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**KANSAS BOARD OF REGENTS  
ACADEMIC AFFAIRS STANDING COMMITTEE  
AGENDA**

Conference Call  
September 2, 2014  
11:00 a.m.

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**Board Academic Affairs Standing Committee  
Conference Call Schedule  
September 2014 to June 2015**

<b>BAASC Conf Call – 11:00 a.m.</b>	<b>Board of Regents Meeting Dates</b>
Tues, September 2, 2014 <b>BAASC Conf Call</b>	September Board – <b>September 17-18, 2014</b>
Tues, September 30, 2014 <b>BAASC Conf Call</b>	October Board – <b>October 15-16, 2014</b>
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Tues, January 27, 2015 <b>BAASC Conf Call</b>	February Board – <b>February 11-12, 2015</b>
Tues, February 24, 2015 <b>BAASC Conf Call</b>	March Board – <b>March 11-12, 2015</b>
Tues, March 31, 2015 <b>BAASC Conf Call</b>	April Board – <b>April 15-16, 2015</b>
Tues, May 5, 2015 <b>BAASC Conf Call</b>	May Board – <b>May 20-21, 2015</b>
Tues, June 2, 2015 <b>BAASC Conf Call</b>	June Board – <b>June 17-18, 2015</b>

**Board Academic Affairs Standing Committee  
Minutes**

**Wednesday, June 18, 2014**

**10:30 a.m.**

**Kathy Rupp Conference Room  
Kansas Board of Regents  
Topeka, Kansas**

The Board Academic Affairs Standing Committee met in the Kathy Rupp Conference Room of the Kansas Board of Regents, Topeka, Kansas, at 10:30 a.m. on Wednesday, June 18, 2014.

Members Present: Robba Moran, Chair  
Mildred Edwards  
Tim Emert  
Helen Van Etten

Board Staff: Gary Alexander, Jean Redeker, Karla Wiscombe, Jacqueline Johnson, Susan Fish, Renee Burlingham, and Cynthia Farrier

Others Present: Sara Rosen, University of Kansas; Rick Muma, Wichita State University; Sara Harris, Independence Community College; Lynette Olson, Pittsburg State University; Ruth Dyer, Kansas State University; Bruce Exstrom, Garden City Community College; Randy Pembroke, Washburn University; and Steve Loewen, Flint Hills Technical College

**Approve June 3, 2014 Minutes**

Regent Van Etten moved, and Regent Emert seconded the motion, to approve the June 3, 2014 Board Academic Affairs Standing Committee Meeting minutes as written. Motion carried.

**Discussion Agenda**

**Credit for Prior Learning/CAEL Meeting – Robba Moran/Gary Alexander**

Regent Moran and Gary Alexander attended the Council on Adult and Experimental Education (CAEL) Workshop on May 30<sup>th</sup> in Wichita. There were approximately 150 participants. Follow-up survey information indicated:

- 80%+ indicated they received something out of the workshop
- Three areas of need are:
  - Agreement on standard cut scores on exams
  - Coordination among registrars in terms of standard transcribing
  - Professional Development for advisors
- More than 50% were concerned about the portfolio process
- 38% worried about marketing and outreach to students

There was lively discussion and good response. Another session is scheduled on June 24<sup>th</sup> in Topeka and will be run by the American Council on Education (ACE). It will focus on the mechanics of how to introduce credit for prior learning.

Breakout sessions were good. Coordinating efforts with other institutions was discussed. Some states assess portfolios at a center where experts review the portfolios once or twice a year. Fees are based on the cost of the

assessments. Currently there is no uniformity within the Kansas system. Quality is the most important part of the process.

#### **Student Learning Assessment Report - Gary Alexander**

Gary Alexander advised BAASC the Student Learning Assessment Report will be on the September 2014 Board agenda. He noted the Board's strategic plan, Foresight 2020, directs system colleges and universities to report annually, beginning in spring 2014, on the results of student learning assessment in three areas: (1) mathematics/quantitative/analytical reasoning; (2) written and oral communication; and (3) critical thinking/problem solving. This initial report provides a baseline for future annual reports.

He thanked the institutions for all their work on the student learning assessments and for submitting information in a timely manner. The campus information will be posted on the Board's website and the report will be in the September Board materials.

#### **NCTQ – Release of Teacher Prep Review – Gary Alexander**

BAASC received the executive summary of the National Council on Teacher Quality (NCTQ) report. Appendix B describes their methods for gathering data.

#### **Other Business**

BAASC thanked Regent Edwards and Regent Emert for their work on BAASC and the Board.

#### **Issue for Next Year**

Credit for Prior Learning

There was no other business.

The meeting adjourned at 10:44 a.m.

**Act on Requests for Additional Degree Granting Authority for the following institutions:**

- Grand Canyon University
- Webster University
- ITT Technical Institute
- Colorado Technical University - Online
- Oklahoma Wesleyan University – Online
- Oregon State University
- University of Northern Colorado
- Kaplan University
- Wright Career College

**Staff Recommendation**

*The following institutions request approval for additional degree granting authority: (1) Grand Canyon University, (2) Webster University (3) ITT Technical Institute (4) Colorado Technical University – Online, (5) Oklahoma Wesleyan University – Online (6) Oregon State University, (7) University of Northern Colorado, (8) Kaplan University and (9) Wright Career College. After a thorough review of staff qualifications, record keeping systems, coursework, materials, website platforms, extended studies and campuses, the institution demonstrates it meets and maintains compliance with all of the statutorily imposed requirements. Staff recommends approval for additional degree granting authority.*

*September 2014*

**Summary of Institution Requirements**

The Private and Out-of-State Postsecondary Educational Institution Act (Act) requires private and out-of-state postsecondary educational institutions to obtain Certificates of Approval from the Kansas Board of Regents (Board) in order to lawfully “operate” in Kansas. This Act not only covers “brick and mortar” schools having a physical presence within Kansas, but also schools offering or providing on-line distance education to Kansans who remain in Kansas while receiving that education.

To qualify for a Certificate of Approval an institution operating in Kansas, subject to the Act, must meet the standards established by the Act. In reviewing schools to determine if they meet the statutory standards, Board staff requires and reviews substantial documentation and evidence presented to demonstrate compliance of the schools to ensure proper facilities (with site reviews), equipment, materials, and adequate space are available to meet the needs of the students. A recent financial statement, proof of accreditation, evidence of compliance with local, county, state and national safety codes, enrollment agreements, copies of advertisements, schedules of tuitions and fees, and refund policies are reviewed by KBOR staff. Schools are also required to provide descriptions of their programs and courses, including class syllabi, clinical or externship contracts, instructor credentials, a statement of the objectives of the programs, and qualifications of administrators and owner information.

**Institution Requests:****Grand Canyon University**

Grand Canyon University was first approved by the Kansas Board of Regents in September of 2010. Founded in 1949, Grand Canyon University is a private Christian university located in Phoenix, Arizona. The university offers online and campus-based bachelor, master and doctoral degree programs through the Ken Blanchard College of Business, College of Education, College of Nursing, and College of Liberal Arts and Sciences and supports both traditional undergraduate students and working professionals. Grand Canyon University is currently approved by the Kansas Board of Regents to offer 98 programs at the bachelor, master and doctoral level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports 11 percent of entering students at Grand Canyon University were counted as “full-time, first-time” in 2012. The U.S. Department of Education reports a graduation rate of 31% for students who began their studies in fall 2006 and a 19.5% cohort default rate for fiscal year 2010.

Grand Canyon University is accredited by The Higher Learning Commission, North Central Association of Colleges and Schools, and the school obtained its most recent ten-year reaccreditation in 2007. This accrediting agency is recognized and approved by the United States Department of Education. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for degree granting approval.

**Degree requested by Grand Canyon University:**

- Bachelor of Arts in History
- Bachelor of Science in Educational Studies
- Master of Divinity

**Webster University**

The Kansas Board of Regents first approved Webster University in June of 2014. Webster University was founded in 1915 in St. Louis, MO by the Sisters of Loretto as one of the first Catholic women’s colleges west of the Mississippi River. In 1962 the school became coeducational and made a limited number of classes available to men. The Kansas City, MO campus was the schools second campus, opening in 1966. Today, Webster University serves 22,000 students online and worldwide at campus location in the U.S., Austria, China, Ghana, Great Britain, the Netherlands, Switzerland and Thailand. Currently, Webster University is approved by the Kansas Board of Regents to offer one bachelor and five master level programs.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports that 46% of entering students at Webster University were counted as full-time, first-time in 2012 and a graduation rate of 64% for students who began their studies in fall of 2006. The reported cohort default rate for fiscal year 2010 was 8.8%.

Webster University is accredited by the North Central Association of Colleges and Schools of the Higher Learning Commission, an institutional accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

**Degrees Requested by Webster University for Approval:**

- Bachelor of Arts in Criminology
- Bachelor of Arts in Psychology
- Bachelor of Science in Nursing (RN-BSN)
- Master of Arts in Counseling
- Master of Arts in Education and Innovation
- Master of Arts in Marketing
- Master of Arts in Non-Profit Leadership
- Master of Arts in Teaching English as a Second Language
- Master of Education Technology
- Master of Public Administration
- Master of Science in Finance
- Master of Science in Nursing

### **ITT Technical Institute**

The Kansas Board of Regents first approved degree granting authority for ITT Technical Institute in 2005. ITT Technical Institutes first campus opened in California in 1986. Today, there are over 140 ITT Technical Institutes in 38 states. The Kansas Board of Regents has authorized campus locations in Wichita, Overland Park, Kansas City, MO and an online division operating out of Indianapolis, IN. The degree requested will be offered at the Wichita, Overland Park, and Kansas City, MO locations as well as online. The Kansas Board of Regents has approved the ITT Technical Institute to offer 35 programs at the associate, bachelor and master levels.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports 65 percent of entering students at the Kansas City, MO campus location were counted as “full-time, first-time” in 2012 with a graduation rate of 44% and a 2010 cohort default rate of 29%. Fifty-two percent of entering students at the Overland Park location were counted as “full-time, first-time” in 2012 and a graduation rate of 42% and 2010 cohort default rate of 29%. Sixty-three percent of entering students at the Wichita location were counted as “full-time, first-time” in 2012 and a graduation rate of 60% and 2010 cohort default rate of 29%. The Indianapolis, IN campus reports 39% of entering students were counted as “full-time, first-time” in 2012 with a national graduation rate of 20% and a 2010 cohort default rate of 29%.

ITT Technical Institute is accredited by the American Council for Independent Colleges and Schools (ACICS), a United States Department of Education approved accrediting agency. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for degree granting approval.

#### **Degree Requested by ITT Technical Institute for Approval:**

- Associate of Applied Science in Accounting

### **Colorado Technical University**

The Kansas Board of Regents first approved Colorado Technical University in September of 2011. Colorado Technical University was established in 1965 with a focus on training former military personnel in technical and vocational subjects. The university maintains Colorado campuses in [Colorado Springs](#) (main campus), [Denver](#), [Pueblo](#), and [Westminster](#), as well as out-of-state campuses in [Sioux Falls, South Dakota](#). Additionally, a number of CTU's degree programs can be completed entirely or primarily [online](#). The University currently enrolls 23,000 undergraduates and 3,000 graduate students. Colorado Technical University is currently approved by the Kansas Board of Regents to offer 102 programs online at the associate, bachelor, master, and doctoral level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports 32 percent of entering students in the online campus were counted as “full-time, first-time” in 2012 and a graduation rate of 13% for students who began their studies in the fall of 2006. For the reported fiscal year 2010, the three-year cohort default rate for Colorado Technical University Online is 22.8%.

Colorado Technical University is accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools. The Higher Learning Commission is recognized by the U.S. Secretary of Education. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

#### **Degrees Requested by Colorado Technical University**

- Master of Science in Cyber Security Policy

### **Oklahoma Wesleyan University - Online**

The Kansas Board of Regents approved Oklahoma Wesleyan University's main campus in June of 2005 and the online campus in February of 2012. In 1959, Oklahoma Wesleyan University was founded in Bartlesville, OK as a result of the merger of three Christian colleges. Today Oklahoma Wesleyan University offers programs

business, philosophy, education nursing and arts and sciences to more than 960,000 students on campus and online. This approval request is for the online division of Oklahoma Wesleyan University. The online division of Oklahoma Wesleyan University is currently approved by the Kansas Board of Regents to offer nine programs at the associate, bachelor and master level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports 35 percent of entering students at Oklahoma Wesleyan University were counted as “full-time, first-time” in 2012 and a graduation rate of 57% for students who began their studies in the fall of 2007. For the reported fiscal year 2010, the three-year cohort default rate for Oklahoma Wesleyan University is 13.5%.

Oklahoma Wesleyan University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Higher Learning Commission of the North Central Association of Colleges and Schools is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

**Degrees Requested by Oklahoma Wesleyan University for Approval:**

- Master of Arts in Theology and Apologetics
- Master of Science in Nursing
- Master of Science in Strategic Leadership

**Oregon State University**

The Kansas Board of Regents first approved Oregon State University in December 2013. Founded in 1868, Oregon State University is a [Land Grant](#) university and is one of only two universities in the U.S. to have [Sea Grant](#), [Space Grant](#) and [Sun Grant](#) designations. Located in Corvallis, Oregon State University is also the only university in Oregon to hold both the Carnegie Foundation's top designation for research institutions and its prestigious Community Engagement classification. The University serves over 26,000 students from all 50 states and more than 100 countries. The programs requested will be delivered through the university's E-campus. Currently, Oregon State University is approved by the Kansas Board of Regents to offer 28 programs at the bachelor, master, and doctorate level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. The U.S. Department of Education reports 55 percent of entering students at Oregon State University were counted as full-time, first-time in 2012 and it has a 61 percent graduation rate for students who began their studies in fall 2006. The U.S. Department of education also reports a 4.2 percent federal financial student loan default rate in 2009.

Oregon State University is accredited by the Northwest Commission on Colleges and Universities (NWCCU), an institutional accrediting agency recognized by the U.S. Department of Education. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

**Degrees Requested by Oregon State University:**

- Bachelor of Science in Sustainability

**University of Northern Colorado**

University of Northern Colorado was first approved by the Kansas Board of Regents in May of 2012. The University of Northern Colorado was founded in 1889 and exists by virtue of the State of Colorado and as such is an agency of the State of Colorado. The University is a public higher education institution that offers bachelor degree programs and socialized graduate research, serving students in 50 states and 28 countries. Kansas



programs will be offered through online platforms and extended studies delivery. University of Northern Colorado is currently approved to offer 25 programs at the bachelor, master and doctorate level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports 68 percent of entering students at University of Northern Colorado were counted as “full-time, first-time” in 2012 and a graduation rate of 46% for students who began their studies in the fall of 2007. For the reported fiscal year 2010, the three-year cohort default rate for University of Northern Colorado is 7.6%.

The University of Northern Colorado is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Higher Learning Commission of the North Central Association of Colleges and Schools is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

#### **Degrees Requested by the University of Northern Colorado for Approval:**

- Master of Arts in Dance Education

#### **Kaplan University**

The Kansas Board of Regents first approved Kaplan University in June of 2014. Kaplan University was established in 1937 as the American Institute of Commerce (AIC) located in Davenport, IA offering workplace education. During this same time period, Stanley Kaplan started a small business offering tutoring services to help immigrant families expand their educational opportunities in America. The two officially merged in 2001, when AIC became Kaplan College, and later Kaplan University in 2004. Today Kaplan University serves students on ground campuses in Indiana, Iowa, Main, Maryland, Missouri, Nebraska, and Wisconsin and online. Currently, Kaplan University is approved by the Kansas Board of Regents to offer nine programs at the associate, bachelor and master level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports a graduation rate of 20% for students who began their studies in fall of 2007. The reported cohort default rate for fiscal year 2010 was 26.2%.

Kaplan University is accredited by the North Central Association of Colleges and Schools of the Higher Learning Commission, an institutional accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

#### **Degrees Requested by Kaplan University for Approval:**

- Associate of Applied Science in Accounting
- Associate of Applied Science in Business Administration
- Associate of Applied Science in Criminal Justice
- Associate of Applied Science in Fire Science
- Associate of Applied Science in Health Information Technology
- Associate of Applied Science in Medical Assisting
- Associate of Applied Science in Medical Office Management
- Associate of Applied Science in Medical Transcription
- Associate of Applied Science in Paralegal Studies
- Associate of Applied Science in Public Administration
- Bachelor of Science in Business Administration
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Environmental Policy and Management

- Bachelor of Science in Fire and Emergency Management
- Bachelor of Science in Health Care Administration
- Bachelor of Science in Health Information Management
- Bachelor of Science in Health Science
- Bachelor of Science in Information Technology
- Bachelor of Science in Legal Studies
- Bachelor of Science in Liberal Studies
- Bachelor of Science in Nursing
- Bachelor of Science in Paralegal Studies
- Bachelor of Science in Political Science
- Bachelor of Science in Psychology
- Bachelor of Science in Professional Studies
- Master of Arts in Teaching
- Master of Business Administration
- Master of Health Care Administration
- Master of Public Administration
- Master of Public Health
- Master of Science in Accounting
- Master of Science in Education
- Master of Science in Education in Instructional Technology
- Master of Science in Educational Psychology
- Master of Science in Environmental Policy
- Master of Science in Finance
- Master of Science in Health Education
- Master of Science in Higher Education
- Master of Science in Information Technology
- Master of Science in Legal Studies
- Master of Science in Management
- Master of Science in Nursing
- Master of Science in Psychology
- Doctor of Nursing Practice

### **Wright Career College**

Wright Career College was previously approved by the Kansas Department of Education in October of 1983. This certification continued under the Kansas Board of Regents with the enactment of Senate Bill 345 placing control of “proprietary school” under the Kansas Board of Regents. Wright Career College is a not-for-profit institution with a history dating back to 1921. The school’s main campus is in Overland Park, with a branch location in Wichita. Wright Career College offers degrees in business, technology, healthcare and wellness training. The degrees requested will be offered at the Overland Park and Wichita campuses. The Overland Park campus is currently approved by the Kansas Board of Regents to offer 20 programs at the associate, bachelor, and master levels. The Wichita campus is approved to offer 18 programs at the associate and bachelor level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports a 72% graduation rate for students who began their studies in the fall of 2012 and a 17.3% cohort default rate for fiscal year 2010.

Wright Career College has been accredited since 1982 by the Accrediting Council for Independent Colleges and Schools (ACICS), an approved accrediting agency by the United States Department of Education. This

accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for degree granting approval.

**Degree requested by Wright Career College:**

- Associate of Applied Science in Medical Laboratory Technician
- Bachelor of Science in Medical Technology
- Bachelor of Science in Project Management
- Bachelor of Science in Public Administration

**Foresight 2020: 2012-2013 Report on Student Learning Assessment****Summary**

*The Board's strategic Plan, Foresight 2020, directs system colleges and universities to report annually, beginning in spring 2014, on the results of student learning assessment in three areas: (1) mathematics/quantitative/analytical reasoning; (2) written and oral communication; and (3) critical thinking/problem solving. This initial report provides a baseline for future annual reports. 09/17/14*

**Background**

The second goal of *Foresight 2020* includes the aspiration to respond to expectations of business and industry for core workplace skills in mathematics/quantitative/analytical reasoning, written and oral communication, and critical thinking/problem solving. Having agreed on the three broad areas to be assessed, each college or university determined the instruments to use in assessing its students. For this initial report, institutions were asked to report on the area or areas assessed, the instrument used in the assessment, and the assessment results.

This is the first annual report on how the system's colleges and universities measure student learning. It serves as a baseline for future reports on each college and university's assessment of what its students have learned in these areas. The information is provided in two parts: (1) an issue paper providing an overview and brief selected examples of how information is presented; and (2) a longer report, emphasizing direct measures of student learning provided by each institution, which may be found on the Board's website at [http://kansasregents.org/student\\_learning\\_assessment\\_reports](http://kansasregents.org/student_learning_assessment_reports).

**Instruments used to Assess Student Learning**

System institutions assess student learning through a variety of instruments and on multiple dimensions. Some are common to both two- and four-year institutions, while others are specific to a sector. Over time, these assessments of student learning are meant to assist each school in determining how effectively its students are being prepared in the critical areas of mathematics/quantitative/analytical reason, written and oral communication, and critical thinking/problem solving.

An institution chooses assessments that most closely align with the characteristics of its student body and the educational programs it offers. University Qualified Admissions criteria are used to create an incoming class that is congruent with each state university's mission and character. Community and technical colleges use open admissions policies, bolstered by placement tests and other examinations for student's seeking specific educational programs. Given the diversity of students in the system, the breadth of educational programming across the system and given that assessment information is best when collected on multiple dimensions, using multiple methods and sources, a single, system wide test is both impractical and ineffective.

**University Assessment Instruments**

Listed below are the principal instruments system universities report using to assess student learning in each of the three core areas.

*Collegiate Learning Assessment (CLA):* assesses critical thinking, analytic reasoning, problem solving and written communication skills.

*Collegiate Assessment of Academic Proficiency (CAAP):* a standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance student learning outcomes and general education program outcomes. CAAP offers six independent test modules: Reading, Writing Skills, Writing Essay, Mathematics, Science, and Critical Thinking.

*iSkills Assessment*: measures students' ability to navigate, critically evaluate and make sense of the information available through digital technology. It does this through seven task types designed to represent a range of ways students manage information through digital technology: Define, Access, Evaluate, Manage, Integrate, Create and Communicate.

*ETS Proficiency Profile*: measures four general education skills: reading, writing, critical thinking and mathematics.

*National Survey of Student Engagement (NESSE)*: annual survey of student participation that provides an estimate of how undergraduates spend their time and what they gain from attending college. While not assessing student learning directly, survey results point to areas where colleges and universities are performing well and aspects of the undergraduate experience that could be improved.

*Departmental/Program-based assessments*: focus on assessing student learning to determine whether students have acquired the skills, knowledge, and competencies associated with their specific program of study. The results from an assessment process provide information to determine if intended outcomes are being achieved and how programs can be improved.

#### Community and Technical College Assessment Instruments:

Listed below are the primary instruments community and technical colleges use to assess student learning.

*Collegiate Learning Assessment (CLA)*: see above.

*Collegiate Assessment of Academic Proficiency (CAAP)*: see above.

*COMPASS*: a computer-adaptive college placement test that evaluates student skill levels in Reading, Writing Skills, Writing Essay, Math, and English as a Second Language.

*ASSET*: a placement test measuring basic writing, numerical and reading skills; and advanced mathematics measures for elementary algebra, intermediate algebra, college algebra and geometry.

*ACT*: a curriculum and standards-based educational and career planning tool that assesses students' academic readiness for college.

*WorkKeys*: a job skills assessment system that measures foundational and soft skills (e.g., Applied Mathematics, Locating Information, Reading for Information) and offers specialized assessments that may be targeted to institutional needs.

*Community College Survey of Student Engagement (CCSSE)*: annual survey of student participation that provides an estimate of how undergraduates in two-year institutions spend their time and what they gain from attending college. While not assessing student learning directly, survey results point to areas where colleges are performing well and aspects of the undergraduate experience that could be improved.

*Departmental/Program-based assessments*: see above

#### **Recommendation**

For this initial report, not every school reported on all three core areas. Over time, it is expected that all will do so, as well as reporting on student achievement in other key educational areas.

Staff recommends acceptance of this report.

## SELECTED INSTITUTIONAL EXAMPLES

### Emporia State University

#### *Mathematics and Written Communication*

ESU uses the nationally normed Collegiate Assessment of Academic Proficiency (CAAP) tests to confirm a student's graduation competency requirements in both mathematics and writing. These tests are also used for aggregated mean score benchmark comparisons versus peer institutions and all institutions testing in the CAAP. Data show that overall ESU sophomore cohorts consistently perform at equal or higher levels than other ESU comparison groups in mathematics and writing skills.

Linkage studies (ACT/CAAP) provide data showing how students should improve in their skills from their first attendance in college to the completion of coursework in mathematics and writing courses. The results of the linkage studies show that ESU has some opportunities to improve as approximately 35% of students fail to make predicted skill gains. On the positive side, the linkage studies show that 65% of ESU students make expected or higher than expected gains in both mathematics and writing skills. This data doesn't specifically pinpoint where improvement should occur, but layering this data with course embedded assessments provide a more detailed analysis used to effectively improve student learning.

#### *Critical Thinking*

Additionally, measuring the critical thinking skills of senior business students (capstone) using The ETS-Business Critical Thinking Skills Test was administered to assess students' abilities to critically think in multiple dimensions. Based on these results, the adaptations are made to the business curriculum across related business courses.

### Fort Hays State University

#### *Mathematics*

FHSU gives all students in College Algebra a pretest and posttest. Scores from 2013-14 are:

Spring 2013	Fall 2013	Spring 2014
Average pre-test: 12.28	Average pre-test: 16.25	Average pre-test: 12.72
Average post-test: 25.39	Average post-test: 33.40	Average post-test: 27.53

#### *Written and Oral Communication*

#### Collegiate Learning Assessment (CLA)

Collegiate Learning Assessment Unadjusted Raw Scores	
Freshman Performance	Senior Performance
Total CLA: 1038	Total CLA: 1143
Performance Task: 1020	Performance Task: 1148
Analytic Writing Task: 1060	Analytic Writing Task: 1139

## Kansas State University

### *Communication/Critical Thinking*

Academic Year 2012-2013:

<b>Area Assessed</b>	<b>Achieving below acceptable minimum benchmark</b>	<b>Achieving at or above minimum benchmark but below proficient benchmark</b>	<b>Achieved at or above the proficient benchmark</b>
Oral Communication (941 students assessed)	16 students (2%)	42 students (4%)	883 students (94%)
Written Communication (1,384 students assessed)	66 students (5%)	160 students (12%)	1,158 students (83%)
Critical Thinking (3,353 students assessed)	198 students (6%)	337 students (10%)	2,818 students (84%)

Academic Year 2011-2012:

<b>Area Assessed</b>	<b>Achieving below acceptable minimum benchmark</b>	<b>Achieving above minimum benchmark but below proficient benchmark</b>	<b>Achieved at or above the proficient benchmark</b>
Oral Communication (1,124 students assessed)	62 students (6%)	205 students (18%)	857 students (76%)
Written Communication (1,621 students assessed)	137 students (9%)	441 students (27%)	1,043 students (64%)
Critical Thinking (2,599 students assessed)	199 students (7%)	355 students (14%)	2,047 students (79%)

*Mathematical or Quantitative Reasoning:* number and percentage of students who successfully completed MATH 100 (College Algebra) with a grade of C or higher.

<b>Academic Year</b>	<b>Number of Students Completing Math 100</b>	<b>Number of Students receiving C or higher</b>	<b>Percent of Students receiving a C or higher</b>
2013	2,154	1,533	74%
2012	2,044	1,434	70%

## Pittsburg State University

### Mathematics

% Students with grade of C or higher	2010-11	2011-12	2012-13
MATH 133 <i>Quantitative Reasoning</i>	<b>72%</b>	<b>79%</b>	<b>74%</b>
MATH 143 <i>Elementary Statistics</i>	<b>82%</b>	<b>77%</b>	<b>77%</b>

### Written Communication

- Collegiate Learning Assessment (CLA) used to benchmark to national results.

<b>CLA Average (1-6 possible score) FR freshmen, SR seniors</b>	<b><i>PSU 2011</i></b>	<b><i>PSU 2012</i></b>	<b><i>PSU 2013</i></b>	<b><i>National 2013</i></b>
<b><i>Writing Effectiveness</i></b>				
Performance Task	FR 2.8 SR 3.2	FR 2.3 SR 3.3	FR 2.3 SR 3.0	FR 2.9 SR 3.5
Make-an-Argument	FR 2.7 SR 2.8	FR 2.3 SR 3.2	FR 2.5 SR 3.3	FR 3.3 SR 3.7
Critique-an-Argument	FR 2.6 SR 3.0	FR 2.4 SR 3.3	FR 2.2 SR 3.1	FR 2.9 SR 3.5

### Critical thinking/problem solving

- Collegiate Learning Assessment (CLA) used to benchmark to national results.

<b>CLA Score (1-6 possible score) FR freshmen, SR seniors</b>	<b><i>PSU 2011</i></b>	<b><i>PSU 2012</i></b>	<b><i>PSU 2013</i></b>	<b><i>National 2013</i></b>
<b><i>Analytical Reasoning and Evaluation</i></b>				
Performance Task	FR 2.6 SR 3.1	FR 2.4 SR 3.3	FR 2.3 SR 3.1	FR 2.9 SR 3.4
Make-an-Argument	FR 2.7 SR 2.9	FR 2.4 SR 3.2	FR 2.5 SR 3.3	FR 3.3 SR 3.6
Critique-an-Argument	FR 2.5 SR 2.9	FR 2.2 SR 3.2	FR 2.2 SR 3.2	FR 2.8 SR 3.4
<b><i>Problem Solving</i></b> - Performance Task	FR 2.6 SR 3.1	FR 2.4 SR 3.2	FR 2.0 SR 2.9	FR 2.7 SR 3.3



## **The University of Kansas**

### *Mathematics/quantitative/analytical reasoning*

The University of Kansas conducted a pilot study of the ETS Proficiency Profile in Spring 2012. During the baseline study, approximately 100 senior (upper division) students and approximately 200 freshmen and sophomore (lower division) students were assessed. A majority of both lower (app. 49%) and upper division (app. 75%) students tested as proficient at level one, which requires a general understanding of mathematics. At the more complex level two, a minority (app. 23%) of lower division students tested as proficient, with just over 50% proficient being not proficient. A majority (app. 52%) of upper division students tested as proficient at level two, with some 23% testing as not proficient.

### *Written Communication*

In fall 2011, KU began the Assessment of Undergraduate Written Communication. Each semester, large departments (85+ majors) identified two courses to participate in the assessment. Smaller departments (85 or fewer majors) were asked to identify one course for participation. Results across all rubric dimensions reflected that 67% of 3400 students were proficient in written communication, with 25% improving and 8% testing as not proficient.

Using the ETS Proficiency Profile, KU determined that some 52% of lower division and 85% of upper division students tested as proficient at Level 1 Writing, both above the national benchmarks. At level two, only about 12% of lower division and 35% of upper division tested as proficient.

### *Oral Communication*

Oral communication is evaluated by faculty in the Communications Studies department. Throughout the semester, student speeches are assessed using a rubric developed by faculty members in the department. Overall test results of 2,525 students show that 60% tested as proficient, 32% as improving and 8% as not proficient.

## **Wichita State University**

WSU uses the Collegiate Learning Assessment (CLA) to assess critical thinking, analytic reasoning, problem solving and written communication skills. WSU's score indicates the degree to which the observed senior mean CLA score meets, exceeds, or falls below expectations established by the:

- i. Seniors' Entering Academic Ability scores (EAA = SAT Math + Critical Reading score, or ACT Composite score, or a proxy to the SAT or ACT called a Scholastic Level Exam [SLE] score on the SAT scale)
- ii. Mean CLA performance of freshmen at that school, which serves as a control for selection effects not covered by EAA.
- iii. Score results:
  1. 2009 = 103% (senior score 1288; expected score 1247)
  2. 2010 = 103% (senior score 1296; expected score 1258)
  3. 2011 = 100% (senior score 1265; expected score 1260)
  4. 2012 = 99.7% (senior score 1181; expected score 1184)
  5. 2013 = 99.6% (senior score 1174; expected score 1179)

The General Education Committee evaluates student learning outcomes on an annual basis. They have found that students are performing “at” or “near” expectations on the CLA and have recommended continued collection and analysis of data before any modifications (if any) are made. There are no statistical differences between the scores listed above.

## **Washburn University**

Washburn began administering the ETS Proficiency Profile in 2009. The scores provided below are for 2013.

### *Critical Thinking*

	WU	Nat'l
FR:	110.3	110.1
SR:	111.7	112.8
Diff:	1.4	2.7

### *Mathematics*

	WU	Nat'l
FR:	112.7	112.1
SR:	114.0	114.2
Diff:	1.3	2.1

### *Writing*

	WU	Nat'l
FR:	113.0	113.0
SR:	114.7	114.9
Diff:	1.3	2.1

### *Composite*

	WU	Nat'l
FR:	439.3	438.1
SR:	444.6	447.8
Diff:	5.3	9.7

For 2013, mean scores for Washburn’s seniors were significantly higher than Washburn’s freshmen scores in all areas. Nationally, seniors also earned higher scores than freshmen on the components of the inventory as well as the composite. Washburn’s freshmen performed at or above the national average on the critical thinking, mathematics, and writing tests, as well as on composite scores.

## Coffeyville Community College

Coffeyville expects that 70 percent of the student body will pass course outcomes at a 70 percent level in each area assessed.

### *Mathematics/Quantitative/Analytical Reasoning*

Year	2014	2015	2016
Students Tested	70		
% achieving Course Outcome benchmark	84%		

### *Written and Oral Communication*

Year	2014	2015	2016
Students Tested	188		
% achieving Course Outcome benchmark	100%		

### *Critical Thinking/Problem Solving*

Year	2014	2015	2016
Students Tested	198		
Avg. Class Score	98%		
% Meeting Outcomes	100%		

## Dodge City Community College

Dodge City uses the Collegiate Assessment of Academic Proficiency (CAAP) to assess student learning. The overall results below show how students perform in comparison to national norms in four key areas:

Area Examined	DCCC	National Norm
Writing	60.8	61.5
Mathematics	56.9	56.1
Reading	59.2	60.1
Critical Thinking	58.9	60.6

## **Kansas City Kansas Community College**

All graduates of KCKCC are required to take Collegiate Assessment of Academic Proficiency (CAAP). Each graduating student is given one test randomly selected from the five different subject examinations: Mathematics, Writing Skills, Writing Essays, Critical Thinking, or Reading. Student outcomes for tests administered in December 2013 are provided below, together with a national benchmark.

Area Tested	Average Score	National Percentile
Mathematics/Quantitative/Analytical Reasoning	55.2	56.0
Written and oral communication	61.6	61.5
Critical thinking/problem solving	60.7	60.8

## **North Central Kansas Technical College**

Currently, NCK Tech assesses written and oral communication, and mathematics at the program level.

### *Writing*

Writing is currently assessed through General Education courses, using a sample of portfolios reviewed by faculty using a rubric.

- Results for 2013-14 indicated the average score was a 3.22 on a 4.0 scale. Eighty-one percent of the students met the benchmark of a 3.0 on a 4.0 scale.

### *Oral Communication*

A sampling of student speeches selected from all sections offered are assessed.

- Results for 2013-24 showed on a 5.0 scale students scored an average of 3.89. Sixty-five percent of the speeches reviewed met the benchmark of 3.5.

### *Mathematics*

Math is assessed through General Education courses using results from a faculty developed comprehensive final examination. The same final is given to all sections offered.

- Results for 2013-14 in College Algebra, the highest of the college's math offerings, showed 83% of students meeting the benchmark of 70% or better on the final.

## Act on State University Admissions Policies

### Summary and Recommendations

*The Qualified Admissions regulations require the Kansas Board of Regents to approve admissions policies for state universities. The state university admissions policies are presented for Board action. Staff recommends approval. (8/18/2014)*

### Background

During the 1996 Session, the Legislature enacted K.S.A. 76-717, thereby replacing the State's open admissions policy with a qualified admissions policy. Universities implemented Qualified Admissions in 1997, and with a four-year window for implementation, state universities used QA criteria to admit students beginning in 2001.

The legislation also authorized the Kansas Board of Regents to adopt rules and regulations to guide implementation of Qualified Admissions. The Board subsequently adopted Qualified Admissions regulations which required admissions policies for state universities to be approved by the Board. In 2009, K.S.A. 76-717 was amended to allow the Board to adopt rules and regulations establishing standards for admission of students to the six state universities that differ from those set forth in that statute.

### Regulations and Policies Effective in Summer 2015

Pursuant to K.S.A. 76-717, and based on recommendations of a task force established to study ways to enhance student success at the state universities, the Board adopted new Qualified Admissions regulations, K.A.R. 88-29a-1 through K.A.R. 88-29a-19. State universities will use these new regulations beginning with summer 2015 applicants. The primary difference between current regulations and those effective in summer 2015 is that Summer 2015 applicants will be required to complete a precollege curriculum with a 2.0 GPA (2.5 for nonresidents) and then be admitted based on a minimum ACT composite score of 21 or rank in the top 1/3 of their high school class. Currently, applicants have three options for admission: 1) achieve a minimum ACT composite score of 21; 2) rank in the top 1/3 of their high school class; or 3) complete a precollege curriculum with a 2.0 GPA (2.5 for nonresidents).

The admissions policies that Emporia State University, Fort Hays State University, Kansas State University, Pittsburg State University, the University of Kansas and Wichita State University will use beginning with applicants for Summer 2015 maybe found online at:

[http://www.kansasregents.org/qa\\_university\\_policies\\_2015\\_2016](http://www.kansasregents.org/qa_university_policies_2015_2016).

### Regulations and Policies Effective in Summer 2016

Shortly after adoption of the regulation that required completion of a precollege curriculum, the Board began working with the University of Kansas to investigate whether those newly developed standards would be the best mechanism for enhancing student success specifically at the University of Kansas. Studies were conducted that determined an earlier application deadline, a slightly higher admission standard, and an ability to base non-automatic admissions on a more comprehensive review of the student's background would result in better retention of students from the first to second year as well as better graduation rates for those students who begin at the University of Kansas as freshmen. Accordingly, the Board adopted rules and regulations to incorporate these requirements for the University of Kansas (KU). These may be found in K.A.R. 88-29b-1 through 88-29-b-10. KU will use these new regulations for applications reviewed for the 2016 summer session.

The admissions policy the University of Kansas will use beginning in Summer 2016 may be found online at: [http://www.kansasregents.org/qa\\_university\\_policies\\_2015\\_2016](http://www.kansasregents.org/qa_university_policies_2015_2016).

### **Recommendation**

Staff has reviewed the admission policy of each state university for compliance with approved Qualified Admissions regulations. Staff recommends the Board approve two sets of admissions policies: (1) the state university admission policies located at [repeat URL], effective with summer 2015 applicants; and (2) the University of Kansas' admission policy effective in summer 2016 and found at [repeat URL]. Upon approval, each state university's admission policy will be kept on file at the Board office.

## Act on Request for Approval of a Doctor of Nursing Practice (DNP) – PSU

**Summary**

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Pittsburg State University has submitted an application for approval of a Doctor of Nursing Practice (DNP). The proposing academic unit has responded to all of the requirements of the program approval process. The University of Kansas Medical Center, Wichita State University, and Washburn University have programs utilizing this Classification of Instructional Program (CIP) code. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.*

**Background**

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Doctor of Nursing Practice (DNP) CIP Code: 51.3818
2. Academic Unit	Irene Ransom Bradley School of Nursing College of Arts and Sciences
3. Program Description	The Doctor of Nursing Practice (DNP) is an advanced level graduate nursing degree program offering the highest level of preparation for nursing practice. The DNP program will offer the major, Advanced Practice Nursing, with opportunity for specialization in the advanced practice role, Family Nurse Practitioner in two tracks, the BSN to DNP and MSN to DNP. An emphasis in nursing education will be an elective option. At completion of the program, graduates will possess the terminal degree for nursing practice and will be prepared to function as expert clinicians, nurse leaders and/or clinical nursing faculty. They will be eligible to sit for national certification in their specialty and will be eligible to make application for licensure as advanced practice registered nurses (APRNs).
4. Demand/Need for the Program	The American Association of Colleges of Nursing (AACN) recommended that by 2015 all advanced practice nursing preparation programs transition from a master's degree to a Doctor of Nursing Practice. The national accrediting body for graduate nursing education, the Commission on Collegiate Nursing Education, quickly updated accreditation standards to reflect this recommendation and, in response to the Affordable Care Act, the Institute of Medicine recommended that by 2020 the field of nursing provide twice as many doctoral graduates in order to build a primary care workforce in the United States to meet increasing demand particularly in underserved rural areas. Perceived need in Kansas for increased numbers of primary care providers into the future is as high as 25%. In addition, recent Kansas Department of Labor data indicate the need to increase the number of nursing faculty nearly 25% by 2020 to meet the demand for training nurses capable of providing quality local primary care. PSU conducted a feasibility study to determine interest in a DNP program. Clinical nursing students, alumni, advisory board members and local employers were surveyed. Serious interest in enrolling in the first cohort of the DNP program was expressed by alumni and students (143 of 382 returned surveys or 37%) and 68% of employers returning surveys stated doctoral-trained advanced practice nurses are essential for future staffing needs. Conversion of the existing advanced practice in nursing program to a DNP provides residents of the region the opportunity to enjoy enhanced access to superior primary health care, ability for the program to remain current with national

	standards/expectations/state-level demand, and offers PSU students the ability to compete for excellent jobs in the current healthcare climate.
5. Comparative /Locational Advantage	Since 1995, the advanced practice nursing programs at Wichita State University, Fort Hays State University and Pittsburg State University have been offered collaboratively with the University of Kansas serving as leader. Nursing faculty at these institutions co-teach select courses across the collaborative, serve as adjunct instructors at institutions in the collaborative, and cooperate in special projects and initiatives. The faculty and institutional collaborations would continue at the doctoral level as Pittsburg State moves to the DNP. PSU would be the first rural-based DNP program in the state and the only advanced practice program in the region of the state. This is significant because a majority of southeast Kansas counties are in the bottom quartile of the Health Index ranking for the state. Clearly, the advanced practice program in nursing serves as a direct link to both quality nursing instruction and primary healthcare delivery for the region and beyond.
6. Curriculum	The DNP curriculum with a major in Advanced Practice Nursing has two points of possible entry, post-baccalaureate or post-masters. The BSN to DNP track requires completion of 74-77 credit hours. The MSN to DNP track requires completion of 33-38 credit hours. The emphasis in Nursing Education requires completion of nine credit hours and is reflected in the aforementioned credit hour totals. State regulations and nationally recognized standards, competencies, and practice hours required for graduate nursing programs, licensure as an advanced practice registered nurse, role/population-focus, and nurse educator emphasis are met in the curriculum.
7. Faculty Profile	Full-time faculty number 18 including the director. Of the 18 faculty, nine are in tenured or tenure-earning positions thus representing the core faculty for teaching the DNP. Six of nine core faculty possess terminal degrees with three more in ABD status, two of which are on target to complete the PhD in Nursing, Summer 2014. One full-time faculty member who is not currently on tenure-track is completing coursework in a PhD program. With start of the DNP, plans include the hire of two terminally prepared faculty in tenure-earning lines at an annual cost (salary/fringe) of \$144,610. More than half of the faculty are advanced practice nurses holding licenses and/or national certifications as advanced practice nurses.
8. Student Profile	The Irene Ransom Bradley School of Nursing has 557 undergraduate and graduate nursing students Fall 2013, representing nearly 7% of the overall student body. Current enrollment in the advanced practice in nursing program numbers 47. Graduate students in nursing are pursuing academic progression to further their personal and career goals, make a greater impact on patients and populations in the health care system, and provide a more secure economic foundation for themselves and their families. They typically are employed as a full or nearly full-time worker, many with families depending upon their income. PSU is a current recipient of a United States Department of Health and Human Services, Health Resources and Services Administration, Advanced Education Nurse Traineeship Grant thus enabling qualified recipients to limit their hours of work as they advance in the clinical components of the present master's level advanced practice in nursing program. Recipients of funding are closely tracked. Of the 27 graduate students currently receiving funding, 100% represent eight medically underserved counties in Kansas and two medically underserved counties in Missouri. Over the past two graduating classes, 44 of the 45 graduates or 97.77% are currently employed



	serving residents in medically underserved areas. The 2012 class is employed in rural health clinics, health population shortage areas, community health centers or teaching in a rural based nursing program.
9. Academic Support	Unlike the research-based PhD in Nursing, the DNP is a practice-focused doctoral degree preparing experts in the specialized role of advanced practice nursing. The American Association of Colleges of Nursing defined this level of advanced practice nursing as a form of nursing intervention influencing health care outcomes for individuals or populations including direct care and management of care. The DNP focuses on innovation and integration of sound evidence into the advanced level of nursing practice. Rather than a traditional dissertation, this degree requires the completion of practice-oriented application projects in capstone course experiences. PSU is well-positioned to support this level and form of innovation, practice and utilization of evidence. The nursing program maintains agreements with all major healthcare systems in the region as well as many practicing physicians and advanced practice registered nurses to provide graduate student clinical experiences.. However, an additional classified administrative assistant is needed to support the DNP at an annual cost (salary/fringe) of \$42,106.
10. Facilities and Equipment	No new space or major equipment purchase will be required. Minor remodeling will be needed to create faculty office space from an existing work area in McPherson Hall and will cost \$10,000.
11. Program Review, Assessment, Accreditation	The Irene Ransom Bradley School of Nursing is committed to a culture of continuous quality improvement. The nursing programs of the Irene Ransom Bradley School of Nursing are currently accredited by the Commission on Collegiate Nursing Education and will seek, as soon as eligible, accreditation of the DNP program. The DNP program, upon approval, will be entered into the university rotation cycle for program review. Evaluation of program and learner outcomes will be both formal and informal. Outcomes of techniques for assessment will be reported in the aggregate on a yearly basis. Techniques will include evaluation utilizing: standardized tests; capstone project; oral defense of capstone; residency outcomes; national certifying examinations; clinical competencies; alumni survey; employer survey; employment rate; student exit program survey; comprehensive written examination; graduation rate; and, portfolio. Faculty and course evaluations will be utilized per university protocol. Advisory board and student leaders will be utilized for informal input. The nursing programs of the Irene Ransom Bradley School of Nursing are approved by the Kansas State Board of Nursing (KSBN). The DNP program will seek approval from KSBN as soon as eligible in 2014. PSU will pursue specialized accreditation for the DNP program as soon as the program is eligible, presuming pursuing such accreditation is approved by the Board. It is anticipated pursuing specialized accreditation from the Commission on Collegiate Nursing Education will cost \$21,500.
12. Costs, Financing	The university has pledged funding of a three year implementation phase for the DNP. It is projected that the DNP will: generate \$564,480 per year when fully implemented; cost \$218,716 per year in recurring annual expenses; and, lose \$261,754 in generated revenue when the current MSN is terminated. The result is an anticipated annual net profit or at least margin for budget error of \$84,010. Supplemental tuition beyond current tuition levels and an additional per semester graduate nursing fee are key components of the anticipated revenue generation.

**CURRICULUM OUTLINE  
NEW DEGREE PROPOSALS**  
Kansas Board of Regents

**BSN to DNP Curriculum**

I. Identify the new degree:

Degree: Doctor of Nursing Practice (CIP Code: 51.3818)  
Major: Advanced Practice Nursing  
Advanced Practice Role and Area of Specialization, Family Nurse Practitioner  
Optional Emphasis, Nursing Education

II. Provide courses required for each student in the major:

Course Name and Number	Credit Hours
Core Courses	
Prerequisite course: Graduate level statistics	3
NURS 801 DNP Intensive Seminar	1
NURS 713 Leadership in Advanced Practice Nursing	3
NURS 712 Issues & Rules in Advanced Practice Nursing	2
NURS 730 Advanced Health Promotion: Individual, Family and Community	3
NURS 803 Advanced Health Assessment	2
NURS 806 Primary Care I: Management of Common Health Problems Throughout the Lifespan	3
NURS 812 Primary Care II: Management of Complex Health Problems Throughout the Lifespan	3
NURS 817 Pharmacodynamics for Advanced Practice Nursing	1
NURS 809 Advanced Pathophysiology	3
NURS 800 Theories Related to Nursing Practice	2
NURS 818 Applied Drug Therapy	3
NURS 885 Informatics for Healthcare	2
NURS 894 Principles of Epidemiology	2
NURS 888 Health Policy	2
NURS 889 Impact of Health Determinants	3
NURS 900 Quality, Safety, and Practice Outcomes	3

NURS 806, 812 and 818 are courses currently being co-taught as part of the Kansas Advanced Practice Collaborative with the University of Kansas, Fort Hays State University and Pittsburg State University.

Electives

Required Electives \* 3 – 6

\*Required electives are to be selected either from the following optional emphasis in Nursing Education courses or from other PSU graduate courses (to be determined and approved by the student, their DNP advisor, and the faculty teaching the course). Optional Emphasis (9 hours) in Nursing Education includes:

NURS 855 Teaching Strategies	2
NURS 854 Teaching Strategies: Practicum	1
NURS 853 Evaluation of Nurse Educator	1

NURS 850 Curriculum Development	3
NURS 856 Education Practicum	2
Research	
NURS 892 Healthcare Research	4
NURS 895 Interpreting Research for Evidence-Based Nursing Practice	2
NURS 911 Tools for Practice Scholarship	2
Practica	
NURS 804 Advanced Health Assessment Practicum (96 hours)	2
NURS 807 Primary Care I: Practicum (144 hours)	3
NURS 813 Primary Care II: Practicum (144 hours)	3
NURS 828 Primary Care III: Preceptorship (240 hours)	5
NURS 910 Residency (144-288 hours)	3-6
NURS 920 DNP Capstone Project (288)	6

Totals: The number of credit hours required for the BSN to DNP degree is 74. With the optional emphasis, Nursing Education, the BSN to DNP degree is 77 credit hours.

**CURRICULUM OUTLINE  
NEW DEGREE PROPOSALS**  
Kansas Board of Regents

**MSN to DNP Curriculum**

I. Identify the new degree:

Degree: Doctor of Nursing Practice (CIP Code: 51.3818)  
Major: Advanced Practice Nursing  
Advanced Practice Role and Area of Specialization, Family Nurse Practitioner  
Optional Emphasis, Nursing Education

II. Provide courses required for each student in the major:

Course Name and Number	Credit Hours
<b>Core Courses</b>	
Prerequisite course: Graduate level statistics	3
NURS 801 DNP Intensive Seminar	1
NURS 808 Translation to Doctoral Leadership & Theory	3
NURS 885 Informatics for Healthcare	2
NURS 894 Principles of Epidemiology	2
NURS 888 Health Policy	2
NURS 889 Impact of Health Determinants	3
NURS 900 Quality, Safety, and Practice Outcomes	3
<b>Electives</b>	
Required Electives*	3
*The required elective is to be selected either from the following optional emphasis in Nursing Education courses or from other PSU graduate courses (to be determined and approved by the student, their DNP advisor, and the faculty teaching the course). Optional Emphasis (9 hours) in Nursing Education includes:	
NURS 855 Teaching Strategies	2
NURS 854 Teaching Strategies: Practicum	1
NURS 853 Evaluation of Nurse Educator	1
NURS 850 Curriculum Development	3
NURS 856 Education Practicum	2
<b>Research</b>	
NURS 895 Interpreting Research for Evidence-Based Nursing Practice	2
NURS 911 Tools for Practice Scholarship	3
<b>Practica</b>	
NURS 910 Residency (96)	2
NURS 920 DNP Capstone Project (288)	6
Totals: The number of credit hours required for the MSN to DNP degree is 32. With the optional emphasis, Nursing Education, the MSN to DNP degree is 38 credit hours.	

**IMPLEMENTATION YEAR: FY 2015**

Fiscal Summary for Proposed Academic Programs

Institution: **Pittsburg State University**

Proposed Program: **Doctor of Nursing Practice**

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	10	4	20	8	30	12
B. Total SCH taken by all students in program	312		648		888	
Part II. Program Cost Projection						
A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
Base Budget Salaries	\$213,716		\$213,716		\$213,716	
OOE	\$5,000		\$5,000		\$5,000	
Total	\$218,716		\$218,716		\$218,716	

Indicate source and amount of funds if other than internal reallocation:

One-time expenses for accreditation and minor facility renovation to create two faculty offices equal \$31,500. Sources of funding for the DNP include allocation of multi-level budget resources and supplemental tuition and fees structure.



**Date:** May 27, 2014

**To:** Jean Marie Redeker, Ph.D.  
Director of Academic Affairs  
Kansas Board of Regents  
1000 SW Jackson  
Suite 520  
Topeka, KS 66612-1368

**Re:** On-Site Review of the Proposed Doctorate in Nursing Practice (DNP) at Pittsburg State University, Pittsburg, Kansas

**Date of Review:** June 12-14, 2014

**From:** Kathryn Hope, Ph.D., Team Chair  
Head, Department of Nursing  
Missouri State University

Anthony Ramsey, Ph.D.  
Director, School of Nursing  
Radford University

William McBreen, Ph.D.  
Dean, College of Nursing and Health Sciences  
Winona State University

**Attachments**

- Agenda
- Attendees at meetings with name and title

## **Review of Standards**

### **Purpose of the Site Visit**

The three-day site visit was conducted for the purpose of assessing the proposed Doctor of Nursing Practice (DNP) program's compliance with the Kansas Board of Regents' standards for initiating new academic programs and ensuring the quality of new degree requests. Specifically, the team was requested to provide a written assessment of and recommendations for the following areas: program justification and student/graduate demand, curriculum quality, program faculty quality and supply of faculty to support the new program, academic support services, and adequacy of facilities and equipment to support the new program. The Review Team was requested to submit a written report of their findings and recommendations to the Kansas Board of Regents within 30 days following the site visit.

### **Conduct of Site Visit**

The Review Team members were provided with preparatory materials well in advance of the site visit. These materials included the Kansas Board of Regents Standards for New Programs and the new academic DNP program proposal submitted by Pittsburg State University to the Board, as well as the new Degree Request. Other materials reviewed at the time of the visit were the following: DNP Faculty Curriculum Vitae, DNP Program Course Descriptions, proposed Budget for the DNP, DNP Student Handbook, DNP Needs Assessment, the Assessment Plan for the MSN program, and the most recent Commission on Collegiate Nursing Education (CCNE) accreditation site visit report. Additional information reviewed included the University vision and strategic plan, and other materials available on the website.

During the visit, the Review Team met with the following in face-to-face meetings: the Leadership of the University (President; Provost; Dean of the Graduate and Continuing Studies; the Grants Coordinator; the Provosts Leadership Council to include the Deans of Arts and Sciences, Business, Technology, Education, and Library; the Dean and Associate Dean of the College of Arts and Sciences); the School of Nursing (the Director of the School of Nursing, and ten Nursing faculty who teach in undergraduate and/or graduate programs); the External Advisory Board (which included 19 members representing retired faculty, alumni, PSU faculty, representatives of the University of Kansas and Community Colleges in the region, and leadership representing numerous health organizations that employ graduates of the School of Nursing and serve as clinical sites, and a retired Kansas State Senator); and students (13 current students from all programs, alumni, and prospective students for the new DNP program). A list of those interviewed is included as an attachment to this document.

The Review Team was given an extensive tour of the campus and its facilities. A tour of the School of Nursing administration building and its office space, clinical labs, conference rooms, classrooms, technology area, and student study areas was conducted.

## **Executive Summary**

The External Reviewers enthusiastically recommend approval of the new Doctor of Nursing Practice (DNP) degree program submitted by Pittsburg State University. The program will be the first doctoral program at the institution and have two entry points: a BSN to DNP option as a family nurse practitioner and a Post-Masters option for advanced practice nurses. The DNP program is a transition of the current Master of Science in Nursing program to the doctoral level in response to changing professional standards. The proposed DNP program has strong support across the

university at all levels and from the community, and is well-aligned with the mission of Pittsburg State University and the Department of Nursing. It also is clear that the program meets the primary care needs of the Southeast Kansas regions.

The School of Nursing has done an excellent job of developing the DNP proposal that addresses the Kansas Board of Regents standards for new programs. The reviewers conclude that there was evidence to support compliance with each of the standards. However, individual comments related to each standard and reviewer recommendations will be presented below. The reviewer recommendations are directed to the DNP faculty to consider as they implement the new DNP program.

The proposed DNP program would be the fourth DNP program in the state, joining the University of Kansas, Wichita State University, and Washburn University. The DNP at Pittsburg State University will continue to be a collaborative program, with the University of Kansas and Fort Hays State faculty sharing teaching of the Family Nurse Practitioner primary courses. The Pittsburg DNP will have a unique emphasis on rural health, thereby addressing the needs of the region it serves.

The current graduate family nurse practitioner program at Pittsburg State has strong demand from students, and its graduates are in high demand by employers. The quality of the current FNP program is supported by its accreditation by the national nursing accreditation organization and approval by the Kansas Board of Nursing, and provides a strong foundation for the new DNP. Pittsburg State University is capable of supporting the proposed program, and we recommend without reservation that the Kansas Board of Regents approve the proposed Doctor of Nursing Practice Program.

### **Program Mission**

The review team read the Strategic Plan of the institution, which was adopted in 2007 and reaffirmed in 2010. (Note that a new strategic plan is currently under development.) As a comprehensive regional institution, the Regents Mission for the University is to offer undergraduate and graduate programs and services to the people of Southeast Kansas but also to others who seek the benefits offered. PSU has a statewide mission in technology and economic development and facilitates partnerships with secondary and postsecondary educational institutions, business, and industries to meet that mission. Among its stated values are a “student-centered philosophy, and partnerships with the region and people of Kansas.” The strategic plan developed by a PSU Task Force specifically identifies the development of two doctoral degrees in program areas unique to Pittsburg State University as a high priority.

The Program has very strong support from the University, including the President, the Provost, the Dean of the Graduate College, and the Deans of other colleges at PSU. Those interviewed express the need for the program and support the University implementing and funding the program.

Nursing at PSU has had a long history of educating undergraduate and graduate nurses from the area who remain in Southeast Kansas to work after graduation (over 80% of graduates stay and work in the region). PSU is the only four-year Kansas university within a radius of 100 miles or more in their part of Kansas and thus has developed into a multi-purpose regional university.

In 2006, the member schools of the primary nursing professional organization, the American Association of Colleges of Nursing, voted to ratify the doctoral degree as the minimum level of



education for advanced practice nurses by 2015. Since that time, over 200 nursing programs preparing advanced practice nurses have moved their programs from the masters to the doctoral level. The School of Nursing has had a long collaboration with the nursing programs at Fort Hayes State University and Wichita State University to produce graduate programs, with the University of Kansas as the leader. Nurse practitioner faculty from each collaborative program provide faculty for teaching core nurse practitioner courses and will continue to do so in the new DNP at PSU. Currently, DNP programs in Kansas include the state institutions of the University of Kansas, Wichita State University, and Washburn University of Topeka--all of which have family nurse practitioner programs--as well as others. Both University of Kansas and Wichita State DNP programs are accredited by CCNE. The three current DNP programs in Kansas serve urban areas, whereas PSU clearly serves a rural population of students, employers, and those needing healthcare.

The School of Nursing did an extensive needs assessment to determine the demand from students for the program, as well as demand from employers for the graduates. The assessment revealed strong support for the program and a very high demand for the family nurse practitioner graduates. A survey of regional health care systems and agencies indicated substantial demand for graduates especially in the advanced practice specialty of Family Nurse Practitioner. Survey analysis indicated strong support for hiring of DNP graduates.

Workforce development recommendations from the state of Kansas also support the need for the program, specifically the need to increase enrollment of prospective nursing faculty by over 25% to meet the demands of nursing education programs. The DNP program proposal includes a proposed emphasis option in nursing education that will prepare DNP level Family Nurse Practitioner faculty for employment in nursing education.

The External Advisory Board members echo the strong influence the PSU nursing graduates have on the quality of primary care in southeast Kansas and have been strong advocates of the move toward the DNP program. BSN students ( $N = 19$ ) currently in the program voiced strong interest in applying for the new program. They expressed interest in the program due to the quality of previous programs they had at PSU, the appeal of the hybrid approach, and the relatively short drive to the University for classes and testing. Enrollment in the masters level family nurse practitioner program (MSN-FNP) has been strong, and current students and alumni support their interest in the new DNP.

All of the students and alumni interviewed reside within one hour of Pittsburg, Kansas. Students will be recruited for the DNP from the rural underserved areas of the University's service area that extends from south of Kansas City; east of Wichita; west of Springfield, Missouri, and north of Oklahoma City. The family nurse practitioner program at PSU has a strong application history, and all indications are that it will remain strong as it moves to the DNP.

#### **Strengths:**

- 1. The PSU strategic plan (2007, and reaffirmed in 2010) documents the intent to develop two new doctoral programs. The DNP is consistent with PSU's designation by the Kansas Board of Regents as a regional institution that delivers programs and services to the Southeast Kansas region.**
- 2. There is a history of collaboration with other state nursing programs to deliver graduate nursing education, which will continue at the doctoral level. Specifically, University of Kansas School of Nursing is the leader, with Fort Hays State University and Wichita also involved at various levels. The University of Kansas**

and other partnering schools will continue to teach three family nurse practitioner clinical courses in the new DNP program, which uses faculty resources and expertise efficiently. The PSU DNP rural emphasis provides a unique perspective from the other state DNP programs.

3. Strong support is voiced from the University for this program, starting at the President and his leadership team; down to the faculty, students, and alumni; and extending to members of the community and surrounding region. This support is further substantiated by the results of the excellent needs assessment done for this program.
4. Pittsburg State University is supporting the growing movement of advanced practice programs transitioning to the doctoral level as advocated by the American Association of Colleges of Nursing.

### **Student Demand**

Students can enter the DNP program either after having completed a Bachelor of Science in Nursing Degree (BSN to DNP) or after having completed a masters in nursing as an advanced practice nurse. From personal experience of a team reviewer, enrollment in the MSN to DNP programs have been variable across Missouri, with initial interest followed by decreasing enrollments. However, demand elsewhere in the United States has been high, with DNP enrollments increasing by over 20% from 2012-2013 as reported by AACN data on their website (<http://www.aacn.nche.edu/>). Student demand for the MSN-FNP program at PSU has been strong, and it will be anticipated that enrollment will continue to be strong in the new program.

The DNP program admitted its final class of MSN-FNPs for fall 2014 and will transition the program out in 2015. The DNP program will admit ten full-time students and four part-time students each year for a total maximum of 30 full-time students and 12 part-time students at full capacity at the end of three years. Currently, PSU supports 46 family nurse practitioner students in the MSN program, which will be similar to the number in the DNP.

### **Graduate Demand**

The demand for graduates will primarily be in the areas below:

- Primary care providers in health systems, rural clinics, federally qualified health centers
- Academic positions in associate degree, bachelors, or masters programs in nursing.

The Review Team found the School of Nursing has a well-developed budget model for the DNP. The model is planned to be financially self-sustaining after three years (FY 19), which is based on full student enrollment tuition and fees. The University has agreed to subsidize the program through annual recurring and one-time costs until that time. The model supports the addition of two faculty, an administrative support person, and four adjunct faculty positions to release core faculty from other responsibilities.

### **Recommendation:**

1. The impact of student enrollment on the established DNP budget should be monitored closely as the program is implemented.

### **Curriculum**

The Doctor of Nursing Practice program (BSN to DNP and the Post-Masters DNP) were developed by the nursing faculty with input from key stakeholders in the area. The review of the program curriculum and the program objectives was based upon the accreditation standards of the Commission for Collegiate Nursing Education (CCNE); the standards of the American

Association of Colleges of Nursing (AACN) *Essentials for Doctoral Education for Advanced Nursing Practice* (October, 2006); and the advanced nursing practice standards of the National Organization of Nurse Practitioner Faculties (NONPF). These standards will also be utilized as determinates of effectiveness by future CCNE program evaluators.

The program curriculum is strong and based upon these accreditation and advanced nursing practice standards. The overall program outcomes are identified clearly and serve as the framework for course and learning outcomes and teaching/learning strategies used throughout the program. Program objectives were cross-referenced with specific AACN *Essentials*.

The BSN to DNP programs consists of 74-77 credit hours of full-time study over three calendar years. The MSN to DNP consists of 32-38 credit hours over four semesters in full-time study and more in part-time study, which is consistent with other programs. An elective emphasis of nine credit hours in nursing education is available. Graduates of the BSN to DNP will be eligible to take one of the national certification exams as a family nurse practitioner. The BSN to DNP program requirements of 1,056 clinical practice hours is above the 1,000 minimum hours required by the national standard. The MSN to DNP program recognizes the practice hours in the MSN program and requires 432 additional clinical credit hours.

The review team had opportunity to review current and proposed course syllabi. The syllabi reflect well-developed learning experiences that support the program outcomes and national accreditation and advanced nursing practice standards. Included in the learning experiences are ample opportunity for face-to-face discussion, technology-enhanced learning, and clinical simulation experiences. Assignments included in the course syllabi are appropriate to each course and to the program outcomes. The program has ample clinical sites for delivery of the clinical and practicum requirements of the program. Students and faculty interviewed during the review supported the availability of rural clinic and acute care sites for student learning. The program has contracts with over 100 clinical agencies that will provide strong practice doctorate level experiences.

During an interview with 13 current, former, and prospective graduate nursing students, the quality of learning experiences in the existing masters nursing program were supported. Students reflected that course work effectively prepared them for the family nurse practitioner role. Students voiced confidence that the program faculty were prepared to develop effective learning experiences for students in the proposed DNP program and were strong advocates for student success.

Proposed learning experiences were discussed in detail during the review team's interview of the nursing program faculty. The faculty have a well-developed plan for implementation of the curriculum including the capstone level, evidenced-based project. The faculty have conducted an extensive review of models for helping students learn and apply the major concepts central to the highest level of nursing practice.

Curriculum includes content, learning experiences, and program outcomes consistent with the accreditation requirements of CCNE and the advanced nursing practice standards of the National Organization of Nurse Practitioner Faculties (NONPF). A requirement for CCNE accreditation is a curriculum based upon the American Association of Colleges of Nursing's *Essentials for Doctoral Education for Advanced Nursing Practice* (October, 2006).

**Strengths:**

1. **Collaboration with KU and Fort Hays State provides expertise and faculty resources to the program. Representatives from the nursing programs meet on a regular basis to discuss the curriculum and any other issues to maintain program quality**
2. **The DNP program offers elective courses in nursing education that will address nursing faculty needs in the surrounding nursing programs in the state.**

**Recommendations:**

1. **The rural emphasis is a strength of the program considering its geographic location and placement of graduates within the region. The faculty and students identify the rural focus of the program; however, that emphasis is not clear in the curriculum or objectives.**
2. **The only area of concern raised by the review team was the level with which AACN *Essentials* standards 3 and 8 are reflected in the stated program outcomes. The reviewers recommend that the program faculty edit program outcomes to more explicitly reflect these two standards. The program objectives include competencies in integration of theory and research into practice, leadership, technology management, communication, advocacy, and professional development.**

**Faculty**

The External Review Team met with the majority of the core faculty who will teach in the DNP program, as well as faculty from other nursing programs. The Team also met with students currently in the programs who could speak to the learning environment and experiences with the faculty and the program. The team reviewed the curriculum vitae and teaching loads of the faculty who will be teaching in the DNP program, as well as the DNP budget and Faculty Workload documents.

The Team found the number and qualifications of the core faculty appropriate for the implementation phase of a quality practice doctorate program and supportive of the PSU mission. The Provost acknowledged it is difficult to attract qualified faculty to Pittsburg State University. However, the University and School of Nursing has a very effective "Grow Your Own Policy." This is evident in the nursing faculty at PSU, with three completing their PhD or DNP degrees.

Currently, the Department has 18 faculty, of which nine will teach in the DNP program. Six of those have terminal degrees, and three are ABD status and will graduate before the program is started. Four of the nine are tenured. Two additional faculty will be hired for the DNP program. Twelve faculty are advanced practice registered nurses (APRN). Many of the faculty teach across multiple programs. In addition, collaborative faculty from KU and Fort Hayes University will teach in the three FNP courses, Primary Care I, II, and III. Faculty experience and education are consistent with CCNE standards and the family nurse practitioner role. Family nurse practitioner faculty are involved in active clinical practice that supports the program. In addition, four adjunct faculty will be hired to release faculty for DNP duties. The budget also identifies funding for two graduate assistants for the DNP program.

The School of Nursing currently has a large number of pre-nursing students whom the faculty advise, as well 150 BSN students, 65 BSN Completion students, and 46 MSN FNP students, and a certified nursing assistant program. The faculty do advising for all of the programs. The current

MSN-Nurse Educator program will be integrated into the BSN to DNP, while the current administrative emphasis at the MSN level will be dropped.

The program staff are supportive of effective delivery of the program. Included in the proposed budget is an additional administrative assistant for the nursing programs. The reviewers find this level of support adequate to meet the needs of program faculty and students.

Two graduate assistants are proposed to be added.

The faculty at PSU are represented by a Collective Bargaining Agent who negotiates established faculty workload. The workload formula is based on the number of credit hours and contact hours for different types of teaching and is specific to each program. The program leadership has developed a workload plan for the nursing faculty that is inclusive of teaching responsibilities across all nursing programs. The work plan reflects a heavy but acceptable workload for faculty. A consideration for the program leadership is the number of tenure track faculty who are ABD status. Currently, three of the five tenured earning faculty are listed as ABD. There may be workload concerns for these faculty as they complete their doctoral education and contribute to the start-up of the DNP program.

#### **Strengths:**

- 1. The core faculty members for the DNP are well-qualified and consistent with the needs and rigors of a DNP level program. They have peer-reviewed publications, national presentations, clinical practice, and external funding to support a doctoral program.**
- 2. The KU faculty who will teach the FNP clinical courses provide resources for the DNP program. The three state schools have weekly conference calls to discuss issues.**
- 3. The University and School of Nursing support faculty pursuing terminal degrees and clinical practice to maintain current knowledge and skills.**

#### **Recommendations:**

- 1. Continued monitoring of the impact of the DNP program on the workload as it is implemented, in particular the impact of the doctoral projects on faculty workload and the time needed for advising and mentoring doctoral students.**
- 2. Review best practices and current DNP program practices for managing faculty workload with DNP projects. Consider focusing projects on research interests and expertise of the faculty, as well as needs of the healthcare systems in the region.**
- 3. It is uncertain whether the current formula use for converting credit hours to FTEs for faculty workload will be effective for the DNP, and this should be evaluated.**
- 4. Continue mentoring of tenure earning faculty and monitor workload impact on their progress toward tenure and promotion.**

### **Academic Support Services**

The External Review Team met with the Deans of Library Sciences and of Graduate and Continuing students and met with students who commented about their experiences with support services. The Team also toured the campus and the School of Nursing.

The PSU campus is pleasant and well-groomed with ease of access among the essential services housed across campus. New building projects include a new student union and a new sports



events facility. The Deans of the University report adequate classrooms on campus for scheduling.

The Dean of the Graduate and Continuing Studies reported the services the office offers to faculty and students have increased over the last two years. The office provides a variety of workshops and funds to develop faculty on grant writing and sponsors a speaker series on research. Also, the office offers a variety of internal research grants for faculty. Support for faculty research is increasing in depth and scope. The Dean elaborated on how senior nursing researchers are mentoring the junior nursing faculty in the Department.

For students, the Graduate Office provides funding for student projects and is responsible for graduate recruitment and retention. There is an innovative graduate Writing Project in which students work as a group with the Writing Center to complete a thesis or project. The University has statistical consultation availability for students and faculty.

The Library Services at PSU provide strong support for the nursing programs, including the new DNP, and no new library materials are indicated. There are many new online learning resources, including large healthcare databases and the up-to-date medical reference system that provide good support for the doctoral and family nurse practitioner needs. The library cooperates with KU Medical School for resources and routinely provides classes for nursing students on the library services offered. The faculty are able to imbed library resources into the course management system for their courses. The University has recently moved student success and writing assistance services to the library as an Information Commons to centralize services.

There are excellent technology resources on campus that support the faculty, students, and the DNP program. Current students report excellent support from the library as well as from Technology Services. The "Gorilla Geeks" will help with hardware and software issues on campus and at home. The School of Nursing has a computer lab adequate for computer testing and student computer use. The Nursing programs use Typhon software for uploading their assignments, designing and managing their portfolios, and tracking their clinical progress, which will facilitate with managing data required by accreditation and external funding agencies. Students report that the joint-offered FNP clinical courses work well in the online teaching environment. For every course, there is a faculty member at PSU who is a designated contact person.

The University has a strong array of academic resources available to students. Additional resources would not be needed to start the DNP program.

**Strengths:**

- 1. The University is developing strong academic support resources for faculty and students in areas of research, library, and technology resources. The resources are current and readily available to students.**
- 2. The students voice strong support for the academic services on campus.**

## **Facilities and Equipment**

The External Review Team believes the current facilities and equipment are adequate to support the doctoral program based on the information provided by the proposal and the tour of facilities.

The current facilities for the School of Nursing are in excellent repair and create an inviting learning space. The School Director has indicated that approximately \$10,000 worth of renovations will be completed for space for offices for the new faculty hired for the DNP. The funding will come from the University. The remainder of the School spaces (faculty and staff offices, labs, classrooms, conference rooms) are adequate in number and furnished tastefully and comfortably for the services they provide. There are numerous classrooms of various sizes to match the needs of the varying programs. All are equipped with current technology requirements. Computer labs are available that allow computerized testing for even the larger classes. A simulation lab with individual patient rooms and a skills laboratory are adequate to support the programs. A primary care simulation room is well-equipped to use for health assessment and primary care skills. No new simulation or lab equipment will be required for the DNP program beyond current maintenance and updating.

The DNP budget includes an increase of \$20,000 per year for the School of Nursing Operating Budget to address increased costs of the program. This would seem adequate considering the total number of students in the school is not expected to increase. In addition, the Departments/Schools at PSU have a defined process for requesting new funds for programs, facility renovation, or equipment beyond the yearly budget needs.

## **Program Review, Assessment, and Accreditation.**

The DNP Proposal and the Nursing faculty document that a culture of continuous quality improvement exists. Based on the information provided in the proposal, the DNP program will meet standards for program review as set by the PSU College of Arts and Sciences, the Kansas Board of Regents, the Kansas State Board of Nursing, and the Commission on Collegiate Nursing Education (CCNE), the accrediting agency for the School of Nursing programs.

Student assessment includes formative and summative procedures. A variety of methods will be used to evaluate student learning and program objectives including the following: pre-test and post-test methods on standardized critical thinking exams, performance on written comprehensive exams, the DNP Portfolio and oral presentation of the DNP capstone project, performance on the capstone project, first-time pass rate on the FNP certification exam, and employment and graduation rates, as well as student exit and alumni survey data. These are consistent with the MSN-FNP Assessment plan that clearly identifies benchmarks for each outcome, methods of measurement, and results. Additional forms of data to evaluate learning include course evaluations, feedback from students on standing committees, and the External Advisory Board.

The DNP program has six identified program outcomes, which the DNP Proposal states are tied directly to the required essential elements of DNP programs as set forth by the American Association of Colleges of Nursing and required competencies of advanced practice in nursing programs as set forth by the National Organization of Nurse Practitioner Faculty.

The existing nursing programs are accredited by the Commission on Collegiate Nursing Education until 2020 and approved by the Kansas State Board of Nursing until 2009. Plans are to seek accreditation from CCNE in fall 2016, pending Kansas Board of Regents approval. The

DNP program will be presented to the Kansas State Board of Nursing during the 2014 calendar year. Projected costs for initial accreditation and approval for the DNP program is \$21,500.

**Strengths:**

1. The current Nursing programs at Pittsburg State are accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Kansas State Board of Nursing.
2. The DNP proposal has a solid plan for assessment of student learning and program outcomes.
3. The DNP program has an established timeline and budget for obtaining approval and accreditation.





## Pittsburg State University

OFFICE OF THE PROVOST

June 11, 2014

Kansas Board of Regents  
1000 SW Jackson Street, Suite 520  
Topeka, KS 66612-1368

Dear Regents:

As requested, we are responding to the curricular recommendations provided on page 6 of the KBOR external review team report for the Doctor of Nursing Practice proposal.

Concerning the first recommendation, the rural focus included in our DNP mission statement is now overtly highlighted in the program outcome statements. It always was our intent for the program to emphasize a unique rural nature due to the location of Pittsburg State compared with other Kansas universities offering the DNP. We appreciate the review team's perception that this emphasis could, and should, be more clear and obvious in the proposal and curriculum.

In addition, select course titles will be revised to more clearly emphasize the program's rural focus with course descriptions updated accordingly. An example is changing NURS 801 "DNP Intensive Seminar" to "DNP Intensive Seminar for Advanced Nursing Practice in Rural Settings."

In response to the second recommendation, we expanded the list of program outcomes from six to eight, one for each of the eight current American Association of Colleges of Nursing, *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN *Essentials*) standards. The Pittsburg State University DNP program outcomes now are:

1. Integrate theories and research from nursing science and other disciplines in provision of the highest level of nursing practice. (*AACN Essentials 1*)
2. Evaluate organizational and systems leadership for the improvement of nursing care and healthcare delivery outcomes in primarily rural settings. (*AACN Essentials 2*)
3. Use analytical methods in dissemination of findings of clinical scholarship in support of evidence-based practice. (*AACN Essentials 3*)
4. Contribute to improving rural nursing and healthcare through managing information systems and patient care technology. (*AACN Essentials 4*)
5. Synthesize healthcare policy in advocacy for patient/family care in all populations with emphasis in rural settings. (*AACN Essentials 5*)
6. Communicate and collaborate to lead inter-professional teams in advancing population health, particularly in rural settings. (*AACN Essentials 6*)
7. Improve health status in the nation, particularly in rural settings, by evaluating nursing and health care delivery and using concepts and scientific data sources for health promotion, disease prevention, epidemiology, environment, community, culture, and socioeconomic factors. (*AACN Essentials 7*)
8. Consider long and short-term personal and professional goals for demonstration of the highest level of accountability in achievement of optimal patient outcomes and advancement of doctoral level advanced nursing practice in primarily rural settings. (*AACN Essentials 8*)

The KBOR required External Review process was a positive one and we appreciate the recommendations which were made. All have been discussed and will be utilized to enhance the DNP program at Pittsburg State University.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lynette J. Olson".

Lynette J. Olson, PhD, CFLE  
Provost and Vice President for Academic Affairs

1701 South Broadway • Pittsburg, Kansas 66762-7554 • 620/235-4113 fax: 620/235-6192 • [www.pittstate.edu/admin/provost](http://www.pittstate.edu/admin/provost)

## Act on Request to Reduce Private Postsecondary and Out-of-State Higher Level Data Collection and Lower Costs

### Staff Recommendation

*The Private Postsecondary and Out-of-State Division is contracted to pay \$82,400 for Course Level Data Collection. It can reduce costs \$40,000 by going to Institutional Level Data Collection. There are no statutory requirements for schools to provide data, and our request for voluntary data submission did not meet with success. Returning to Institutional Level Data collection is most likely to provide information equal to, or better than, that of previous years and save the Division \$40,000.*

*September 2014*

### Private Postsecondary (PPS) Data Collection Background

Data has been collected from approved private and out-of-state postsecondary schools by the Kansas Board of Regents (KBOR) since 2003. It has included the total number of students enrolled, the number of completers in some programs and the number of completers by award level. Limited demographic data on gender, ethnicity and age have also been compiled. All data have been and continue to be collected on a voluntary basis. State statute does not require approved private and out-of-state postsecondary schools to provide enrollment, demographic or completer data.

The Director of Private Postsecondary Schools reports annually to the Kansas Board of Regents regarding the number of Kansas students enrolled in private or out-of-state on-line schools, awards earned, and demographic information where available. Additionally, some private and out-of-state postsecondary schools data has been merged with the Kansas Higher Education Data System (KHEDS) to provide a more complete data view of Kansas' postsecondary education. Throughout all of the data collection the purpose of the collection has been to improve the quality of private and out-of-state postsecondary education.

Data collection prior to 2011 was termed a "survey" by Board staff and school representatives. Overall response appears to have been significant, in some cases achieving over a 90% return rate. Actual return rates are difficult to calculate due to the level of data collected and the rapidly changing number and composition of the private and out-of-state postsecondary schools. From 2004 through 2010 schools reported total enrollments but only listed the number of completers for the top five programs at each school. Data collections typically were sent out via an Excel spreadsheet in August and returned by November. The 2011 data collection effort expanded the data collected to include completers in all approved programs.

### PPS Data Collection 2012

With the substantial change from an Excel spreadsheet to a computer-based system and inclusion of PPS data in KHEDS, a group of institutions was selected to serve as a pilot test of the data collection process. Ten schools were selected from certificate and degree granting schools of various sizes. The pilot data collection began in late summer of 2012 and concluded in late spring of 2013. The pilot program included student level, but not course level, data.

A revised spreadsheet, including institutional data for all approved programs, was sent to the remaining schools not participating in the Pilot Program. Data was collected for the general period of July 2011 to June 2012. Response rate was just under 90%.

### PPS Data Collection Statute

The operation of the Private Postsecondary Schools is delineated by the Kansas Private and Out-of-State Postsecondary Educational Institution Act, Kansas Statutes K.S.A. 74-32,163 through K.S.A 74-32,184. In 2010 the Kansas Legislature amended the Act to specifically include a data collection requirement as follows:

74-32,184. Statewide data collection system. Within the limits of appropriations therefore, the state board shall develop and maintain a statewide data collection system to collect and analyze private and out-of-state postsecondary educational information, including, but not limited to, student, course, financial aid and program demographics that will assist the board in improving the quality of private and out-of-state postsecondary education.

The amendment requires the Board to collect data from the Private and Out-of-State Postsecondary Schools approved by (KBOR) to serve Kansas' students. However, there is no requirement that Private and Out-of-State Postsecondary Schools supply data to KBOR.

### **2012- 2013 Data Collection – Concluding Activities**

In April of 2013 the DRP and PPS teams agreed to expand data collection to include course level student data in the 2012-2013 data collection. The data collected would match and, in some areas, exceed the data collected by public postsecondary schools.

Two webinars were held to explain the data entry processes and answer questions. Additional support from the vendor was made available for those schools who had too many students or programs to use the manual process but didn't have the IT resources to utilize the computer process. Schools continued to report significant problems and concerns in attempting to meet the stringent data format requirement for KHEDS.

This was especially prevalent at schools offering multiple degree programs. In understanding the vast majority of schools would not have the resources or desire to complete the full data collection, but institutional data was required by PPS for reporting to the Kansas Board of Regents, in January 2014 The vendor created an annual statistics document based on the earlier spreadsheet data collections PPS had conducted in the past. This report function was made available to schools who indicated they would not be able to complete the full data collection in any format.

For the schools struggling to complete the full data collection one-on-one assistance with a vendor programmer was made available to any school who requested assistance. This assistance produced some completed data collections but even this extremely time intensive support failed to bring more than a handful of completed data collections containing all of the KHEDS elements for course level data reporting.

### **Conclusions**

Staff concludes that:

- The ongoing, accurate collection of institutional data from Private and Out-of-State Postsecondary schools is important both to inform Kansas Board of Regents, and to maintain the effective operation of the PPS division; and
- The collection of course level and personal student data is extremely complex and, most critically, not supported by Kansas statute.
- Kansas PPS would be best served collecting institutional level data from Private and Out-of-State Postsecondary schools until there is a compelling need for a higher level of data collection.

### **Cost Savings**

The financial cost associated with the creation of the enhanced Course Level Data Collection is \$82,400. Shifting to an Institutional Level Data Collection will reduce this cost by \$40,000.

**BAASC Monthly Discussion Topics for 2014-2015**

- Sept. Tilford representatives on diversity
- Oct. TAAC/transfer
- Nov. Retaining High ACT Score Students in Kansas
- Dec. Concurrent enrollment (teacher qualifications; impact data; evaluation)
- Jan. Credit for prior learning
- Feb. Coordinating Council/College Readiness (11<sup>th</sup> grade assessment)
- Mar. Developmental/Remedial education
- Apr. Admissions – what we have learned to date; college prep curriculum (QA; KS Scholars)
- Other possible topics
  - Value of liberal arts
  - Educating global citizens
  - Time-to-Degree
  - SARA update