission GPA	3.60	3.48	3.48

### **BSN Program: At-Risk Student Measure**

All students enrolled in the professional phase of the pre-licensure program are assessed to identify their potential of risk for failure in the nursing program and/or NCLEX-RN exam. Students who meet at risk inclusion criteria are required to meet with a faculty member and develop an individualized plan-of-study (information available in resource room). The undergraduate faculty set a goal that 90% of at risk students pass the NCLEX-RN on their first attempt in taking the NCLEX exam. After tracking at-risk data for several AY's, the expected benchmark was not met. In fall 2016, the undergraduate program adopted a new remediation model and piloted this model in fall 2016. In spring 2017, the undergraduate faculty voted to implement this remediation model and policy beginning fall 2017. This KPI will need reevaluated for this measure.

### **BSN Program: Standardized Exams**

Assessment Testing Institute (ATI) proctored exams are used throughout the program as an external measure of student learning. ATI proctored exams also assist the student and faculty in identifying progress toward success on the NCLEX. The KPI for these exams expects that 80% of students will achieve a level two or level three. ATI states a level two or level three indicates moderate or high predictability of passing NCLEX-RN. Exemplars of student performance on ATI are depicted in the Table below and indicate the percent of students who achieved a level two or level three on the represented exam.



**Target KPI: Standardized testing**

80% of pre-licensure students will meet level 2 or 3 on standardized exams			
Examples	2013-2014	2014-2015	2015-2016
Fundamentals	73%	80%	56%
Mental Health	77%	85%	68%
Pediatrics	53%	59%	58%
Medical/Surgical Proctored Exam	46%	55%	74%

**Target KPI: Graduate Student Satisfaction**

Student Satisfaction at end of program will rate overall satisfaction at mean score of 3.5 or greater on a 5-point scale.			
	2014	2015	2016
Percent satisfied or very satisfied	68.9%	68.2%	63.6%
Mean	3.8	3.8	3.8
Median	4	4	4
Count	45	22	11

From 2014-2016, 78 graduate nursing students completed the University exit survey and reflected satisfaction with the MSN and DNP programs meeting the expected outcome of achieving a mean score of 3.5 or greater on a 1 to 5-point scale.

In a comparison of student satisfaction of nursing students with the University and CHP for a rolling average of 2012-2016, graduate nursing students are less satisfied (66.7%) than University level (83.0%) and college division graduates (78.8%). The less satisfied percent may reflect changes in the programs with the MSN being transitioned to the DNP level for advanced practice nursing (APRN) and a modified MSN for Leadership/Nursing Administration or Nursing Education.

**Target KPI: National certification rates**

Graduates who take the National certification exam will pass exam at 80% or higher.				
Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	Number of Graduate Students	Name of Exam	Program Result	National Comparison±
2016	4 MSN, 1 Postmaster MSN, 1 DNP	Family Nurse Practitioner, (AANP) American Association of Nurse Practitioners	100% for MSN; others not reported due to small numbers	564 national, 604 WSU
2015	10 MSN	Same as above	80%	561 national, 529 WSU
2014	30 MSN	Same as above	90%	580 national, 605 WSU
2013	7 MSN	Adult Gerontology Acute Care Nurse Practitioner, (ANCC) American Nurses Credentialing Center	100%	382 national, 392 WSU

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 pass rate. National certification

is not required in Kansas and MSN graduates may not take. DNP students are now required to take within 6 months after graduation per program policy.

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

**BSN program: Critical Thinking, Analytical reasoning and problem solving**

Outcomes:	Results	
	Majors - BSN	Non-Majors – not applicable
<ul style="list-style-type: none"> <li>○ Have acquired knowledge in the arts, humanities, and natural and social sciences</li> <li>○ Think critically and independently</li> <li>○ Write and speak effectively</li> <li>○ Employ analytical reasoning and problem solving techniques</li> </ul>		
Analytical reasoning and problem solving techniques - 95% of students will pass dosage calculation by third attempt in order to progress in the nursing program.	Fall 2013-Spring 2016, 97% of students passed dosage calculation exam by third attempt.	
Think critically and independently - Students will perform at or above national mean on both the entrance and exit Assessment Technology Institute (ATI) critical thinking assessments.	Collection Period 1/1/2010-12/31/2013 Critical Thinking Entrance Exam data: national mean 68%; program mean 71%  Critical Thinking Exit Exam data: national mean 70.3% program mean 73%	

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/>

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

Provide information here:

- “The Baccalaureate, Master's and DNP programs at Wichita State University’s School of Nursing are accredited by the Commission on Collegiate Nursing Education” (CCNE) (<http://www.aacn.nche.edu/ccne-accreditation/accredited-programs>). The School of Nursing completed a self-study of all programs in 2012, with a CCNE site visit 11/2012. All programs received full accreditation for 10 years, the next date for a formal site visit will be in 2022.
  - All pre-licensure (traditional and accelerated BSN; graduate APRN) programs have also received approval for 10 years from the Kansas State Board of Nursing (KSBN).
- g. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

Provide information here:

- Faculty members are required to include information related to WSU 2.18 in each course syllabus. Instructors have used WSU faculty senate “Suggested Language for Course Syllabi” to guide information provided in their syllabus. In both the undergraduate and graduate programs, faculty have a process to review courses on a 2-3 year rotation. Part of the review includes verification that this information is included in the syllabus.
- h. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Provide assessment here:

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

In the BSN program, the mission is accomplished through successful achievement of the six program learning outcomes for BSN students as evidenced by the clinical evaluation tool. The BSN program has been responsive to program outcomes and has met the majority of the Key Performance Indicators (KPI). Overall, WSU experiences a low attrition rate, NCLEX pass rates remain at or above national averages, students seeking employment are successfully being placed in the workforce, applications to the competitive programs remain greater than space available. BSN students are engaged across campus as evidenced by having placed or won the WSU Convocation Banner Competition since 2010. The data provided clearly indicates that the BSN programs at WSU are outstanding.

**Measurement and Achievement of BSN KPIs**

Expected BSN Student Outcomes	Measurement	KPI	Achievement
Admit highly qualified students pre-licensure program	3.48-3.60 GPA	3.0 GPA	Met
1st Time Takers -NCLEX-RN Pass Rates	83.46-89.21%	81.78-85.49%	Met
Pre-licensure students who completed degree within two years of entering their first nursing course.	87-90%	90%	Met
Pre-licensure academic attrition	3-5%	<5%	Met
Student Satisfaction (1-5 scale)	3.9-4.0	4.0	Met

Expected BSN Student Outcomes	Measurement	KPI	Achievement
Employment rate (Employed, not seeking or in graduate school)	100%	90%	Met
Students meet program objectives as demonstrated in clinical rotation	98.6-100%	90%	Met
Pre-licensure standardized exam scores	46-85%	80%	Partially Met

**BSN Program: Student need:**

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

**Undergraduate (BSN) Student Need and Demand for the Programs**

Pre-Licensure Programs			
Year	Applications	Admits	Enrolled
2013-2014	249	150	145
2014-2015	236	149	142
2015-2016	232	149	150
*RN to BSN Program			
2013-2014	40	36	105
2014-2015	167	98	195
2015-2016	232	113	183

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

**4. 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).**

**BSN Program: URM, Race/Ethnicity**

BSN URM was slightly lower (12.5%) than for both the college (14.7%) and the university (15.3%) for the rolling 5-year average, 2012-2016.

- a. Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.
- b. Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors*							
	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS** Current year only.
							↓

Fall 2016	35,000	Unknown	100%	0%	0%	55.4%	
Year 2							
Year 3							16% (much faster than average)

\* May not be collected every year

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

- 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.

Provide assessment here:

**BSN Program: Employment Patterns**

Employment pattern data has been difficult to obtain, return rate on internally created surveys is extremely low. In Fall 2016, the SON began using Skyfactor, a national organization that collects exit, alumni, and employer data. The return rate on the alumni data was approximately 20%. It is expected that >90% (KPI) of students who seek employment will be employed within one year of graduation. The Skyfactor data shows that 100% of students who were seeking employment, gained employment within 12 months of graduation. A large number of students, 55%, are seeking graduate level education.

The job outlook for registered nurses is 16% (faster than average), with a median annual wage of \$67,490 ([www.bls.gov/oco/](http://www.bls.gov/oco/)). This is reflective in the application numbers received for nursing, the low attrition, high graduation rate, and high job placement rate.

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

**Graduate Nursing:**

Nurse practitioners (NPs) diagnose and manage health care for patients. The WSU NP students are educated as FNPs, PMHNPs, or AGACNP who are health care providers after graduation within their practice scope as regulated by the state boards. WSU NP students are educated at the highest level (DNP) to provide the safest, high quality health care. All DNP graduates are required to obtain a state license as an APRN and successfully complete the national certification examination within 6 months after graduation.

The national median pay for entry level Master’s degree Nurse Practitioner (NP) is \$104,740 and the job outlook is projected to grow 35% from 2014 to 2024, much faster than the average for all occupations according to the US Department of Labor, Bureau of Labor Statistics <https://www.bls.gov/ooh/healthcare/home.htm>. This projected growth is higher than nurse anesthetists, nurse midwives, or other health diagnosing and treating practitioners. Growth is expected due to many factors including changing state laws allowing NP to perform more services, increased emphasis on preventive care, the large aging population, newly insured patients, growing numbers of patients with acute and chronic health problems, and the widely expanding recognition by the public for nurse practitioner as their source for primary health care. The mean pay in Kansas is \$91,990 for Master’s degree NPs and 1,520 were needed in the state May 2015.

The WSU OPA reflects that 831 student credit hours (16.4%) are provided by the graduate nursing program on fall census day over a rolling 2011-2015 five-year average.

**Department Student Credit Hour (SCH) on Fall Census Day**

Program	2013	2014	2015	2011-15 Rolling 5 year average
Graduate Nursing Majors SCH	795	703	803	831
Percent	16.1%	14.2%	16.2%	16.4%

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

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day.

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

Provide assessment here:

2011-2015, only 1.2% of SCH were not provided by program majors (UG & GR). Since only admitted students can take required nursing courses, this small percent of SCHs were most likely generated by individuals who enroll in cooperative education courses or independent study courses within the School of Nursing.

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

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

### SON –KBOR Three Year Goals (2014 to 2017)

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

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
	1. Sustain and maintain quality programs by maintaining national accreditation (CCNE) (continuous), KSBN approval and KBOR standards (yearly reports, curriculum approval of changes (continuous) a. Continue the process to move to a competency based curriculum	(continuous/ongoing)	1. Continuous/ongoing 1.a. Develop a process for implementation of a competency based curriculum is ongoing for the undergraduate program.
	2. Increase graduate and undergraduate student enrollment (target: adult and online students)	Online RN to BSN student count went from 68 (2015) to 115 (2016) and 112 (2017). MSN to RN went from 0 (2015) to 20 (2016) and 17 (2017).	The RN to BSN and MSN to DNP degree completion programs are both now fully online. Plans to increase online programming at the graduate level are in development.
	3. Work to develop a reward and promotion system for clinical nurse educator faculty within the University	Not Available	The recent recognition of clinical educators as members of the faculty, as defined by the Faculty Senate has allowed for further development of a recognition and promotion progression within the SON. Further refinement of this process will be informed by the work of the Faculty Senate and University.

Other Concerns identified in the last review include needs regarding:

- Expanded and updated simulation/lab: update with some expansion needed immediately, additional space would be expected with the development of a School of Nursing building/space within a new Health Sciences Center.
  - 2017 Update:** With the initiation of nursing program fees in fall 2015, a dedicated simulation space with high-fidelity manikins has been made possible. To complement their applied learning experiences in local agencies, nursing students now have access to simulated scenarios that expand experience in realistic health care situations.
- Staff person to work on data collection and processes to maintain accreditation and have a clear process for quality improvement related to student learning outcomes and other identified KPIs (outcomes)
  - 2017 Update:** This remains a need for the SON. To help address data needs for quality improvement and accreditation, use of Skyfactor benchmarking assessments was implemented in fall 2016. The School of Nursing expects to continue using Skyfactor and will assess data after two cycles of data collection.
- Faculty salaries remain below the comparison means and recruiting doctorally prepared and clinically experienced faculty is difficult.

- **2017 Update:** This continues to be an issue for the SON.

## 7. Summary and Recommendations

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

Provide assessment here:

Note: Information from our accreditation report as well as an updated summary are included here:

### 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).
- AACN (2012) Essentials of Master's Education in Nursing were used in development of updated MSN concentrations.
- Faculty use national standards and input from communities of interest in evaluating and modifying the curriculum and programs.
- Faculty members are qualified in their areas of expertise.
- WSU values teaching as well as scholarship, which facilitate excellence and innovation in nursing education.
- Student support services and financial resources are adequate to meet the SON's mission and objectives.
- Productive scholarship activities 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:

- Strengthened alignment between the Wichita Area Technical College (WATC) and WSU 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) is also exploring options for bridge programs to help medically trained military personnel transition to licensure within degree granting programs. This may lead to similar opportunities as mentioned in the WSU-WATC alignment, above.

**Areas of Concern - Action and Analysis**

Concern	Action and Analysis
<ul style="list-style-type: none"> <li>• A salary survey conducted, for the last review, documented discrepancies between WSU SON faculty salaries, regional and national average salaries                             <ul style="list-style-type: none"> <li>○ MSN faculty – salary 16% below Mean salary of local/regional practitioners</li> <li>○ Doctorally prepared ranked faculty 12- 20% below MEAN of faculty at similar nursing programs (type, size of program)</li> </ul> </li> <li>• Clinical educator faculty salaries have been flat since 2008 – there is no process for promotion within the university. However, there is promise of a university-wide non-tenure promotion process which is currently under development through the Faculty Senate.</li> <li>• Until recently, only tenure eligible faculty could serve on university committees – i.e. as defined by WSU faculty senate – Clinical educators were willing to serve but did not meet university requirements, placing added responsibility on the limited number of tenure eligible track faculty.</li> <li>• Continued difficulty in recruiting doctorally prepared faculty.</li> <li>• Lack of doctorally prepared faculty limit the number of DNP students in the program– even though there is a documented shortage of APRNs in Kansas and across the nation, esp. in rural communities</li> <li>• WSU data, shows that 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>• Evaluating creative revenue generating options –i.e. practice-Innovation, badge/market based tuition options are being pursued within 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> <li>• Increasing percent of non-tenured, non-probationary faculty, negatively impacts completing the work of the School, College and University, particularly in the area of scholarship.</li> <li>• Clinical Educator faculty have higher teaching loads, leaving less time for committee work needed to update and modify the curriculum to maintain accreditation and continue to graduate safe and highly education nurses.</li> <li>• Clinical educators are now eligible to serve on faculty Senate Committees and will be doing so in the next academic year.</li> <li>• Possible promotion system for non-tenure eligible faculty is in development.</li> </ul>
<ul style="list-style-type: none"> <li>• Limited internal (SON, CHP, WSU) support for research/scholarly activities.</li> <li>• SON/CHP focus on teaching with little to no resources for scholarship.</li> <li>• Faculty often on own to fund and complete research.</li> <li>• Limited funds for faculty development beyond scholarship</li> </ul>	<p>In process or implemented</p> <ul style="list-style-type: none"> <li>• WSU reorganization in <a href="#">WSU Office of Research Administration</a> (ORA) has increased their support for scholarly/grant</li> <li>• Continue to target available SON internal funding sources to support scholarly activities (presentations, travel, education expenses)</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 developments funds make it difficult for faculty to attended workshops related to clinical/practice and curricular updates</li> </ul>

Concern	Action and Analysis
<ul style="list-style-type: none"> <li>• Added support needed for Graduate Nursing Programs:</li> <li>• Technology support for graduate online programs.                             <ul style="list-style-type: none"> <li>◦ Need to place more graduate nursing courses online.</li> </ul> </li> <li>• Marketing plan and financial support to market graduate nursing programs.</li> </ul>	<p>Ongoing Actions:</p> <ul style="list-style-type: none"> <li>◦ With additional financial support from the Office of Online Learning, graduate nursing faculty have been placing courses online.                             <ul style="list-style-type: none"> <li>• The post-masters DNP courses are now fully online</li> <li>• Masters are moving to online for Fall 2018</li> <li>• Post-baccalaureate DNP courses are being considered for fully online delivery</li> </ul> </li> <li>◦ With limited funds through the School of Nursing, graduate programs have been advertised using expertise in the Office of Strategic Communications.                             <ul style="list-style-type: none"> <li>• A new advertisement campaign is under development for the 2017-18 academic year.</li> </ul> </li> </ul> <p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• Most graduate faculty support online course delivery, but not all courses transition well to this format</li> <li>• Content laden courses take considerable time to transfer to online delivery</li> <li>• Limited faculty development funds make it difficult for faculty to remain current about online teaching techniques.</li> <li>• Limited financial resources within the School of Nursing, hinder marketing strategies for graduate nursing programs, i.e., MSN and DNP.</li> </ul>

### **SON –KBOR Three Year Goals (2017 to 2018)**

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

1. Sustain and maintain quality programs by maintaining national accreditation (CCNE) (continuous); KSBN approval and KBOR standards (yearly reports, curriculum approval of changes (continuous)
  - 1.a. Continue the process to move to a competency based curriculum (undergraduate)
2. Continue efforts to increase graduate and undergraduate student enrollment and retention (target: adult and online students)
  - 2.a. Upon establishment of alignment between WATC and WSU further develop and implement a plan to market School of Nursing's Licensed Practical Nurse (LPN) to BSN program to students enrolled in LPN programs and LPNs practicing in the state of Kansas.
  - 2.b. Similarly, related to above and a military initiative project being developed by KBOR, develop and implement a plan to market School of Nursing's Mobile Intensive Care Technician (MICT) to BSN program to students enrolled in MICT programs and MICTs practicing in the state of Kansas.
3. Work to 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).

**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).
- Faculty salaries remain below the comparison means, recruiting and retaining doctorally prepared and clinically experienced faculty is difficult.
- Funding to expand marketing for graduate nursing programs, i.e., MSN, DNP.

## Appendix A

### LEVELING OF PROGRAM OUTCOMES

#### BSN Program

#### 1. Communication

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

	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
	Demonstrates oral and written communication skills	Demonstrates therapeutic communication skills to individuals, families and groups	Applies therapeutic communication skills to special populations	Evaluates effective communication in collaborative settings
Course Content related to communication	1.N302 Professional Nursing Practice 2. N310 & N345 Fundamentals of Nursing & Health Assessment	1.N340 Mental Health nursing working with individuals, families & groups, N360 Clinical Care of Adults I working with individuals	1.N410 Clinical Care of Adults II, N430 Pediatric Nursing Care, N440 Maternal-Newborn Nursing Care, N450 Care of Populations clinical experiences with special populations	1. N460 Leadership & Clinical Decision Making Quality Improvement Project 2. N460, N470 Critical Care, & N499 Capstone Clinical Practicum
Measure	1.Comprehensive Final Exam – N302 2. Final Practicum combined N310 & N345 3. Standardized testing - Fundamentals	1. Clinical Evaluation Tool (CET) 2.Standardized testing – Mental Health	1. CET 2. Standardized testing – Peds, OB, Community	1. Quality Improvement Project – N460 2. CET 3. Standardized testing – Med- Surg Nursing, Pharmacology, Leadership

	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>	<b>SEMESTER 3</b>	<b>SEMESTER 4</b>
Key Performance Indicator (KPI)	1. 80% will have a passing grade of 70% or higher on the Comprehensive Final Exam N302 2. 80% will achieve a passing grade of 70% or higher on the Final Practicum for N310 & N345 3. 80% will score 80% or higher on the Standardized testing	1. 90% will satisfactorily meet program objectives as demonstrated on the CET 2. 80% will achieve an 80% or higher on Standardized testing- Mental Health*	1. 90% will satisfactorily meet program objectives as demonstrated on the CET 2. 80% will score 80% or higher on the Standardized testing – OB, Peds, & Community	1. 80% will score 80% or higher on Quality Improvement Project – N460 90% will satisfactorily meet program objectives as demonstrated on the CET 3. 80% will achieve an 80% or higher on Standardized testing – Med- Surg Nursing, Pharmacology, Leadership

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

## 2. Patient Centered Care

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

	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>	<b>SEMESTER 3</b>	<b>SEMESTER 4</b>
	Identifies individual and family needs through data collection	Demonstrates appropriate interventions to meet patient needs.	Differentiates needs of patients in special populations	Analyzes needs of patients in provision of complex care
Course related to patient care	1. N302 Professional Nursing Practice 2. N310 & N345 Fundamentals of Nursing & Health Assessment	1. N340 Mental Health nursing working with individuals, families & groups, N360 Clinical Care of Adults I working with individuals	1. N410 Clinical Care of Adults II, N430 Pediatric Nursing Care, N440 Maternal-Newborn Nursing Care, N450 Care of Populations clinical experiences with special populations	1. N460 Leadership & Clinical Decision Making Quality Improvement Project 2. N460, N470 Critical Care, & N499 Capstone Clinical Practicum

	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>	<b>SEMESTER 3</b>	<b>SEMESTER 4</b>
Measure	1.Comprehensive Final Exam – N302 2. Final Practicum combined N310 & N345 3. Standardized testing - Fundamentals	1. Clinical Evaluation Tool (CET) 2.Standardized testing – Mental Health	1. CET 2. Standardized testing – Peds, OB, Community	1. Quality Improvement Project – N460 2. CET 3. Standardized testing – Med- Surg Nursing, Pharmacology, Leadership
Key Performance	1.80% will have a passing grade	1. 90% will satisfactorily	1.90% will satisfactorily	1. 80% will score 80% or
Indicators (KPI)	of 70% or higher on the Comprehensive Final Exam N302 2.80% will achieve a passing grade of 70% or higher on the Final Practicum for N310 & N345 3. 80% will score 80% or higher on the Standardized testing	meet program objectives as demonstrated on the CET 2. 80% will achieve an 80% or higher on Standardized testing- Mental Health	meet program objectives as demonstrated on the CET 2. 80% will score 80% or higher on the Standardized testing – OB, Peds, & Community	higher on Quality Improvement Project – N460 2. 90% will satisfactorily meet program objectives as demonstrated on the CET 3. 80% will achieve an 80% or higher on Standardized testing – Med- Surg Nursing, Pharmacology, Leadership

### 3. Evidence-based practice

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

	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>	<b>SEMESTER 3</b>	<b>SEMESTER 4</b>
	Recognizes professional standards in patient care	Discusses use of evidence in clinical practice	Applies professional standards and guidelines to special populations	Disseminates scholarly information to support complex nursing practice
Course related to evidence-practice	1.N302 Professional Nursing Practice 2. N310 & N345 Fundamentals of	1.N340 Mental Health nursing working with individuals, families &	1.N410 Clinical Care of Adults II, N430 Pediatric Nursing Care,	1. N460 Leadership & Clinical Decision Making Quality

	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>	<b>SEMESTER 3</b>	<b>SEMESTER 4</b>
	Nursing & Health Assessment	groups, N360 Clinical Care of Adults I working with individuals	N440 Maternal-Newborn Nursing Care, N450 Care of Populations clinical experiences with special populations	Improvement Project 2. N460, N470 Critical Care, & N499 Capstone Clinical Practicum
Measure	1. Comprehensive Final Exam – N302 2. Final Practicum combined N310 & N345 3. Standardized testing - Fundamentals	1. Clinical Evaluation Tool (CET) 2. Standardized testing – Mental Health	1. CET Standardized testing – Peds, OB, Community	1. Quality Improvement Project – N460 2. CET 3. Standardized testing – Med- Surg Nursing, Pharmacology, Leadership
Key Performance Indicators (KPI)	1. 80% will have a passing grade of 70% or higher on the Comprehensive Final Exam N302 2. 80% will achieve a passing grade of 70% or higher on the Final Practicum for N310 & N345 3. 80% will score 80% or higher on the Standardized testing	1. 90% will satisfactorily meet program objectives as demonstrated on the CET 2. 80% will achieve an 80% or higher on Standardized testing- Mental Health	1. 90% will satisfactorily meet program objectives as demonstrated on the CET 2. 80% will score 80% or higher on the Standardized testing – OB, Peds, & Community	1. 80% will score 80% or higher on Quality Improvement Project – N460 2. 90% will satisfactorily meet program objectives as demonstrated on the CET 3. 80% will achieve an 80% or higher on Standardized testing – Med- Surg Nursing, Pharmacology, Leadership

#### 4. Health Promotion

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

	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>	<b>SEMESTER 3</b>	<b>SEMESTER 4</b>
	Identifies basic health promotion practices	Produces strategies to improve healthy behaviors in individuals, families, and groups	Integrates activities to promote healthy behaviors in special populations	Evaluates quality improvement measures in the advancement of healthy outcomes.
Course content related to promotion	1.N302 Professional Nursing Practice 2. N310 & N345 Fundamentals of Nursing & Health Assessment	1.N340 Mental Health nursing working with individuals, families & groups, N360 Clinical Care of Adults I working with individuals	1.N410 Clinical Care of Adults II, N430 Pediatric Nursing Care, N440 Maternal-Newborn Nursing Care, N450 Care of Populations clinical experiences with special populations	1. N460 Leadership & Clinical Decision Making Quality Improvement Project 2. N460, N470 Critical Care, & N499 Capstone Clinical Practicum
Measure	1.Comprehensive Final Exam – N302 2. Final Practicum combined N310 & N345 3. Standardized testing - Fundamentals	1. Clinical Evaluation Tool (CET) 2.Standardized testing – Mental Health	1. CET 2. Standardized testing – Peds, OB, Community	1. Quality Improvement Project – N460 2. CET 3. Standardized testing – Med- Surg Nursing, Pharmacology, Leadership



	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>	<b>SEMESTER 3</b>	<b>SEMESTER 4</b>
Key Performance Indicators (KPI)	1. 80% will have a passing grade of 70% or higher on the Comprehensive Final Exam N302 2. 80% will achieve a passing grade of 70% or higher on the Final Practicum for N310 & N345 3. 80% will score 80% or higher on the Standardized testing	1. 90% will satisfactorily meet program objectives as demonstrated on the CET 2. 80% will achieve an 80% or higher on Standardized testing- Mental Health	1. 90% will satisfactorily meet program objectives as demonstrated on the CET 2. 80% will score 80% or higher on the Standardized testing – OB, Peds, & Community	1. 80% will score 80% or higher on Quality Improvement Project – N460 2. 90% will satisfactorily meet program objectives as demonstrated on the CET 3. 80% will achieve an 80% or higher on Standardized testing – Med- Surg Nursing, Pharmacology, Leadership

### 5. Collaborative Care

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

	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>	<b>SEMESTER 3</b>	<b>SEMESTER 4</b>
	Defines roles within the health care team	Practice in a inter- professional health environment	Analyzes the contributions of a variety of disciplines in providing care	Manages complex care in an inter- professional environment

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

## 6. Quality Improvement

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

	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>	<b>SEMESTER 3</b>	<b>SEMESTER 4</b>
	Describes principles of quality care	Develops an individualized, evidence based plan of care to promote quality patient outcomes	Modifies the plan of care to improve patient outcomes	Synthesizes data to promote improved patient outcomes
Course content related to quality improvement	1.N302 Professional Nursing Practice 2. N310 & N345 Fundamentals of Nursing & Health Assessment	1.N340 Mental Health nursing working with individuals, families & groups, N360 Clinical Care of Adults I working with individuals	1.N410 Clinical Care of Adults II, N430 Pediatric Nursing Care, N440 Maternal-Newborn Nursing Care, N450 Care of Populations clinical experiences with special populations	1. N460 Leadership & Clinical Decision Making Quality Improvement Project 2. N460, N470 Critical Care, & N499 Capstone Clinical Practicum
Measure	1.Comprehensive Final Exam – N302 2. Final Practicum combined N310 & N345 3. Standardized testing - Fundamentals	1. Clinical Evaluation Tool (CET) 2.Standardized testing – Mental Health	1. CET 2. Standardized testing – Peds, OB, Community	1. Quality Improvement Project – N460 2. CET 3. Standardized testing – Med- Surg Nursing, Pharmacology, Leadership

	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>	<b>SEMESTER 3</b>	<b>SEMESTER 4</b>
Key Performance Indicators (KPI)	<p>1. 80% will have a passing grade of 70% or higher on the Comprehensive Final Exam N302</p> <p>2. 80% will achieve a passing grade of 70% or higher on the Final Practicum for N310 &amp; N345</p> <p>3. 80% will score 80% or higher on the Standardized testing</p>	<p>1. 90% will satisfactorily meet program objectives as demonstrated on the CET</p> <p>2. 80% will achieve an 80% or higher on Standardized testing- Mental Health</p>	<p>1. 90% will satisfactorily meet program objectives as demonstrated on the CET</p> <p>2. 80% will score 80% or higher on the Standardized testing – OB, Peds, &amp; Community</p>	<p>1. 80% will score 80% or higher on Quality Improvement Project – N460</p> <p>2. 90% will satisfactorily meet program objectives as demonstrated on the CET</p> <p>3. 80% will achieve an 80% or higher on Standardized testing – Med- Surg Nursing, Pharmacology, Leadership</p>

## RN to BSN Program

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

APPENDIX B

**OPA – WSU Program Review Information Tables 1- 16**

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)							Rolling 5 FY average		
	2010	2011	2012	2013	2014	2015	2016	2010-2014	2011-2015	2012-2016
Total	10,294	11,216	11,194	11,387	10,887	10,565	10,551	10,996	11,050	10,917
100-299	0	0	0	0	0	0	0	0	0	0
300-499	7,992	8,925	8,962	9,177	8,966	8,959	8,773	8,804	8,998	8,967
500-699	6	12	11	6	3	0	0	8	6	4
700-799	1,069	981	924	733	650	674	717	871	792	740
800-899	955	854	777	818	703	566	609	821	744	695
900-999	272	444	520	653	565	366	452	491	510	511

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							Rolling 5 year average		
	2009	2010	2011	2012	2013	2014	2015	2009-2013	2010-2014	2011-2015
Total	4,863	5,226	5,145	5,342	4,950	4,967	4,962	5,105	5,126	5,07
100-299	0	0	0	0	0	0	0	0	0	0
300-499	3,803	4,180	4,168	4,309	4,117	4,248	4,147	4,115	4,204	4,19
500-699	2	8	3	1	1	0	0	3	3	1
700-799	484	442	392	367	368	438	438	411	401	401
800-899	558	555	518	580	394	204	262	521	450	392
900-999	16	41	64	85	70	77	115	55	67	82

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)

	Year of November Census Day						Rolling 5 year average			Employee type:		
	2009	2010	2011	2012	2013	2014	2015	2009-2013	2010-2014	2011-2015	2009	2010
Program total	4,810	4,957	5,058	5,102	4,459	3,865	4,282	4,877	4,688	4,55		
Tenure eligible faculty	1,198	1,546	1,214	945	564	840	939	1,093	1,022	900		
Non-tenure eligible faculty	3,166	2,661	2,782	3,307	3,277	2,960	3,287	3,039	2,997	3,12		
Lecturers	402	420	527	560	347	65	56	451	384	311		
GTA	0	0	0	0	0	0	0	0	0	0		
Unclassified professional	44	330	535	290	271	535	290	294	392	384		
Classified staff	0	0	0	0	0	0	0	0	0	0		
GSA, GRA, UG std	0	0	0	0	0	0	0	0	0	0		

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

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

	Year of November Census Day							Rolling 5 year average Employee type:			2009	2010
	2009	2010	2011	2012	2013	2014	2015	2009-2013	2010-2014	2011-2015		
Program total	30.2	28.1	32.6	32.0	28.3	27.1	28.8	30.3	29.6	29.8		
Tenure eligible faculty	9.6	8.4	8.7	8.7	6.8	8.5	8.9	8.4	8.2	8.3		
Non-tenure eligible faculty	15.6	14.8	16.7	18.4	18.2	17.5	19.5	16.7	17.1	18.1		
Lecturers	3.2	3.5	4.3	3.4	2.3	1.1	0.5	3.3	2.9	2.3		
GTA	0.5	0.0	0.5	0.5	0.0	0.0	0.0	0.3	0.2	0.2		
Unclassified professional	1.3	1.5	2.5	1.0	1.0	0.0	0.0	1.4	1.2	0.9		
Classified staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		

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



Program Review Self Study FY2016

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							Rolling 5 year average		
	2009	2010	Day 2011	2012	2014	2015	2009-2013	2010-2014	2011-2015	
<b>(University level) Total</b>	247	235	230	222	225	222	213	232	227	222
Tenure eligible faculty	239	227	216	194	193	195	183	214	205	196
Non-tenure eligible faculty	329	300	284	289	306	304	295	302	297	296
Lecturers	287	274	270	295	302	290	264	286	286	284
GTA	201	212	208	201	206	183	192	206	202	198
Unclassified professional	124	116	157	122	106	101	94	125	120	116
Classified staff	101	42	53	121	77	159	67	79	90	95
GSA, GRA, UG std	0	0	0	0	0	0	0	0	0	0

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							Rolling 5 year average		
	2009	2010	Day 2011	2012	2014	2015	2009-2013	2010-2014	2011-2015	
<b>(College Division level) Total</b>	204	214	217	223	225	218	200	217	220	217
Tenure eligible faculty	208	247	242	236	190	187	168	225	220	205
Non-tenure eligible faculty	218	190	214	225	251	234	210	219	223	227
Lecturers	276	252	235	268	308	321	294	268	277	285
GTA	0	302	126	92	137	140	155	131	160	130
Unclassified professional	97	124	123	132	151	89	150	126	124	129
Classified staff	149	0	0	20	22	59	0	38	20	20
GSA, GRA, UG std	0	0	0	0	0	0	0	0	0	0

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		
	2009	2010	2011	2012	2013	2014	2015	2009-2013	2010-2014	2011-2015
<b>(Program level) Total</b>	159	176	155	159	157	143	148	161	158	153
Tenure eligible faculty	124	184	140	109	83	99	106	128	123	107
Non-tenure eligible faculty	203	180	167	180	180	169	168	182	175	173
Lecturers	126	122	123	164	149	59	118	137	123	123
GTA	0	0	0	0	0	0	0	0	0	0
Unclassified professional	35	224	216	290	271	0	0	207	200	155
Classified staff	0	0	0	0	0	0	0	0	0	0
GSA, GRA, UG std	0	0	0	0	0	0	0	0	0	0

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 FY2016

College: Health Professions

Department: Nursing

Program: Nursing

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

	Year of Fall Census Day						Rolling 5 year average Student Class			2009
	2009	2010	2011	2012	2013	2014	2015	2009-2013	2010-2014	2011-2015
Total	813	868	945	867	832	919	916	865	886	896
freshmen	113	126	176	133	135	163	125	137	147	146
sophomore	103	101	102	113	105	124	147	105	109	118
junior	153	153	150	121	134	142	140	142	140	137
senior	309	347	372	373	345	375	382	349	362	369
masters	127	131	135	109	71	45	27	115	98	77
post masters	0	0	0	0	0	0	0	0	0	0
doctoral	8	10	10	18	42	69	95	18	30	47
other	0	0	0	0	0	1	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		
	2010	2011	2012	2013	2014	2015	2016	2010-2014	2011-2015	2012-2016
Total	194	169	207	218	244	213	176	206	210	212
Doctoral	3	0	3	1	4	1	4	2	2	3
Masters	34	26	32	34	45	44	13	34	36	34
Bachelor	157	143	172	183	195	168	159	170	172	175
Associate	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.

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)

	Year of Fall Census Day						Rolling 5 year average Statistic:			
	2009	2010	2011	2012	2013	2014	2015	2009-2013	2010-2014	2011-2015
University level	22.5	22.7	22.8	23.0	23.0	23.1	23.0	22.8	22.9	23.0
Program majors	22.8	22.8	23.0	23.0	23.3	23.3	22.8	23.0	23.1	23.1
Program majors count	462	500	522	494	479	517	522	491	502	507
reporting ACT	223	264	271	257	242	276	300	251	262	269
Percent reporting	48.3%	52.8%	51.9%	52.0%	50.5%	53.4%	57.5%	51.2%	52.1%	53.1%

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)

	Fiscal Year (summer-fall-spring sequence)							Rolling 5 FY weighted average Statistic:		
	2010	2011	2012	2013	2014	2015	2016	2010-2014	2011-2015	2012-2016
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	3.5	3.5	3.6	3.5	3.5	3.5	3.5
Program majors count	142	109	79	63	70	80	65	93	80	71
reporting GR gpa	138	106	79	60	67	79	64	90	78	70
Percent reporting	97.2%	97.2%	100.0%	95.2%	95.7%	98.8%	98.5%	97.2%	97.5%	97.8%

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)						Rolling 5 AY average			
	2011	2012	2013	2015	2016	2010-2014	2011-2015	2012-		
University <b>Undergraduate</b> level	n/a	n/a	79.5%	82.9%	81.4%	80.9%	80.7%	n/a	n/a	81.1
College Division Undergraduate level	n/a	n/a	82.2%	85.8%	86.4%	83.3%	80.8%	n/a	n/a	83.7
Program Undergraduate majors:										
Percent satisfied or very satisfied	n/a	n/a	75.0%	80.8%	77.9%	77.3%	73.9%	n/a	n/a	77.0
mean	n/a	n/a	4.0	4.1	3.9	4.0	3.9	n/a	n/a	4.0
median	n/a	n/a	4	4	4	4	4	n/a	n/a	4
count	n/a	n/a	164	198	163	181	161	n/a	n/a	173.
University <b>Graduate</b> level	n/a	n/a	80.0%	82.6%	82.1%	84.9%	85.5%	n/a	n/a	83.0
College Division Graduates level	n/a	n/a	74.7%	76.4%	77.3%	79.3%	86.4%	n/a	n/a	78.8
Program Graduate majors:										
Percent satisfied or very satisfied	n/a	n/a	59.5%	73.3%	68.9%	68.2%	63.6%	n/a	n/a	66.7
mean	n/a	n/a	3.6	4.0	3.8	3.8	3.8	n/a	n/a	3.8
median	n/a	n/a	4	4	4	4	4	n/a	n/a	4
count	n/a	n/a	37	45	45	22	11	n/a	n/a	32

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

Program Review Self Study FY2016

College: Health Professions

Department: Nursing

Program: Nursing

Tables 11 through Table 15 provide data for Section 4 of the Program Review Self Study Template.

Table 11: Applications, Admits and Enrollment for Undergraduate and Graduate Applicants

Student level:	Fiscal Year (summer-fall-spring sequence)						Rolling 5 FY average			
	2010	2011	2012	2013	2014	2015	2016	2010-2014	2011-2015	2012-2016
<b>Undergraduates:</b>										
Applicants	426	452	507	457	420	618	698	452	491	540
Admitted	385	419	481	450	417	607	675	430	475	526
Census day	235	231	280	247	219	308	270	242	257	265
<b>Graduates:</b>										
Applicants	138	131	117	53	75	75	70	103	90	78
Admitted	97	92	73	35	60	61	56	71	64	57
Census day	76	62	50	19	47	50	49	51	46	43

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				
	2010	2011	2012	2013	2015	2016	2010-2014	2011-2015	2012-	
<b><u>University</u> level:</b>										
Freshmen & Sophomores	15.7%	16.9%	17.9%	18.5%	18.5%	19.3%	19.2%	17.5%	18.2%	18.7
Juniors & Seniors	13.0%	14.0%	14.8%	15.4%	14.9%	15.7%	15.9%	14.4%	14.9%	15.3
Masters	7.8%	8.2%	9.8%	11.3%	9.7%	10.0%	10.2%	9.3%	9.8%	10.2
Doctoral	5.6%	6.6%	5.4%	6.7%	6.5%	7.0%	9.0%	6.2%	6.4%	6.9
<b><u>College division</u> level:</b>										
Freshmen & Sophomores	13.7%	18.6%	21.2%	21.1%	20.2%	22.7%	20.5%	18.9%	20.7%	21.1
Juniors & Seniors	12.8%	11.7%	11.5%	14.1%	13.1%	16.3%	18.4%	12.6%	13.3%	14.7
Masters	9.6%	9.0%	10.0%	15.3%	12.9%	13.6%	11.5%	11.4%	12.2%	12.6
Doctoral	5.0%	5.6%	5.4%	6.7%	5.7%	7.2%	10.5%	6.6%	6.8%	7.0
<b><u>Program</u> level:</b>										
Freshmen & Sophomores	15.7%	18.1%	20.1%	19.9%	20.8%	24.0%	17.3%	18.9%	20.6%	20.4
Juniors & Seniors	14.3%	12.8%	9.8%	13.6%	12.1%	13.5%	13.6%	12.5%	12.4%	12.5
Masters	8.7%	7.6%	8.9%	12.8%	14.1%	20.0%	14.8%	10.4%	12.7%	14.1
Doctoral	0.0%	0.0%	0.0%	22.2%	9.5%	8.7%	15.8%	8.0%	9.2%	10.5

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

Program Review Self Study FY2016

College: Health Professions

Department: Nursing

Program: Nursing

Table 13: Race/Ethnicity on Fall Census Day

Student level:	Year of Fall Census Day							Rolling 5 year average		
	2010	2011	2012	2013	2014	2015	2016	2010-2014	2011-2015	2012-2016
Total	813	868	945	867	832	918	916	865	886	896
Total URM	111	115	119	134	122	154	137	120	129	133
Freshmen & Sophomores Total	216	227	278	246	240	287	272	241	256	265
white non-hispanic	141	143	181	149	152	175	182	153	160	168
black non-hispanic	14	21	26	21	19	28	17	20	23	22
hispanic	19	19	28	27	29	38	30	24	28	30
asian non-hispanic	19	19	17	28	22	19	20	21	21	21
american indian/alaskan native	1	1	2	1	1	2	0	1	1	1
foreign	12	6	9	4	3	5	8	7	5	6
hawaiian	0	0	0	0	1	1	0	0	0	0
multiple race	4	8	10	10	11	14	12	9	11	11
unknown	6	10	5	6	2	5	3	6	6	4
Juniors & Seniors Total	462	500	522	494	479	517	522	491	502	507
white non-hispanic	339	353	373	348	344	368	363	351	357	359
black non-hispanic	30	28	22	27	19	23	19	25	24	22
hispanic	30	29	26	36	35	42	46	31	34	37
asian non-hispanic	11	29	31	32	41	41	49	29	35	39
american indian/alaskan native	5	6	1	2	2	4	4	3	3	3
foreign	13	20	25	15	8	8	6	16	15	12
hawaiian	1	1	2	2	2	1	2	2	2	2
multiple race	3	5	6	6	8	13	18	6	8	10
unknown	30	29	36	26	20	17	15	28	26	23
Master Total	127	131	135	109	71	45	27	115	98	77
white non-hispanic	94	103	103	82	54	30	22	87	74	58
black non-hispanic	4	3	5	7	5	6	2	5	5	5
hispanic	6	6	6	7	4	3	2	6	5	4
asian non-hispanic	7	8	6	7	3	1	0	6	5	3
american indian/alaskan native	0	0	0	0	1	0	0	0	0	0
foreign	0	0	1	2	1	2	0	1	1	1
hawaiian	1	1	1	0	0	0	0	1	0	0
multiple race	0	0	2	2	1	2	1	1	1	2
unknown	15	10	11	2	2	1	0	8	5	3
Doctoral Total	8	10	10	18	42	69	95	18	30	47
white non-hispanic	7	8	8	12	31	52	71	13	22	35
black non-hispanic	0	0	0	3	2	3	7	1	2	3
hispanic	0	0	0	1	1	2	6	0	1	2
asian non-hispanic	0	0	0	0	1	2	3	0	1	1
american indian/alaskan native	0	0	0	0	1	1	2	0	0	1
foreign	0	0	0	0	2	2	0	0	1	1
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	1	1	0	1	4	3	1	1	2
unknown	1	1	1	2	3	3	3	2	2	2

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

Program Review Self Study FY2016

College: Health Professions

Department: Nursing

Program: Nursing

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

	Year of Fall Census Day						Rolling 5 year average Degree level:2010			
	2010	2011	2012	2013	2014	2015	2016	2010-2014	2011-2015	2012-2016
<b>University level:</b>										
Doctoral	6.1%	7.6%	6.5%	7.8%	4.7%	6.9%	6.7%	6.5%	6.7%	6.5%
Masters	6.4%	6.4%	9.1%	10.8%	9.9%	8.5%	9.6%	8.5%	8.9%	9.6%
Bachelor	11.2%	12.1%	12.8%	12.6%	13.5%	14.3%	15.1%	12.4%	13.0%	13.6%
Associate	16.0%	18.8%	18.4%	21.2%	26.7%	20.8%	26.4%	20.2%	21.2%	22.7%
<b>College division level:</b>										
Doctoral	7.9%	2.3%	4.9%	4.5%	4.3%	5.8%	3.9%	4.8%	4.4%	4.7%
Masters	2.9%	8.2%	9.3%	14.3%	9.1%	10.8%	11.8%	8.8%	10.3%	11.1%
Bachelor	14.6%	13.1%	10.7%	11.8%	12.0%	11.0%	17.9%	12.4%	11.7%	12.7%
Associate	14.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.1%	0.0%	0.0%
<b>Program level:</b>										
Doctoral	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	5.0%	5.0%	5.0%
Masters	2.9%	0.0%	9.4%	14.7%	6.7%	11.4%	23.1%	9.7%	8.4%	13.0%
Bachelor	17.2%	13.3%	11.6%	10.4%	12.3%	9.5%	12.6%	13.0%	11.4%	11.3%
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			
	2010	2011	2012	2013	2014	2015	2016	2010-2014	2011-2015	2012-2016
Total	194	169	207	218	244	213	176	206	210	212
Total URM	28	19	23	24	28	21	23	24	23	24
<b>Doctoral</b>										
Total	3	0	3	1	4	1	4	2	2	3
white non-hispanic	3	0	2	1	3	1	3	2	1	2
black non-hispanic	0	0	0	0	1	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	1	0	0	0
unknown	0	0	1	0	0	0	0	0	0	0
<b>Masters</b>										
Total	34	26	32	34	45	44	13	34	36	34
white non-hispanic	21	19	25	24	36	34	8	25	28	25
black non-hispanic	0	0	0	2	1	3	2	1	1	2
hispanic	1	0	3	2	2	2	1	2	2	2
asian non-hispanic	1	2	2	0	3	3	1	2	2	2
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	1	0	1	0	0	0
hawaiian	0	0	0	1	0	0	0	0	0	0
multiple race	0	0	0	0	1	1	0	0	0	0
unknown	11	5	2	5	1	1	0	5	3	2

(Table continued on next pag

Program Review Self Study FY2016

College: Health Professions

Department: Nursing

Program: Nursing

(Table 15 continued)

Degree level:	Year of Fall Census Day								Rolling 5 year average		
	2010	2011	2012	2013	2014	2015	2016	2010-2014	2011-2015	2012-2016	
Bachelor Total	157	143	172	183	195	168	159	170	172	175	
white non-hispanic	111	103	118	127	147	122	113	121	123	125	
black non-hispanic	11	12	9	9	9	4	6	10	9	7	
hispanic	12	6	8	9	14	9	13	10	9	11	
asian non-hispanic	2	4	10	8	12	18	11	7	10	12	
american indian/alaskan native	4	1	3	0	1	3	0	2	2	1	
foreign	5	3	11	10	4	2	4	7	6	6	
hawaiian	0	0	0	1	0	0	1	0	0	0	
multiple race	1	1	1	4	1	4	5	2	2	3	
unknown	11	13	12	15	7	6	6	12	11	9	
Associate Total	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		
	2009	2010	2011	2012	2013	2014	2015	2009-2013	2010-2014	2011-2015
Total	4,863	5,226	5,145	5,342	4,950	4,967	4,962	5,105	5,126	5,073
Program UG majors	3,802	4,088	4,137	4,285	4,099	4,234	4,147	4,082	4,169	4,180
Program GR majors	905	930	901	955	795	703	803	897	857	831
Non-program majors	156	208	107	102	56	30	12	126	101	61
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Program UG major	78.2%	78.2%	80.4%	80.2%	82.8%	85.2%	83.6%	80.0%	81.3%	82.4%
Program GR major	18.6%	17.8%	17.5%	17.9%	16.1%	14.2%	16.2%	17.6%	16.7%	16.4%
Non-program majors	3.2%	4.0%	2.1%	1.9%	1.1%	0.6%	0.2%	2.5%	2.0%	1.2%

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