



Program Review Self Study

Academic unit: Nursing

College: Health Professions

Date of last review 2009

Date of last accreditation report (if relevant) 2003

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

Degree BS Nursing CIP\* code 51.1601

Degree MS Nursing CIP code 51.38

Degree Doctor of Nursing Practice CIP code 51.3818

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

Faculty of the academic unit (add

Diana Guthrie, Adjunct Faculty

Jeanie Harris, Clinical Educator (UP who teaches > 50%)

Karen Hayes, Instructor (Part time)

Brandy Jackson, Director of Undergraduate Program (UP who teaches 50%) \_\_\_\_\_

Phyllis Jacobs, Assistant Professor \_\_\_\_\_

Mary Koehn, Associate Professor, Chair and Associate Dean CHP \_\_\_\_\_

Pam Martin, Clinical Educator (UP who teaches > 50%) \_\_\_\_\_

Jacque McClendon, Director of MSN Program (teaches 50%) \_\_\_\_\_

Victoria Mosack, Assistant Professor \_\_\_\_\_

Stephanie Nicks, Clinical Educator (UP who teaches > 50%) \_\_\_\_\_

Bill Novak, Instructor (Part Time) \_\_\_\_\_

Susan Parsons, Assistant Professor \_\_\_\_\_

Debra Pile, Assistant Professor \_\_\_\_\_

Jennifer Morrison, (Part time) \_\_\_\_\_

Dee Morris, Instructor (Part time) \_\_\_\_\_

Betty Smith Campbell, Professor \_\_\_\_\_

Elaine Steinke, Professor \_\_\_\_\_

Jane Washburn, Clinical Educator (UP who teaches > 50%) \_\_\_\_\_

Cathy Weitzel, Instructor (Part Time) \_\_\_\_\_

Karen Wirth, Lecturer (teaches > .5 FTE) \_\_\_\_\_

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

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

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



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

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

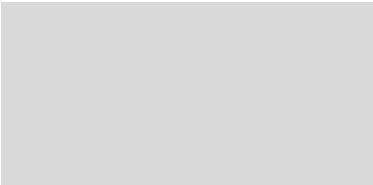
Progress towards these objectives is measured by; national licensure exam rates, clinical evaluation tools, achievement of a capstone course, student posters assessed by rubric, use of higher order exam questions.

**The Master of Science in Nursing (MSN)** prepares advanced reg2hC2\_1f0Tc4.350Td<0003>TjEMC/P<</MCID9>4r6g2\_01Tf0T



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

Undergraduate BSN



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

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

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

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

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

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

**Graduate MSN**

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#):
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spring) with another faculty awarded sabbatical for spring 2012. Due to the budget cuts in 2009, one full time faculty position was lost. Yet, increasing numbers of students are applying and starting the Master's program. As a result, the "core" courses (first 24 hours of Master's course work) are experiencing larger numbers in the classes. Therefore, the quota for each of these courses has been "capped" at 30 students/semester. each 444 Target 307600 2400.

2c. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on

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

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

Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)
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d. Provide aggregate data on student majors satisfaction



### Graduate Program: MSN

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

Critical Thinking, Information Literacy, Inquiry and Analysis

Measurement: AACU rubrics actual scores

Data: Final paper from N703 Theoretical Foundations of Advanced Nursing Practice (beginning course) compared to the Comprehensive Exam (end of program)

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

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for tha2\_01Tf0Tc4.4290Td<0003ref427.26567.420.4813.74j/T



**BSN**

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

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

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

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

Eight program goals were set for the graduate nursing programs: (1) Recruiting and maintaining qualified faculty and preceptors, (2) Acquiring and maintaining quality equipment and clinical learning facilities, (3) Admitting qualified



Areas of academic advising from the Graduate

4a. Analyze the student need and employer demand for the program. Complete for each program if appropriate

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

Provide assessment here:

**BSN Program:**

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

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

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

The RN BSN program is a degree completion program in which students may complete "at their own pace." The average length of time for students to complete the RN BSN program is 1 year. We currently have a 59% graduation rate for this program. This degree completion program is a unique program and requires a unique set of data, program outcomes and goals. The SON RN BSN completion program allows the returning Associate or Diploma degreed nurse to complete a BSN and and A

## Race/Ethnicity

There is no appreciable difference among ethnic groups from declaration of major, admission to the nursing program, and graduation. Caucasian students make up 75% of all nursing majors.

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

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

**Graduate – Combined MSN and DNP**

Majors	Employment of Majors*	

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

\*\*\* NRA=Non resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native

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

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

- a. Provide a brief assessment of the cost and service the Program provides. Comment on percentage of SCH taken by

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

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

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

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



6. Report on the





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

Graduate Student Learner Outcomes	Measurement	Results
<p><u>The MSN graduate will be able to:</u></p>		
<p>1. Synthesize knowledge from the physiological and behavioral sciences and the humanities to support advanced nursing practice and functional role development.</p>	<p>Comprehensive exams</p>	<p><u>Comprehensive exam results:</u>  <u>FY07_08</u> – n= 34 (85.35% pass rate)  <u>FY08_09</u> – n= 43 (86.75% pass rate)  <u>FY09_10</u> – n= 33 pass</p>
<p>2. Demonstrate advanced practice expertise in a selected field of nursing.</p> <p>3. Apply conceptual frameworks for nursing practice from a variety of current concepts and theories relevant to nursing.</p> <p>4. Collaborate with other health professionals to provide care for individuals and groups.</p> <p>5. Demonstrate leadership in planning, initiating, and evaluating strategies for improving health in a diverse society.</p> <p>6. Contribute to the development of nursing as a scientific discipline through scholarly endeavors.</p> <p>7. Demonstrate critical inquiry, decision making skills, and communication skills as an advanced practice nurse.</p> <p>8. Evaluate health care outcomes using a variety of measurements including the use of information systems.</p>	<p>Practicum course achievement</p>	<p>pass</p>

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Graduate Nursing MSN & DNP Program Goals Years 07 08, 08 09, 09 10		
Goals	Assessment Data Analyzed	Outcome
Recruit and maintain academically and experientially qualified faculty and preceptors.	Number of qualified faculty members and preceptors.	Ten to eleven tenured/tenure track faculty were employed in the School of Nursing during the time period (FY 07 08, 10; FY08 09, 11; FY09 10, 10) Faculty with Graduate Status=24 (Full=7; Associate=2; Practicing Professional=1; Affiliate=1, Acting Ad Hoc=13). Preceptors=C.V.s and contact information is maintained for approximately 600 preceptors. The number of preceptors participating each semester varies according to number of students enrolled in practica and qualifications. Preceptors are reviewed annually. Number of qualified faculty and preceptors are adequate for program. As faculty members retire or leave for other reasons, searches are employed. Additional doctoral prepared nationally certified advanced practice faculty members are needed as enrollment in students and specializations increase.

Acquire and maintain quality equipment and clinical facilities.

Listing of equipment and clinical sites.  
New equipment/supplies purchased.  
Requests to faculty to do

<p>Graduate at least 90% of the students who are accepted in a specialty option within the six year time period for completing the graduate program.</p>	<p>Program data tracking students entering and completing a specialty option (FNP, ACNP, PMHNP, AHCNS, NMW, PCNS, PNP, ADMIN)</p>	<p>The 90% level was not met for all three years. The data below includes degree and post master graduate certificate students by cohort:  FY07 08, 43 students were admitted to specialty options, 38 completed <b>(88.37%)</b>.  FY08 09, 48 students were admitted to specialty options, 36 completed <b>(75.00%)</b>.  FY09 10, 31 students were admitted to specialty options, 28 completed <b>(90.32%)</b>.  Reasons for not completing the specialty option were primarily personal/family issues, switching to another specialty option and two were low GPA.</p>
<p>Achieve an employment rate of 90% for graduates of the program within one year.</p>	<p>Graduate/alumni program employment survey data.</p>	<p>The 90% level was met for all three years.  <u>FY07 08</u>, 115 surveys were mailed, 45 returned (39.13% response rate). Of the 45 returned, 43 alumni were employed as ARNPs <b>(95.55%)</b> and one listed employed outside of nursing and one as an RN (all 45 were employed 100%).  <u>FY08 09</u>, 112 surveys were mailed, 46 returned (41.07% response rate). Of the 46 returned, 45 were employed as ARNPs <b>(97.83%)</b> and 1 was employed as RN (all 46 were employed 100%).  <u>FY09 10</u>, 122 surveys were mailed, 55 returned (45.08% response rate). Of the 55 returned, 51 were employed as ARNPs <b>(92.73%)</b> and 4 were employed as RNs (100%).</p>
<p>Achieve at least 90% national certification rate for those graduates taking the examination in their specialty area for the first time.</p>	<p>Certification rates. <i>Although not mandatory in Kansas, graduates are highly encouraged to take the certification exam in their specialization area.</i></p>	<p>Pass rates varied by specialization:  2007:  FNP=<b>100%</b>  ANCC National rate 93.34%</p>





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

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

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