

Academic Program Review Self-Study

Name of Program: UW-Green Bay Professional Program in Nursing

Name of Program Chair: Susan Gallagher-Lepak

Date of Last Program Review: January 30, 2008

Date of Current Self-Study Approved by Program Executive Committee: January 26, 2016

Introduction

The Nursing unit has four tracks for RN to BSN completion and a Master of Science in Nursing (MSN) Leadership & Management in Health Systems program (started in fall 2013). In addition, the department participates in a collaborative Health Information Management and Technology (HIMT) undergraduate program, which began in fall 2012. **This program review will address only the BSN program.** The existing MSN and HIMT programs have program reviews in 2017/18.

The BSN program has a national reputation as an established option for Registered Nurses (RNs) holding an Associate Degree or Diploma in Nursing. The program is one destination (that is a BSN) offered via four options:

- **Campus** – offered since 1981 through face-to-face classes on the UW-Green Bay campus
- **Northwoods** – offered since 2009 via joint courses offered at sites in Marinette and Rhinelander Wisconsin with instructors alternating between a physical and virtual (Blackboard Collaborate) presence at each site
- **BSN@Home** – an online track offered to Wisconsin residents since 1996 through the collaboration of five UW campuses at Green Bay, Eau Claire, Madison, Milwaukee, and Oshkosh (a sixth institution, UW-Stevens Point recently joined). Students declare one of the institutions as their “home school” and follow requirements and policies of that institution
- **BSN-LINC** – an online track offered since 2000 to RNs who reside outside the state of Wisconsin

The BSN program outcomes are tightly aligned with the *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). Other nursing standards and guidelines are incorporated into the curriculum including the American Nursing Association (ANA) Scope and Standards, Social Policy Statement, and Code of Ethics, Hartford Institute for Geriatric Nursing guidelines, and the Minnesota Department of Health Public Health Intervention model. Additionally the nursing program is guided by the Wisconsin Administrative Code: N 6.03 Standards of Practice for Registered. UW-Green Bay was recently granted re-accreditation of the baccalaureate degree program from the Commission on Collegiate Nursing Education (CCNE) for a term of 10 years, extending to December 31, 2025. The extensive 187 page self-study for this accreditation is available upon request.

Required Sections

Section A. Mission Statement and Program Description

State your program's mission, describe its requirements and explain how they relate to UW-Green Bay's select mission and the institution's overall strategic plan. Note any changes that have been made to your program mission and requirements since the last review. Then provide a description of your program's curricular strengths and areas in need of improvement.

The broad vision adopted by both the College of Professional Studies and Nursing Department is “**Together we will inspire students and transform communities**”. These powerful words guide attitudes and actions of faculty and staff in the nursing department. Below is the mission of the nursing programs:

Baccalaureate and graduate programs provide high quality, student-centered nursing and health profession education that builds on prior experiences, knowledge and skills. Students are inspired to think critically and address complex health issues in a diverse and evolving world, conscious of environmental sustainability. These programs transform communities by improving health and healthcare delivery.

The program consists of 120 credits for the BSN degree which includes general education courses, nursing support courses, and upper-level courses in the Nursing Major. A statewide articulation agreement enables RNs entering the program to have already satisfied a minimum of 60 out of 120 credits toward the BSN degree. See table on page 4 for a listing of core nursing courses and appendix 4 for program description and requirements as listed in the undergraduate catalog.

The nursing program mission and student learning outcomes are consistent with the Select Mission of UW-Green Bay in the shared emphasis on an **interdisciplinary, problem-focused** curriculum and the **critical thinking** required to solve complex problems. The nursing department has a program outcome (student learning outcome) which specifically addresses these concepts. The first program outcome reads, “Use knowledge from liberal and interdisciplinary problem-focused education as a basis for nursing practice”. Nursing is recognized in the UW-Green Bay structure as an interdisciplinary department. Undergraduate nursing courses address interdisciplinary theories and their application to practice; additionally practicum experiences encourage learning about interdisciplinary roles, require collaboration with professionals in other fields, and allow students to examine issues from different perspectives. The sixth program outcome (student learning outcome) in the nursing program is, “Integrate interprofessional communication and collaboration skills to optimize holistic patient care”.

More advanced levels of Bloom's taxonomy (e.g., analysis, synthesis, evaluation) have guided development of nursing curricula and foster a problem-focused approach to learning for students. Course objectives are designed to encourage students to apply concepts and theories to improve practice. For example, in the NURS 407 Foundations of Professional Nursing Practice course, a learning outcome in the course is to “Apply ethical reasoning and professional values in nursing practice and healthcare”. This outcome is implemented in the course through content and assignments that involve an ethics committee in which students critically evaluate case studies and identify the dilemma, apply ethical principles, ethical theories, professional values and the ANA Code of ethics in determining action steps.

Additional areas of congruence between the Nursing Department mission and student learning outcomes, and the Select Mission of UW-Green Bay include the focus on **environmental sustainability, diversity** and a **connection to community/society**. These areas are reflected in the curricula of BSN program as well as in general education requirements. Nursing students consider social, cultural, and environmental determinants of health in required community health courses (NURS 454 and 455). From the origins of the university, a close relationship between the university and community has existed. The healthcare systems in the community and beyond willingly accept UW-Green Bay BSN students for practica and many provide informal and formal advice to the nursing unit (e.g., Nursing Advisory Council, surveys of employers).

Major Changes since Last Program Review

The mission and expected student outcomes are reviewed formally every four years in accordance with policies developed by the nursing program. Program outcomes (expected student learning outcomes) were revised to better align with the revised *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) in the 2009/10 academic year (approved in NUFO February 1, 2010). The most recent review of the mission occurred in the 2013/14 academic year with nursing faculty and staff in Nursing Unit Faculty Organization (NUFO) meetings (NUFO minutes of May 5, 2014 and December 16, 2013) and at a Nursing Advisory Committee meeting (NUFO minutes of May 19, 2014). Changes to the mission were made to more closely align with the select university mission (e.g., diverse versus multicultural, addition of sustainability), and vision (e.g., inspired, transform).

The program's current mission, and expected program outcomes are accessible online at the nursing website (<http://www.uwgb.edu/nursing/>). Students are given the link to the nursing website in a "Welcome Letter" at admission and informed about the program mission, and outcomes in the BSN online orientation course and BSN Student Handbook available on the website.

A new baccalaureate program curriculum was developed and implemented in the fall of 2014 to better align with the *Essentials of Baccalaureate Education* (2008). A number of areas were strengthened in the new curriculum including content on information management and healthcare technologies. Details of changes to the core nursing courses in the new BSN curriculum are shown in the table below.

Table 1: Comparison of Nursing Courses in Previous and New Curriculum

Upper-Level Nursing Courses Prior to Fall 2014	Upper-Level Nursing Courses Beginning in Fall 2014
317 Health Assessment (4 cr)	
341 Theoretical Foundations (4 cr)	407 Foundations of Professional Nursing Practice (3 cr)
434 Nursing Research (3 cr)	446 Research and Evidence-Based Practice (3 cr)
437 Management & Leadership (4 cr)	447 Leadership & Management (3 cr)
444 Community Health Nursing (3 cr)	454 Community Health Nursing (3 cr)
	441 Chronic Care Management (3 cr)

	453 Information Management & Healthcare Technology (3 cr)
445 Community Health Practicum (3 cr)	455 Community Health Nursing Practicum (3 cr)
451 Synthesis for Nursing Practice (3 cr)	490 Synthesis for Nursing Practice (3 cr)
492 Nursing Special Topics (6 cr)	492 Nursing Special Topics (6 cr)

Strengths and Areas in Need of Improvement

Nursing has a solid reputation for high quality, innovative, and student centered programs, and is the 6th top major by degrees granted at UW-Green Bay. A major reason for this is qualified and committed faculty and staff in the nursing program. Additionally, the program has a robust plan for review and continuous improvement of curricula, student policies, and collection and analysis of assessment data.

The department has also shown an innovative spirit with initiation of new programs including HIMT, and master's in nursing (MSN). Two new programs are planned to launch in fall 2016 include a UWGB/NWTC 1 + 2 + 1 program, and a collaborative Master of Science Health and Wellness Management. Development of new programs is part of the university's strategic plan.

There are several key areas for improvement necessary to continue to attract students. Firstly is the need to add at least one new nursing elective in the BSN-LINC program to allow students a larger choice of nursing elective options. New nursing electives should reflect trends in healthcare, and have a subject matter with high appeal to students. A second area for development includes continued innovation in marketing BSN programs and development of partnerships with associate degree in nursing programs locally, regionally, and nationally. Over the past decade, there has been huge growth in the number of new RN-BSN programs as well as aggressiveness of marketing efforts by for-profit programs. Thus innovation and ongoing marketing is essential to continued stability and growth of the BSN program.

Section B. Student Learning Outcomes Assessment

Describe the program's intended student learning outcomes and the methods used to assess them. Analyze the assessment results and describe the conclusions drawn from that analysis. Finally, describe what specific actions were taken as a result of the assessment of student outcomes learning.

Program outcomes (expected student learning outcomes) are shown below. The Baccalaureate program prepares the graduate to:

1. Use knowledge from liberal and interdisciplinary problem focused education as a basis for nursing practice.
2. Use knowledge and skills in leadership, quality improvement and patient safety to provide high quality healthcare.
3. Engage in a systematic process of evaluation, translation, and application of scientific evidence to inform nursing practice.
4. Recognize the role of information management and patient care technologies to improve patient care outcomes.
5. Examine how healthcare policies, including financial and regulatory, influence healthcare systems and nursing practices.

6. Integrate interprofessional communication and collaborative skills to optimize holistic patient care.
7. Apply health promotion, disease and injury prevention strategies to improve population health.
8. Promote professionalism and model the values of altruism, autonomy, caring, human dignity, integrity and social justice in nursing practice.
9. Synthesize previous and newly acquired knowledge, theory, skills, and attitudes to address health care needs of culturally diverse individuals and populations across the continuum of healthcare environments.

Methods used to Determine Program Effectiveness

The nursing program uses a variety of methods to assess program effectiveness including student achievement of program outcomes. Methods used include:

Nursing Unit Course Evaluations. The program collects information about satisfaction with courses/faculty teaching and learning practices from current students via course comment questionnaire (CCQ) forms. Quantitative and qualitative results are reviewed each semester and distributed to faculty by the nursing program chairperson. CCQ results are shared with AEC for analysis of aggregate CCQ results (weighted means for each course) on an annual basis. AEC reports the aggregate results to faculty at a NUFO meeting. Nursing courses not achieving the identified benchmark of 6 on a 10 point Likert-type scale (with 10 being positive) result in further review. CCQ results are used by CDC in their formal course reviews. Course and program improvement suggestions from CDC are discussed at NUFO meetings.

Student Feedback. BSN students provide input each academic year via a virtual student asynchronous, weeklong discussion using D2L, or Qualtrics survey. This is an opportunity for students to voice concerns or suggestions for improvement (e.g., curriculum, program policies). Results are discussed at NUFO meetings.

Nursing Faculty Discussion of Student Performance and Outcomes in Courses. A standing item at NUFO meetings provides an opportunity for faculty to discuss student issues, concerns, or successes. Additionally, faculty talk with the nursing chairperson as needed about student issues and concerns.

Qualitative Data with Non-Continuing Students. The BSN nursing program has implemented a process to determine reasons students do not continue to enroll in courses. A list of students who have not registered for one and two semesters is obtained from the registrar. The *Unregistered Student E-Survey* designed to understand the reasons for not continuing in the BSN completion program is sent to these students via email. Students are asked to indicate their reasons and the following options are given: family obligations, financial barriers, job obligations, transfer to another program, dissatisfaction, online format, taking courses at another institution toward UW-Green Bay BSN degree, relocation, and other (text box for comments). Students who do not respond to the survey are contacted by nursing staff to inquire about their reasons for not continuing. As a result of this outreach process, some unregistered students have reapplied and subsequently registered for courses.

When data collection using this process was completed in 2014, AEC reviewed the data in collaboration with Debbie Furlong, Director of University Research, for use in calculating completion rates. Data trends on reasons for not enrolling in courses and completion rates were reported at NUFO. As an example of ongoing program improvement, several nursing faculty pursued discussions with administration about a

customization of the university Student Information System (SIS) to require students to provide the reason when a student withdraws from courses.

Nursing Unit Submission to University Wide Assessment Plan. As part of a university-wide initiative, each unit was asked to provide assessment data on one program outcome. The nursing unit took this on as an opportunity to analyze more deeply a single program outcome and potentially strengthen the curriculum around this outcome. Beginning in 2012-2013, more focused attention was given to program outcome #8: Promote professionalism and model the values of altruism, autonomy, caring, human dignity, integrity, and social justice in nursing practice. In addition to the aggregate results from graduate and employer surveys routinely reviewed on this program outcome, an additional measure of mentor ratings of students' professional behaviors during the NURS 455 Community Health Nursing Practicum was collected, analyzed, and used as a direct, external measure of professionalism. Mentor ratings indicated students, with few exceptions, were professional while in the community practicum sites. Also, student performance on a Professional Values assignment and on select items on a course quiz in the NURS 407 Foundations of Professional Nursing Practice course were collected, analyzed, and used as measures of professionalism. This data was reviewed and discussed in NUFO (NUFO minutes of May 19, 2014) and submitted to the Office of the Provost as part of the university assessment plan.

Data from BSN Graduates, Alumni, and Employers. Program outcome achievement is evaluated on a regular basis via graduate, alumni, and employer surveys. Using Qualtrics®, a panel for each graduating class is created for the purpose of survey distribution. Graduates and employers (of consenting graduates) are sent a link to the electronic graduate/employer survey upon completion of the program. Alumni receive a link to an online Alumni survey one year-post graduation. In addition to perceived program outcome achievement, additional program factors are evaluated. Graduates are asked a series of program satisfaction questions (e.g., availability of nursing courses, attitude of faculty/staff toward student, technical support, etc.). Employers are asked to evaluate the degree to which their employee (our graduate) demonstrates the program outcomes in their practice. They are also asked to describe the types of skills and knowledge they expect nurses to gain from a RN-to-BSN completion program.

A BSN Alumni survey is distributed via Qualtrics one-year following graduation. In addition to questions regarding how well the nursing program prepared them to achieve the program outcomes, alumni are asked to provide career progression and success data (e.g., employment status, promotions, certifications, graduate school enrollment, professional nursing organization involvement, scholarship).

Program Data Analysis and Conclusions

Data from graduate, alumni, and employer surveys consistently demonstrate that BSN program outcome ratings meet the benchmark of 3.75 on a 5 point Likert type scale (1= none; 5= extensive) with one minor exception described below in the ongoing improvement section. Table 2 shows three year aggregate program survey results for graduates, alumni, and employers.

Table 2: Graduate, Alumni, and Employer Survey Findings

3 Year Aggregate Program Outcome (PO) Survey Analysis Scale: 5 = Extensive 4 = Substantial 3 = Moderate 2 = Limited 1 = None [0 = No opinion; not calculated in mean]	Graduates Classes of Dec. 2011 to Dec. 2013 N= 70 of 250 (28%)		Alumni Classes of Dec. 2010 to Dec. 2012 N= 42 of 185 (23%)		Employer Classes of Dec. 2010 to Dec. 2013 N= 33 of 46 (72%)	
	Mean	SD	Mean	SD	Mean	SD
Graduate & Alumni: How well did the UW-Green Bay Nursing Program prepare you to:						
Employer: Please indicate how well you believe the UW-Green Bay Nursing Program graduate is prepared to:						
1. Use knowledge from liberal and interdisciplinary problem focused education as a basis for nursing practice.	3.83	.79	3.80	1.15	4.30	.60
2. Use knowledge and skills in leadership, quality improvement and patient safety to provide high quality healthcare.	4.06	.80	4.00	1.14	4.22	.71
3. Engage in a systematic process of evaluation, translation, and application of scientific evidence to inform nursing practice.	4.16	.72	4.07	.85	4.18	.73
4. Recognize the role of information management and patient care technologies to improve patient care outcomes.	3.96	.93	3.73	1.29	4.23	.67
5. Examine how healthcare policies, including financial and regulatory, influence healthcare systems and nursing practices	3.94	.77	3.88	.81	3.90	.83
6. Integrate interprofessional communication and collaborative skills to optimize holistic patient care.	3.93	.85	4.02	1.13	4.22	.79
7. Apply health promotion, disease and injury prevention strategies to improve population health.	4.20	.70	4.29	.68	4.19	.69
8. Promote professionalism and model the values of altruism, autonomy, caring, human dignity, integrity and social justice in nursing practice.	4.30	.85	4.20	.93	4.21	.89
9. Synthesize previous and newly acquired knowledge, theory, skills, and attitudes to address health care needs of culturally diverse individuals and populations across the continuum of healthcare environments.	4.17	.73	4.05	1.00	4.18	.68

Data analysis used to foster ongoing program improvement: Specific Actions Taken

The nursing unit has a committee structure designed to foster ongoing program improvement with a NUFO, Curriculum Development Committee (CDC), Assessment and Evaluation Committee (AEC), and Student Graduate Development Committee (SGDC).

A major curriculum review in 2011 is an example of using data analysis to foster program improvement (described in detail on page 10). A gap analysis identified the need to strengthen content related to the program outcome on information management and application of patient care technologies. Additional data supported the need for enhanced information management content. Alumni survey mean scores for program outcome 4 (Recognize the role of information management and patient care technologies) was 3.73, slightly below the benchmark. While graduate and employer aggregate scores for this outcome met the 3.75 benchmark, they were lower than other program outcome mean scores. The BSN curriculum was revised and the core course of NURS 453 Information Management and Health Care Technologies was developed. In addition, BSN course faculty reinforced and/or added content related to information technologies within other existing courses.

CDC reviews two courses each year and recommends changes based on input from stakeholders (current students, faculty, and advisory committee members). For example, interprofessional collaboration was identified as a desired skill by employers on the Employer Survey. This is also a program outcome (student learning outcome). Change to the curriculum was made with an additional assignment related to interprofessional collaboration added to the NURS 407 Foundations of Professional Nursing Practice course in 2014 and content was reinforced in NURS 454 Community Health Nursing, and NURS 455 Community Health Nursing Practicum.

Based on the university-wide assessment initiative and assessment data that suggested satisfactory student achievement of program outcome #8 (professionalism) in 2012/13, faculty decided to further strengthen student learning by adding content on professional values to the core nursing course NURS 407. This content was added to the course beginning in fall 2014. Quiz items were added on professional values to evaluate student knowledge and monitor achievement of this student learning outcome. Also, based on mentor ratings of students' professional behaviors collected during the NURS 455 Community Health Nursing Practicum, a benchmark was established for students to achieve on their preceptor rating related to professionalism. This benchmark is now part of required performance standards to pass the NURS 455 Community Health Practicum course.

Another program improvement has been the implementation of a "virtual graduation" for graduating students. This came out of repeated comments by students. For example, student comments were made in the asynchronous virtual student meeting run April 25 – May 2, 2011 (NUFO minutes of May 16, 2011). Due to the nature of our online nursing degrees, many nursing students are unable to attend commencement ceremonies in person. With the help of the campus video services, nursing staff create a video of commencement including the graduation procession with welcoming comments by the Chancellor followed by excerpts from the student speaker and featured commencement speaker. Conferring of degrees on the video includes nursing graduate names displayed across the screen, followed by the recession. An e-mail link is sent to nursing graduates to provide students (and their families) with the satisfaction of a simulated commencement experience!

Section C. Program Accomplishments and Student Success

Describe your program's major accomplishments and student successes since the last Academic Program Review (e.g., internship program; enrollment increases; student achievements, awards, publications, and presentations; faculty scholarly activity, graduate school admission, diversification of students and faculty; program and faculty awards). Also describe faculty and staff professional development activities and how they impacted your program.

A major accomplishment has been completing a comprehensive self-study review and receiving re-accreditation by the Commission on Collegiate Nursing Education (CCNE). CCNE confirmed in November 2015 that the BSN was re-accredited for the maximum 10-year period, through 2025. The BSN program met all accreditation standards and had no compliance concerns.

The BSN curriculum has undergone a major review and revision with a new BSN curriculum implemented in fall 2014. The new curriculum is based on the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) and standards and guidelines necessary to provide quality care in a fast paced and complex healthcare system. The process of building the new curriculum began in 2010 with a thorough review of the existing curriculum and statewide associate degree curriculum relative to the *Essentials of Baccalaureate Education*. Areas of congruency and gaps were identified and gap areas were critically reviewed. A new curriculum was proposed in fall 2011 to address these gaps. The new curriculum involved moving to six core nursing courses each for 3 credits (from five core courses of 3-4 credits), change of one previous core nursing course to an elective course, development of two new core courses, and revision of the four remaining core nursing courses. The required NURS 317 Health Assessment course was changed to an elective course offered as NURS 492 Special Topics in Nursing: Health Assessment. Two new core nursing courses were developed, NURS 441 Chronic Care Management and NURS 453 Information Management and Healthcare Technology. In spring of 2012, the new curriculum proposal was endorsed by faculty for all RN-BSN tracks at UW-Green Bay.

A robust, multi-step, consensus-building approach was used to design and create the new BSN curriculum (e.g., development of new course descriptions and learning outcomes, course development). Work groups composed of faculty were organized in July 2012 to develop course syllabi (course work groups met in summer & fall 2013). Approval of course syllabi occurred in early spring 2013. The six core courses (i.e., 407, 446, 447, 454, 441, and 453) were developed over the subsequent 4 semesters..

The community of interest and their needs also informs the curriculum and teaching-learning practices. Annual Nursing Advisory Committee teleconference meetings are held to gather information from the community of interest. This committee includes representatives from Green Bay, the northeastern regions of the state, and across the nation from associate degree nursing programs, and clinical practice (settings across the continuum of healthcare from long term care to acute care to public health). The Community of Interest is queried for their opinions of knowledge, skills, trends, and emerging areas in nursing practice that should be integrated in the BSN curriculum.

A major improvement to the curriculum has been the development of an online orientation course for students to review prior to beginning courses. The BSN orientation was created in 2010 with basic information about the learning platform (D2L) and how to navigate in courses. Content has continued to be

added to build a “one stop” orientation resource (e.g., writing resources, academic integrity, meet the faculty).

Another resource developed to help students be successful in courses is a “Ready, Set, Go Green Bay” newsletter e-mailed to students prior to each semester. This practice was initiated in spring 2011. The information contained in each newsletter is intended to assist each student to have a smooth start to the upcoming semester. Course access information, book ordering information, and technical support information are a few of the key items provided in the document.

Numerous student successes have occurred since the last program review. A number of students have published articles based on coursework or in collaboration with faculty; A few examples are shown below (student name highlighted):

Vandenhouten, **C.L., Malakar**, C.L., Kubsch, S, Block, D.E., Gallagher-Lepak, S. (2011). Political participation of registered nurses. *Policy, Politics, & Nursing Practice*, 12(3), 159-167,

Tyczkowski B, Vandenhouten C, Reilly J, Bansal G, Kubsch SM, **Jakkola R**.(2015). Emotional intelligence (EI) and nursing leadership styles among nurse managers. *Nurs Admin Q*, 39(2), 172-180.. doi: 10.1097/NAQ.0000000000000094

Hunter, A., & **Hunter, M**. (2012). Reducing the Risk for Infection: Nursing Diagnosis. *Vascular Access*, 6(2).

BSN-LINC student Mark Hunter was a featured speaker at a spring 2012 Canadian Vascular Access Association conference and addressed the importance of nursing diagnosis. Following the presentation, he was asked to submit a manuscript to the Canadian Vascular Access Association Journal. Mark notified faculty of his publication and stated, “I have to admit that I’ve sent the information partly because I’m extremely proud of the accomplishment, but also just to express my thoughts of the importance of nursing diagnosis and the class that is offered through UWGB!” Mark took the course “Nursing Diagnosis Across the Globe” in fall 2010.

Examples of student and alumni awards since the last program review are listed below:

2015 Carol & Robert Bush Excellence in Nursing Award from Bellin Health System given to Jason Mattson (MSN Class of 2015; BSN Class of 2006)

2014 Wisconsin Public Health Association (WPHA) Carol Graham Award for Emerging Leaders in Public Health Nursing awarded to Starrlene Gross (Class of 2013)

2013 - UW Green Bay interdisciplinary student team (RN to BSN students: Lydia Ambrosious RN and Sheila Dulce-Hittman RN) won 2nd place and the \$2000 award in the statewide Area Health Educators' Council (AHEC) Case Study Competition in Wisconsin Dells, WI

2012 WPHA Public health Nursing Section Excellence in Public Health Nursing Florence Nightingale Award given to Amy Wergin (Class of 1985)

2009 Chancellor's Medallion for academic Excellence and Leadership given to Crystalline Malakar (class of 2009)

The nursing unit began a Distinguished Alumni Award in 2014. The award is given to a nursing alumni that demonstrates service, scholarship, or leadership to enhance the nursing profession and/or community, and achievement of a high level of professionalism and modelling of professional values. Award recipients include: 2015 Award given to Amy Wergin (Class of 1985); 2014 Award given to Linda Hurst (Class of 1990).

Numerous students have been inducted into Kappa Pi Chapter at-Large, our local chapter of Sigma Theta Tau International Honor Society of Nursing, co-sponsored by the UW - Green Bay Nursing Program and Bellin College. For example, 15 UW-Green Bay students were inducted to the Chapter in 2015. Additionally, based on survey of BSN graduates, over 42% enroll in graduate programs at one year post graduation. This suggests that the BSN program prepares students well and encourages continued education

Faculty Outcome

Nursing faculty have availed themselves of institutional resources designed to foster innovative teaching, as well as opportunities outside the UW-Green Bay. A major faculty accomplishment was involvement in an Office of Health Services and Resources Administration (HRSA) grant (HRSA Project #U1kHP07714), referred to as Wisconsin Technology Enhanced Collaboration of Nursing Education (WI-TECNE), from 2006 – 2011. The grant was designed to infuse technology into nursing education. This grant had an impact on teaching and scholarship. Below are examples of aggregate **teaching outcomes**:

- 98% of nursing courses achieved a mean score (weighted) of greater than 6.0 (1= poor; 10= excellent) for item 7 (overall rating) on CCQs. The range of weighted CCQ mean scores for nursing courses was 5.1 – 9.6
- 100% of faculty participated as a scholar in at least one year of the Wisconsin Technology Enhanced Collaborative Nursing Education (WI-TECNE) five-year grant (2006-2011). Several faculty participated in at least three of the five years.
- 2 faculty received the prestigious UW-Green Bay Founder's Award for Teaching Excellence in August 2014
- 2 faculty were nominated for UW-Green Bay's Student Nominated Teaching Award in the past 5 years
- 2 faculty have been involved in the Teaching Scholars Program at UW-Green Bay since the last program review. One faculty was an Advanced Online Teaching Fellow in 2013, and one faculty was a Teaching Scholar in 2009.

Faculty have a high level of scholarship for a comprehensive university of this size. In many cases, faculty collaborated with other nursing colleagues both in and outside of the nursing department. For example, interdisciplinary collaborations include publications with professionals from business, social work,

instructional design, and educational assessment. Cumulatively, all nursing faculty were involved in **scholarship** with demonstrated achievement of the following aggregate outcomes over the past 10 years.

- 35 Peer-reviewed publications
- 28 Chapters
- 56 international, national, state/regional presentations
- 8 Peer-reviewed publications and presentations as a result of participation in WI-TECNE HRSA grant 2006 – 2011 on topics such as E-learning, and Telehealth)
- 7 faculty received grant awards from internal and external sources totaling over \$450,000.

Faculty service records demonstrate a high level of commitment at department, university, professional, and community levels. Faculty serve on several community Boards of Directors and committees which is then carried into the classroom. Below is a brief summary of faculty's robust **service** records:

- All faculty serve on two or more department or university committees.
- 86% of faculty involved in two or more community or professional committees or Boards.
- 100% of faculty received a score of 4 or greater for service (5 point scale with 4 or greater equal to Accomplished or Exceptional).

In addition to the above aggregate accomplishments, a number of faculty are certified in specialty areas, and have received awards in their specialty areas. For example, 2 faculty are Certified in Public Health by the National Board of Public Health Examiners. One faculty received the prestigious Lillian Wald Service Award in 2007 for her advocacy and leadership in advancing public health education and practice.

Staff in the nursing unit have numerous accomplishments as well. A few examples are listed below.

- 1 staff served as the Chair of the Classified Staff Advisory Committee at UW-Green Bay (2011-2014)
- 1 staff serves on the Health Profession Opportunity Grant Advisory Board for the College of Menomonee Nations (2012-2014)
- 2 staff have received training in the Talisma Constituent Relationship Management (CRM) system through UW-Green Bay to become "super users" and 1 staff attended the annual conference, "Campus Insight 2015" offered by the company in April 2015.
- Nursing advisors have both progressed to the rank of Senior Advisor

Section D. Program Enrollment Trends and Analysis

Provide an analysis of the data (both survey and institutional enrollment data) provided by the Office of Institutional Research and Assessment. Pay close attention to the demographic information. What trends are present? Are there any imbalances in terms of gender, race, or ethnicity? Describe what specific actions, if any, were taken or are intended to be taken based on the conclusions drawn from the analysis.

See the attached appendices from the Office of Institutional Research and Assessment relative to demographics and trends in the nursing program. Consistent with historical trends, nursing students continue to be predominantly female (>90%), and part-time (>90%). Data shows an increasingly younger age of nursing students as a greater number of students move more quickly from the associate degree in nursing program to BSN Completion. This is due to a national push to increase the BSN-prepared nursing workforce. The percentage of minority students has remained steady over the past 5 years (9-12%). An additional trend has been significant growth in the number of nursing students in the UW-Green Bay program with nearly doubling in the number of students since 2008 (Declared Nursing Majors of 218 in 2008 and 401 in 2014 based on data from the Office of Institutional Research and Assessment).

Efforts to address these findings include new and increased strategies to encourage associate degree nursing students to enroll in UW-Green Bay such as on-site advising at NWTC, advising and unofficial transcript review to any prospective student prior to application, planning for a NWTC/UWGB 1 + 2 + 1 program, and developing partnerships with associate degree in nursing programs locally, regionally, and nationally. Marketing efforts have continued to include marketing to diverse students and most states throughout the country.

Section E. Program's Vision for Future Development

Describe your program's plan for future development including the program's major goals for the next seven-year period. These goals should be established with the understanding that they will be used to guide program planning and development and serve as a framework for your program's next Self-Study Report.

Major goals for the next seven years include:

1. Continue to enhance the quality of the BSN program and growth as resources and the online market will bear. The 6 year BSN budget is planned for modest growth (e.g., 3% growth in the BSN@Home program, 1-5% growth in BSN-LINC depending on year).
2. Increase the number of diverse students through marketing and recruitment efforts
3. Implement new NWTC/UWGB 1 + 2 + 1 program in fall 2016 with a "soft start" (estimate of 10 students)
4. Discontinue the "Northwoods" track (on-site courses in Marinette and Rhinelander WI) in 2016 due to low enrollment. Continue to market to these locations and northern Wisconsin offering the BSN@Home program.
5. Explore and participate in growth of other health programs at UW-Green Bay (e.g., continued participation in collaborative Health Information Management & Technology program, Master of Science in Nursing Leadership & Management in Health Systems, and collaborative Master of Science Health and Wellness Management program)
6. Implement a name change for the nursing department, possibly changing to "Nursing and Health Studies", to reflect the full array of programs delivered by the nursing department (e.g., HIMT, Master of Science Health and Wellness Management).

Section F. Summary and Concluding Statement

Respond specifically to the results and recommendations from the last review and end your report with a general concluding statement.

The nursing program's last university program review was in 2008. The review schedule was adjusted to better align with, and follow, nursing's specialty accreditation. Conclusions and recommendations from the Program's last review from the Academic Affairs Council and Dean can be found in Appendix 5. The program review was favorable with few recommendations offered. One of the recommendations was continued enrollment growth in online tracks which has occurred. Increased scholarship and seeking out grants was encouraged and this has occurred at a rigorous level since the last program review. A final recommendation was to develop a master's program in nursing which occurred and was implemented in fall 2013.

Conclusion

The nursing department uses a variety of methods to evaluate program effectiveness, and make changes and adjustments as necessary. This responsiveness to student needs, program quality, and market conditions has served the program well. One indicator of the BSN program success has been the approval of re-accreditation by the Commission on Collegiate Nursing Education in 2015.

Nursing faculty and staff are productive and committed professionals. Evidence of this has been described throughout the self-study report. The BSN program has been successful because of these dedicated individuals.

Recent changes at UW System and UW-Green Bay (e.g., budget issues), as well as across the highly competitive landscape of online education, present potential new challenges to the nursing department going forward.

Section G. Required Attachments

Four attachments (and only these four) should be included with the Self-Study Report:

- 1. A series of tables, prepared by the Office of Institutional Research and Assessment. A list of these tables is included in Appendix C.*
- 2. The program's current official description and requirements as published in the most recent Undergraduate Catalog;*
- 3. The Academic Affairs Council and Dean's conclusions and recommendations from the program's last review; and*
- 4. The program's Assessment Plan and Annual Updates on Student Outcomes Assessment (see the descriptions below). These processes will be coordinated by the University Assessment Council, the UAC's Academic Program Assessment Subcommittee and are described in the University Assessment Plan.*

Required appendices can be found below. The first three appendices were prepared by the Office of Institutional Research.

Appendix 1: Student Tables, Teaching Tables, and Faculty Tables

Appendix 2: Graduating Senior Survey Data

Appendix 3: Alumni Survey Data

Appendix 4: Program's Current Official Description and Requirements Published in UW-Green Bay Undergraduate Catalog

Appendix 5: Academic Affairs Council and Dean Conclusions and Recommendations from Program's Last Review

Appendix 6: Program's Assessment Plan and Annual Updates

Appendix 1: Student Tables, Teaching Tables, and Faculty Tables

Academic Plan: Nursing

Institutional Research - Run date: 20FEB2015

	Fall Headcounts						
	2008	2009	2010	2011	2012	2013	2014
Declared Majors, end of term	218	249	299	337	380	398	401
Declared Minors, end of term	.	.	.	.	.	.	.

	Fall Declared Majors - Characteristics													
	2008		2009		2010		2011		2012		2013		2014	
Female	19 6	90 %	22 1	89 %	27 4	92 %	30 9	92 %	34 6	91 %	37 1	93 %	36 9	92 %
Minority	13	6%	11	4%	20	7%	32	9%	43	11 %	49	12 %	36	9%
Age 26 or older	19 3	89 %	21 7	87 %	24 2	81 %	24 0	71 %	25 0	66 %	23 3	59 %	22 6	56 %
Location of HS: Brown County	22	10 %	30	12 %	37	12 %	34	10 %	40	11 %	48	12 %	49	12 %
Location of HS: Wisconsin	12 3	56 %	16 4	66 %	18 5	62 %	22 3	66 %	25 6	67 %	28 4	71 %	29 2	73 %
Attending Full Time	8	4%	9	4%	12	4%	20	6%	17	4%	22	6%	13	3%
Freshmen	6	3%	9	4%	11	4%	13	4%	13	3%	7	2%	1	0%
Sophomores	5	2%	11	4%	15	5%	18	5%	19	5%	15	4%	1	0%

	Fall Declared Majors - Characteristics													
	2008		2009		2010		2011		2012		2013		2014	
Juniors	44	20%	41	16%	53	18%	63	19%	80	21%	77	19%	72	18%
Seniors	163	75%	187	75%	220	74%	243	72%	268	71%	299	75%	327	82%

	Fall Declared Majors - Characteristics						
	2008	2009	2010	2011	2012	2013	2014
Average HS Cumulative G.P.A.	3.27	3.19	3.12	3.13	3.26	3.11	3.12
Average ACT Composite Score	22.5	21.4	21.7	21.7	21.8	21.3	20.9
Average ACT Reading Score	22.8	21.0	21.0	21.7	22.3	21.9	21.4
Average ACT English Score	23.1	20.1	20.7	20.9	20.7	21.0	20.5
Average ACT Math Score	20.3	21.3	22.3	21.7	22.0	20.6	20.3
Average ACT Science Score	22.5	22.6	22.6	22.5	21.9	21.7	21.2

Academic Plan: Nursing

Institutional Research - Run date: 20FEB2015

	Fall Declared Majors - Characteristics						
	2008	2009	2010	2011	2012	2013	2014
Percent started as Freshmen	2%	4%	3%	2%	2%	1%	1%
Percent started as Transfers	98%	96%	97%	98%	98%	99%	99%
Percent with prior AA degree	90%	88%	88%	92%	94%	97%	97%
Percent with prior BA degree	15%	15%	16%	17%	14%	14%	12%

	Calendar Year Headcounts						
	2008	2009	2010	2011	2012	2013	2014
Graduated Majors (May, Aug. & Dec.)	47	61	63	97	90	114	117
Graduated Minors (May, Aug. & Dec.)	.	.	.	.	.	.	.

	Characteristics of Graduated Majors													
	2008		2009		2010		2011		2012		2013		2014	
Graduates who are... Women	4	98%	5	92%	5	89%	8	90%	8	89%	10	91%	10	93%
... Students of Color	0	0%	5	8%	2	3%	9	9%	7	8%	14	12%	13	11%
... Over 26 Years Old	4	94%	5	95%	6	97%	9	96%	8	96%	10	90%	10	90%
Graduates earning Degree Honors	4	9%	6	10%	1	25%	1	19%	2	32%	24	21%	22	19%

	Characteristics of Graduated Majors						
	2008	2009	2010	2011	2012	2013	2014
Average Credits Completed Anywhere	143	153	144	148	149	154	146
Average Credits Completed at UWGB	44	44	51	44	48	43	44

	Characteristics of Graduated Majors						
	2008	2009	2010	2011	2012	2013	2014
Average Cum GPA for Graduates	3.64	3.64	3.56	3.66	3.64	3.67	3.59

Academic Subject: NURSING

Institutional Research - Run date: 20FEB2015

			Headcount Enrollments, Credit-bearing Activities							
			2008	2009	2010	2011	2012	2013	2014	
Lectures	2-Upper	1-Spring	116	150	192	233	430	449	452	
		2-Summer	9	86	83	80	124	154	178	
		3-Fall	143	187	230	252	441	491	527	
		All	268	423	505	565	995	1094	1157	
	3-Grad	1-Spring	.	.	.	.	.	.	23
		2-Summer	.	.	.	.	.	.	21
		3-Fall	.	.	.	.	.	24	32
		All	.	.	.	.	.	24	76
	All		268	423	505	565	995	1118	1233	
	IST/FEX	2-Upper	1-Spring	14	18	22	23	33	41	49
			2-Summer	.	18	18	12	33	27	35
			3-Fall	16	17	17	18	40	50	55
All			30	53	57	53	106	118	139	
3-Grad		1-Spring	.	.	.	.	.	.	.

			Headcount Enrollments, Credit-bearing Activities						
			2008	2009	2010	2011	2012	2013	2014
		2-Summer	.	.	.	.	.	.	.
		3-Fall	.	.	.	.	.	.	.
		All	.	.	.	.	.	.	.
	All	30	53	57	53	106	118	139	
All			298	476	562	618	1101	1236	1372

Academic Subject: NURSING

Institutional Research - Run date: 20FEB2015

			Student Credit Hours, Credit-bearing Activities							
			2008	2009	2010	2011	2012	2013	2014	
Lectures	2-Upper	1-Spring	390	503	652	775	1490	1533	1549	
		2-Summer	32	270	260	260	407	501	579	
		3-Fall	481	659	775	868	1492	1680	1594	
		All	903	1432	1687	1903	3389	3714	3722	
	3-Grad	1-Spring	.	.	.	.	.	.	69
		2-Summer	.	.	.	.	.	.	52
		3-Fall	.	.	.	.	.	72	96
		All	.	.	.	.	.	72	217
	All	903	1432	1687	1903	3389	3786	3939		
	IST/FEX		1-Spring	35	54	64	65	93	121	147

			Student Credit Hours, Credit-bearing Activities						
			2008	2009	2010	2011	2012	2013	2014
	2-Upper	2-Summer	.	54	53	36	95	81	95
		3-Fall	48	49	51	54	113	148	131
		All	83	157	168	155	301	350	373
	3-Grad	1-Spring	.	.	.	.	.	.	.
		2-Summer	.	.	.	.	.	.	.
		3-Fall	.	.	.	.	.	.	.
		All	.	.	.	.	.	.	.
	All		83	157	168	155	301	350	373

Academic Subject: NURSING

Institutional Research - Run date: 20FEB2015

			Lectures and Lab/Discussion Sections (#)						
			2008	2009	2010	2011	2012	2013	2014
Lectures	2-Upper	1-Spring	14	13	15	17	25	24	24
		2-Summer	2	7	6	7	11	13	13
		3-Fall	15	16	16	18	25	26	24
		All	31	36	37	42	61	63	61
	3-Grad	1-Spring	.	.	.	.	.	.	2
		2-Summer	.	.	.	.	.	.	2
		3-Fall	.	.	.	.	.	2	2
		All	.	.	.	.	.	2	6

		Lectures and Lab/Discussion Sections (#)						
		2008	2009	2010	2011	2012	2013	2014
	All	31	36	37	42	61	65	67
All		31	36	37	42	61	65	67

Academic Subject: NURSING

Institutional Research - Run date: 20FEB2015

			Average Section Size of Lectures						
			2008	2009	2010	2011	2012	2013	2014
Lectures	2-Upper	1-Spring	8.3	11.5	12.8	13.7	17.2	18.7	18.8
		2-Summer	4.5	12.3	13.8	11.4	11.3	11.8	13.7
		3-Fall	9.5	11.7	14.4	14.0	17.6	18.9	22.0
		All	8.6	11.8	13.6	13.5	16.3	17.4	19.0
	3-Grad	1-Spring	.	.	.	.	.	.	11.5
		2-Summer	.	.	.	.	.	.	10.5
		3-Fall	.	.	.	.	.	12.0	16.0
		All	.	.	.	.	.	12.0	12.7
	All		8.6	11.8	13.6	13.5	16.3	17.2	18.4

	Unique Lecture Courses Delivered in Past Four Years						
	2008	2009	2010	2011	2012	2013	2014
2-Upper	7	7	7	7	6	8	8

	General Education as a Percent of all Credits in Lectures						
	2008	2009	2010	2011	2012	2013	2014
2-Upper	0%	0%	0%	0%	5%	3%	5%

Budgetary Unit: NUR

Institutional Research - Run date: 20FEB2015

	Instructional Staff Headcounts and FTEs						
	2008	2009	2010	2011	2012	2013	2014
Full Professors (FT)	0	0	0	1	0	0	.
Associate Professors (FT)	1	1	2	2	2	3	4
Assistant Professors (FT)	2	3	2	3	3	3	2
Instructors and Lecturers (FT)	2	3	2	0	1	1	1
Total Full-time Instructional Staff	5	7	6	6	6	7	7
Part-time Instructional Staff	2	0	2	4	.	.	.
FTE of Part-time Faculty	0.8	0.0	0.3	0.8	.	.	.
Total Instructional FTE	5.8	7.0	6.3	6.8	.	.	.

	Student Credit Hours per Faculty FTE						
	2008	2009	2010	2011	2012	2013	2014
SCH per Full-time Faculty FTE	65	152	117	116	.	.	.
SCH per Part-time Faculty FTE	392	.	320	2924	.	.	.
SCH per Faculty FTE	108	152	127	223	.	.	.

Appendix 2: Graduating Senior Survey Data

Graduating Senior Survey: 2010, 2011, 2012, 2013 & 2014

	Graduation Year	Nursing	UWGB Overall
Graduates:	2010	63	1106
	2011	97	1185
	2012	90	1293
	2013	114	1229
	2014	117	1233
Response Rate*	2010-2014	166/481 (35%)	2841/6046 (47%)

* Note: % response misses double-majors who choose to report on their other major.

Table 1: Rating the MAJOR
(A = 4, B = 3.0, etc.)

	Unit of Analysis	2010-2014						
		N	mean	A	B	C	D	F
Clarity of major requirements	NURS	164	3.7	71%	26%	2%	0	0
	UWGB	2836	3.5	58%	34%	6%	1%	1%
Reasonableness of major requirements	NURS	165	3.5	58%	34%	5%	2%	1%
	UWGB	2831	3.5	56%	36%	6%	1%	<1%
Variety of courses available in your major	NURS	165	3.3	50%	38%	8%	2%	2%
	UWGB	2821	3.0	35%	42%	17%	5%	1%
Frequency of course offerings in your major	NURS	164	3.2	40%	41%	15%	4%	1%
	UWGB	2819	2.7	22%	41%	26%	8%	3%
Times courses were offered	NURS	141	3.5	65%	22%	9%	2%	2%
	UWGB	2769	2.9	28%	41%	22%	6%	2%
Quality of internship, practicum, or field experience	NURS	146	3.2	43%	38%	12%	5%	2%
	UWGB	1609	3.3	57%	28%	10%	3%	2%
Quality of teaching by faculty in your major	NURS	164	3.5	57%	38%	4%	1%	0
	UWGB	2817	3.4	52%	38%	8%	1%	<1%
Knowledge and expertise of the faculty in your major	NURS	165	3.7	76%	22%	1%	1%	0
	UWGB	2834	3.6	69%	27%	3%	<1%	<1%
Faculty encouragement of your educational goals	NURS	161	3.5	62%	29%	8%	1%	0
	UWGB	2800	3.4	56%	30%	11%	2%	1%
Overall quality of advising received from the faculty in your major	NURS	165	3.6	75%	18%	5%	1%	1%
	UWGB	2706	3.2	53%	25%	12%	5%	4%
Availability of your major advisor for advising	NURS	162	3.7	80%	15%	4%	1%	0
	UWGB	2693	3.3	60%	24%	9%	4%	3%
Ability of your advisor to answer university questions	NURS	164	3.8	82%	15%	3%	0	0
	UWGB	2649	3.4	63%	22%	9%	4%	3%
Ability of your advisor to answer	NURS	117	3.7	75%	20%	4%	1%	0

Table 1: Rating the MAJOR
(A = 4, B = 3.0, etc.)

	Unit of Analysis	2010-2014						
		N	mean	A	B	C	D	F
career questions	UWGB	2376	3.2	52%	28%	13%	4%	3%
In-class faculty-student interaction	NURS	87	3.0	38%	34%	13%	15%	0
	UWGB	2657	3.1	44%	30%	13%	12%	<1%
Overall grade for your major (<u>not</u> an average of the above)	NURS	162	3.6	64%	31%	3%	1%	1%
	UWGB	2801	3.4	49%	42%	8%	1%	<1%

Table 2. Job related to major while completing degree?

	Unit of Analysis	n	Full-time		Part-time		No
			Paid	Non-paid	Paid	Non-paid	
2010-2014 percent	NURS	163	81%	0	16%	0	3%
	UWGB	2827	15%	<1%	33%	6%	46%

Table 3. “If you could start college over”

	Unit of Analysis	n	UW-Green Bay		Another college		No BA degree
			Same major	Different major	Same major	Different major	
2010-2014 percent	NURS	163	88%	2%	9%	1%	0
	UWGB	2824	68%	13%	13%	5%	1%

Table 4. Plans regarding graduate/professional study

	Unit of Analysis	n	Already admitted	Have applied	Plan to eventually attend	NA/have not applied yet
2010-2014 percent	NURS	125	5%	16%	66%	13%
	UWGB	2161	8%	12%	63%	17%

Table 5. Highest degree planned

	Unit of Analysis	n	Bachelor’s	Master’s	Specialist’s	Professional	Doctoral
2010-2014 percent	NURS	163	27%	56%	3%	1%	13%
	UWGB	2827	32%	49%	2%	5%	12%

Table 6. General Education preparation

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Critical analysis skills.	NURS	154	75%	2.8	141	50%	2.4
	UWGB	2661	64%	2.6	2591	33%	2.2

Table 6. General Education preparation

Current proficiency vs. Contribution of Gen Ed to current proficiency (3-pt. scale; 3 = high, 2 = medium, 1 = low)	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Problem-solving skills.	NURS	153	78%	2.8	142	50%	2.4
	UWGB	2658	70%	2.7	2583	34%	2.2
Understanding biology and the physical sciences.	NURS	148	62%	2.6	124	46%	2.4
	UWGB	2580	27%	2.0	2460	26%	2.0
Understanding the impact of science and technology.	NURS	151	55%	2.5	134	41%	2.3
	UWGB	2591	36%	2.2	2483	27%	2.0
Understanding social, political, geographic, and economic structures.	NURS	148	37%	2.3	138	33%	2.3
	UWGB	2606	35%	2.2	2532	30%	2.1
Understanding the impact of social institutions and values.	NURS	147	57%	2.5	137	49%	2.4
	UWGB	2622	50%	2.4	2541	38%	2.2
Understanding the significance of major events in Western civilization.	NURS	149	40%	2.3	137	42%	2.3
	UWGB	2593	33%	2.2	2505	32%	2.1
Understanding the role of the humanities in identifying and clarifying values.	NURS	150	49%	2.4	141	48%	2.4
	UWGB	2616	39%	2.3	2537	35%	2.2
Understanding at least one Fine Art.	NURS	149	39%	2.3	133	41%	2.3
	UWGB	2597	39%	2.2	2498	34%	2.1
Understanding contemporary global issues.	NURS	149	41%	2.3	138	38%	2.3
	UWGB	2605	34%	2.2	2505	27%	2.0
Understanding the causes and effects of stereotyping and racism.	NURS	152	63%	2.6	140	46%	2.4
	UWGB	2625	61%	2.6	2539	41%	2.2
Written communication skills	NURS	152	67%	2.7	144	60%	2.6
	UWGB	2637	67%	2.6	2573	44%	2.3
Public speaking and presentation skills	NURS	147	35%	2.3	127	31%	2.2
	UWGB	2612	45%	2.3	2498	30%	2.1
Computer skills	NURS	145	66%	2.6	132	43%	2.3
	UWGB	2620	55%	2.5	2483	29%	2.0

Table 7. Educational experiences
(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2010-2014		
		n	Strongly Agree or Agree	mean
Because of my educational experiences at UW-Green Bay, I have learned to view learning as a lifelong process.	NURS	156	96%	4.6
	UWGB	2749	90%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	NURS	132	55%	3.6
	UWGB	2643	46%	3.3
The UW-Green Bay educational experience encourages students to become involved in community affairs.	NURS	133	67%	3.9
	UWGB	2634	58%	3.6
My experiences at UW-Green Bay encouraged me to think creatively and innovatively.	NURS	157	91%	4.3
	UWGB	2746	82%	4.1
My education at UW-Green Bay has given me a “competitive edge” over graduates from other institutions.	NURS	147	81%	4.2
	UWGB	2629	64%	3.8
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	NURS	154	86%	4.2
	UWGB	2710	75%	4.0
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	NURS	153	85%	4.3
	UWGB	2730	72%	3.9
I would recommend UW-Green Bay to a friend, co-worker, or family member.	NURS	157	94%	4.5
	UWGB	2742	83%	4.2
There is a strong commitment to racial harmony on this campus.	NURS	99	65%	3.9
	UWGB	2444	59%	3.7
The faculty and staff of UWGB are committed to gender equity.	NURS	116	76%	4.1
	UWGB	2545	77%	4.1
This institution shows concern for students as individuals.	NURS	146	86%	4.3
	UWGB	2689	75%	4.0
The General Education requirements at UWGB were a valuable component of my education.	NURS	145	79%	4.1
	UWGB	2606	50%	3.3

Table 8. Activities while at UW-Green Bay

	Unit of Analysis	n	Independent study	Student org	Internship	Professional organization	Community service	Worked with a faculty member	Study group	Study abroad
2010-2014 percent	NURS	165	24%	8%	67%	27%	44%	10%	24%	7%
	UWGB	2834	25%	48%	55%	22%	58%	23%	56%	14%

Table 9. Rating services and resources
(A = 4, B = 3, etc.)

	Unit of Analysis	2010-2014		
		n	A or B	mean
Library services (hours, staff, facilities)	NURS	73	90%	3.4
	UWGB	2373	91%	3.4
Library collection (books, online databases)	NURS	116	90%	3.4
	UWGB	2295	91%	3.4
Admission Office	NURS	110	97%	3.6
	UWGB	2220	92%	3.4
Financial Aid Office	NURS	75	93%	3.6
	UWGB	2104	88%	3.3
Bursar' s Office	NURS	107	92%	3.5
	UWGB	2602	87%	3.3
Career Services	NURS	21	81%	3.4
	UWGB	1561	85%	3.3
Academic Advising Office	NURS	87	94%	3.7
	UWGB	2237	76%	3.1
Student Health Services	NURS	14	93%	3.7
	UWGB	1372	87%	3.4
Registrar' s Office	NURS	89	97%	3.7
	UWGB	2272	92%	3.5
Writing Center	NURS	13	85%	3.3
	UWGB	951	85%	3.3
University Union	NURS	22	86%	3.3
	UWGB	2266	89%	3.4
Student Life	NURS	7	72%	3.1
	UWGB	1351	83%	3.2
Counseling Center	NURS	5	60%	2.8
	UWGB	534	80%	3.2
Computer Facilities (labs, hardware, software)	NURS	30	90%	3.4
	UWGB	2361	95%	3.6
Computer Services (hours, staff, training)	NURS	34	79%	3.3
	UWGB	2135	92%	3.5
Kress Events Center	NURS	17	94%	3.5
	UWGB	1896	96%	3.7
Dining Services	NURS	19	79%	3.2
	UWGB	1733	57%	2.6
American Intercultural Center	NURS	4	50%	2.8
	UWGB	365	87%	3.3
International Office	NURS	4	50%	2.8
	UWGB	374	82%	3.1
Residence Life	NURS	2	0	2.0

Table 9. Rating services and resources
(A = 4, B = 3, etc.)

	Unit of Analysis	2010-2014		
		n	A or B	mean
	UWGB	1136	75%	2.9
Bookstore	NURS	112	92%	3.3
	UWGB	2703	79%	3.1

Appendix 3: Alumni Survey Data

Alumni Survey: 2010, 2011, 2012, 2013 & 2014

	Survey year	Graduation Year	Nursing	UWGB Overall
Graduates:	2010	2006-2007	48	1148
	2011	2007-2008	46	1162
	2012	2008-2009	57	1133
	2013	2009-2010	52	1295
	2014	2010-2011	83	1309
Response Rate*	2010-2014		45/286 (16%)	874/6047 (14%)

* Note: % response misses double-majors who chose to report on their other major.

Table 1. Preparation & Importance
 ■ Preparation by UWGB (5-pt. scale; 5 = excellent)
 ■ Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2010-2014					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Critical analysis skills.	NURS	8	88%	4.4	10	90%	4.6
	UWGB	682	59%	3.6	664	76%	4.2
Problem-solving skills.	NURS	8	88%	4.3	10	90%	4.6
	UWGB	682	61%	3.7	659	78%	4.3
Understanding biology and the physical sciences.	NURS	8	88%	4.4	10	90%	4.7
	UWGB	652	45%	3.4	629	31%	2.7
Understanding the impact of science and technology.	NURS	7	86%	4.3	9	89%	4.6
	UWGB	656	47%	3.4	646	43%	3.2
Understanding social, political, geographic, and economic structures.	NURS	7	86%	4.1	9	78%	4.1
	UWGB	667	56%	3.6	654	53%	3.5
Understanding the impact of social institutions and values.	NURS	8	88%	4.3	10	80%	4.1
	UWGB	670	60%	3.7	650	56%	3.6
Understanding the significance of major events in Western civilization.	NURS	7	86%	4.0	9	67%	3.7
	UWGB	659	51%	3.5	626	31%	2.8
Understanding a range of literature.	NURS	7	86%	3.9	9	56%	3.3
	UWGB	657	48%	3.4	632	33%	2.8
Understanding the role of the humanities in identifying and clarifying individual and social values.	NURS	7	86%	4.1	8	63%	3.6
	UWGB	661	52%	3.5	634	41%	3.1
Understanding at least one Fine Art,	NURS	7	86%	4.0	8	63%	3.5

Table 1. Preparation & Importance
 ▪ Preparation by UWGB (5-pt. scale; 5 = excellent)
 ▪ Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2010-2014					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
including its nature and function(s).	UWGB	662	55%	3.5	622	29%	2.7
Understanding contemporary global issues.	NURS	8	88%	4.4	9	78%	4.2
	UWGB	663	51%	3.5	640	50%	3.4
Understanding the causes and effects of stereotyping and racism.	NURS	7	86%	4.3	9	67%	4.0
	UWGB	663	57%	3.6	642	51%	3.4
Written communication skills.	NURS	8	88%	4.5	9	89%	4.6
	UWGB	675	69%	3.9	653	78%	4.2
Public speaking and presentation skills.	NURS	5	80%	4.2	7	86%	4.4
	UWGB	671	55%	3.6	656	72%	4.1
Reading skills.	NURS	8	88%	4.4	9	89%	4.7
	UWGB	673	63%	3.8	654	76%	4.2
Listening skills.	NURS	8	88%	4.4	9	89%	4.7
	UWGB	669	64%	3.8	656	79%	4.3
Leadership and management skills.	NURS	8	88%	4.3	9	89%	4.7
	UWGB	673	59%	3.6	652	78%	4.2

Table 2. Educational experiences
 (5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
My educational experiences at UW-Green Bay helped me to learn or reinforced my belief that learning is a lifelong process.	NURS	45	89%	4.4
	UWGB	869	91%	4.3
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	NURS	35	63%	3.6
	UWGB	857	52%	3.4
Students at UW-Green Bay are encouraged to become involved in community affairs.	NURS	36	67%	3.7
	UWGB	853	59%	3.6
My experiences and course work at UW-Green Bay encouraged me to think creatively and innovatively.	NURS	42	95%	4.4
	UWGB	867	87%	4.2
The interdisciplinary, problem-focused education provided by UW-Green Bay gives its graduates an advantage when they are seeking employment or applying to graduate school.	NURS	45	93%	4.4
	UWGB	859	77%	4.0
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	NURS	45	91%	4.4
	UWGB	868	83%	4.1
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	NURS	42	91%	4.3
	UWGB	861	73%	3.9

Table 2. Educational experiences
(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
I would recommend UW-Green Bay to co-worker, friend, or family member.	NURS	45	96%	4.6
	UWGB	870	90%	4.4
The General Education requirements at UWGB were a valuable component of my education.	NURS	39	67%	3.9
	UWGB	833	57%	3.5
UWGB cares about its graduates.	NURS	41	76%	4.1
	UWGB	837	62%	3.7
I feel connected to UWGB.	NURS	42	67%	3.7
	UWGB	856	45%	3.3

Table 3. "If you could start college over"	Unit of Analysis	n	UW-Green Bay		Another college		No bachelor's degree anywhere
			Same major	Different major	Same major	Different major	
2010–2014 percent	NURS	43	91%	5%	2%	2%	0
	UWGB	869	65%	22%	7%	5%	1%

Table 4. Rating the MAJOR
(Scale: A = 4, B = 3, etc.)

	Unit of Analysis	2010–2014			
		n	A or B	C or D	mean
Quality of teaching.	NURS	44	100%	0	4.0
	UWGB	872	95%	5%	3.6
Knowledge and expertise of the faculty.	NURS	45	100%	0	4.0
	UWGB	870	98%	2%	3.7
Faculty-student relationships (e.g., helpfulness, sensitivity, acceptance of different views).	NURS	43	100%	0	3.7
	UWGB	869	91%	8%	3.6
Importance and relevance of courses to professional and academic goals.	NURS	43	100%	0	3.8
	UWGB	863	89%	10%	3.4
Advising by faculty (e.g., accuracy of information).	NURS	42	98%	2%	3.7
	UWGB	851	87%	12%	3.4
Availability of faculty (e.g., during office hours).	NURS	40	97%	3%	3.7
	UWGB	849	93%	7%	3.5
Overall grade for the major (not a sum of the above).	NURS	45	98%	2%	3.8
	UWGB	863	94%	5%	3.5

	Unit of Analysis	n	Bachelor's	Master's	Specialist	Professional	Doctoral
2010-2014 percent	NURS	45	24%	53%	0	2%	20%
	UWGB	869	38%	45%	1%	5%	11%

	Unit of Analysis	n	Already graduated	Currently enrolled	Accepted, not enrolled	Rejected	Have not applied
2010-2014 percent	NURS	35	40%	17%	0	3%	40%
	UWGB	562	23%	22%	4%	3%	48%

	NURS (n = 44)	UWGB (n = 870)
Employed full-time (33 or more hours/week)	80%	78%
Employed part-time	16%	11%
Unemployed, seeking work	0	5%
Unemployed, not seeking work	2%	2%
Student, not seeking work	2%	4%

	Unit of Analysis	n	Very satisfied or satisfied	mean
2010-2014 percentage	NURS	42	83%	4.2
	UWGB	771	73%	3.9

	NURS (n = 42)	UWGB (n = 762)
High school or less	0	19%
Certificate	0	2%
Associate's degree	50%	13%
Bachelor's degree	38%	57%
Graduate degree	12%	8%

Table 10. Extent to which job relates to major

	NURS (n = 42)	UWGB (n = 770)
Very related	90%	49%
Somewhat related	10%	31%
Not at all related	0	19%

Table 11. Current income

	NURS (n = 40)	UWGB (n = 745)
Under \$20,000	0	12%
\$20,000 to \$25,999	0	11%
\$26,000 to \$29,999	0	9%
\$30,000 to \$35,999	2%	20%
\$36,000 to \$39,999	0	13%
\$40,000 to \$49,999	10%	15%
\$50,000 or more	88%	20%

Employers, Locations, and Job Titles

Gundersen health system	Lacrosse	WI	RN
Allina Health	Coon Rapids	MN	RN
NWTC	Green Bay	WI	Nusing Lab Coordinator
Cigna	Chicago	Illinois	RN-BSN CCM
Aurora Health Care	Marinette	WI	RN until I take/pass my boards then NP Cardiology
Ministry Door County Medical Center	Sturgeon Bay	WI	Once passing my boards, I will be a APNP
North Central Health Care	Wausau	WI	Charge RN
Aurora Visiting Nurses	Green Bay	Wisconsin	Case Manager/ RN
College of Menominee Nation	Keshena	Wisconsin	Project Coordinator
Robert Wood Johnson University Hospital	Hamilton	New Jersey	Staff Nurse
Bellin Health	Green Bay	Wisconsin	RN
St. Vincent Hospital	Green Bay	Wisconsin	RN
amcmc	two rivers	Wisconsin	RN
St. Vincent Hospital	Green Bay	Wisconsin	RN

Holy Family Memorial	Manitowoc	Wisconsin	RN
Veteran's Administration Medical Center	Minneapolis	Minnesota	Psychiatric RN
Bellin Hospital	Green Bay	Wisconsin	Nursing Supervisor/ICU RN
Urologic Associates of Iowa City PC	Iowa City	Iowa	CEO
Community Memorial Hospital	Oconto Falls	Wisconsin	Nurse Manager
Holy Family Memorial	Manitowoc	Wisconsin	RN
Agnesian Health Care	Fond du Lac	Wisconsin	RN
Maimonides Medical Center	Brooklyn	New York	Registered Nurse
State Operated Services/Minnesota Specialty Health System	Wadena	Minnesota	Resgistered Nurse Supervisor/Program Manager
Langlade Hosptial	Anitgo	Wisconsin	RN
Astalas Pharma Global Development	Deerfield	Wisconsin	Pharmacovigilance Operations Project Manager
Essentia Health	Duluth	Minnesota	Applications Analyst
University of Virginia Medical Center	Charlottesville	Virginia	Staff Nurse - NICU
N/A		Wisconsin	
Marshfield Clinic	Weston	Wisconsin	Women's Health Nurse Practitioners
Hallmark Cards Inc.	Kansas City	Missouri	Occupational Health and Wellness Nurse
Franciscan St Anthony Michigan City	Michigan City	Indiana	Emergency Department Case Manager
Spectrum Health United Hospital	Greenville	Wisconsin	Director of Inpatient Services
Sanford Medical Center	Sioux Falls	South Dako	RN
St. Mary's Hospital Medical Center	Green Bay	Wisconsin	Registered Nurse/Charge Nurse
GENEX	Dayton	Ohio	nurse case manager
HealthEast Care System	St. Paul	Minnesota	Lead Clinical Documentation Improvement Specialist
St. Luke's	Duluth	Minnesota	Manager, Emergency Services
Bellin Health	Green Bay	Wisconsin	Team Facilitator - RN
Prohealth care	Waukesha	Wisconsin	RN
Tufts Medical Center	Boston	Masachusetts	Staff RN NICA
HealthEast Care Systems	St. Paul	Minnesota	Clinical Documentation Improvement Specialist

Appendix 4: Program's Current Official Description and Requirements Published in UW-Green Bay Undergraduate Catalog

<http://www.uwgb.edu/nursing/>

[A Completion Program for Registered Nurses](#)

Professional Program in Nursing (Bachelor of Science in Nursing)

Professor – Susan Gallagher-Lepak (chair)

Associate Professors – T. Heather Herdman, Sylvia Kubsch, Janet Reilly, Christine Vandenhouten

Assistant Professor – Brenda Tyczkowski

Lecturers – Becky Hovarter

Advisers – Sharon Gajeski, Jennifer Schwahn, Cindy VanDyke

Student Services Specialist – Ruth Pearson

Director of Student Outreach – Jan Malchow

Student Outreach Specialist – Jason Mathwig

Overview of the Program in Nursing

The Professional Program in Nursing at the University of Wisconsin-Green Bay provides an opportunity for Registered Nurses (RNs) holding an associate degree or diploma in nursing to earn a Bachelor of Science Degree in Nursing (BSN). This accredited, high quality program is designed to be nurse friendly, flexible, and meet the needs of adult learners and working registered nurses. Prior learning is acknowledged through liberal articulation and transfer policies.

The program is built upon the foundation of the associate degree or diploma in nursing and includes general education courses, courses supportive of nursing, and upper-level Nursing major courses. The program consists of 120 credits for the BSN degree. The RN transfers at least 60 credits through articulation agreements. Additional credits completed at other universities, colleges, or community colleges may also transfer. The remaining UW-Green Bay requirements for graduation include a college-level chemistry course, 30 credits of general education and support courses for the Nursing major, and 30 credits of upper-level Nursing courses.

Based upon professional standards and what employers say they value most, the Nursing curriculum targets:

- Professional nursing roles and nursing science development
- Practice based on research, standards, and theory
- Strong communication, critical thinking, and leadership skills
- Autonomous therapeutic nursing interventions
- Culturally congruent and ethically sound nursing care
- Responsibility for being a change agent and lifelong learner

Students in the Nursing major must have:

- Graduated from an associate degree in nursing program or from a diploma program in nursing;
- Grade point average of 2.5 on a 4.0 scale (or equivalent) on post-secondary coursework, or satisfactory completion of a diploma program;

- Current, unencumbered RN license in any state; and
- Consultation with a Nursing program adviser.

Three Tracks, One Destination

The program is offered in three tracks:

- **Campus Track** (face-to-face courses);
- **BSN@HOME Track** (via the internet for nurses residing in the state of Wisconsin);
- **BSN-LINC/National Track** (via the internet for nurses residing outside the state of Wisconsin)

Though courses are delivered through different modalities, the program requirements and outcomes are the same for all three tracks.

The **Campus Track** is designed for RNs who reside within traveling distance of UW-Green Bay. Limited sections are also available in Marinette and Rhinelander. Nursing courses are offered in campus classrooms. Courses are “block scheduled” (i.e., each course meets once per week or every other week). General education and support courses can be completed on campus, through UW-Green Bay Adult Degree Programs (online or independent study/Saturday schedule), through UW Colleges (online or on campus), or through UW Independent Learning correspondence courses.

The internet-based **BSN@HOME Track**, for RNs who are Wisconsin residents, is available through the combined resources of the nursing programs at the UW campuses in Green Bay, Eau Claire, Madison, Milwaukee, Oshkosh, and Stevens Point. The BSN is awarded by the home institution, in this case UW-Green Bay. All general education and support courses are offered via the internet through UW-Green Bay Adult Degree Programs and the UW Colleges online. BSN@HOME Track students are welcome to take courses on campus.

The internet-based **BSN-LINC/National Track** is designed for RNs who reside outside the state of Wisconsin. Students must have a current RN license from any state in the U.S. for eligibility. Practicum is arranged in the student’s home state. All courses are available via the internet.

Students may study abroad or at other campuses in the United States through UW-Green Bay’s participation in international exchange programs, through National Student Exchange, or through consultation with the Nursing adviser. For more information, contact the Office of International Education (920) 465-2190  (920) 465-2190.

Note: New freshmen and other newcomers to nursing studies who are seeking an all-inclusive path to the Registered Nurse credential and the bachelor’s degree should turn to the “Nursing: Preprofessional” information under the Preprofessional Programs of Study.

For Further Information and Application Materials

If you are interested in furthering your education, marketability, and job satisfaction, visit our website at <http://www.uwgb.edu/nursing/> and see what we have to offer. We are also happy to answer your questions through phone or e-mail.

Campus Track:

Contact us at nursing@uwgb.edu

920-465-2826  920-465-2826 or

Toll-free 888-NSG-UWGB  888-NSG-UWGB FREE (888-674-8942  888-674-8942 FREE)

To apply online: <https://apply.wisconsin.edu/>

Internet-based BSN@HOME Track for Wisconsin residents:

Contact us at nursing@uwgb.edu

920-465-2826  920-465-2826 or

Toll-free 888-674-8942  888-674-8942 FREE

Visit the BSN@HOME website: <http://www.bsnathome.com>

To apply online: <https://apply.wisconsin.edu/>

Internet-based BSN-LINC/National Track for RNs outside the state of Wisconsin:

Contact us at bsnlinc@learn.uwsa.edu

Toll-free 877-656-1483  877-656-1483 FREE

Visit the BSN-LINC National website: <http://bsnlinc.wisconsin.edu/>

To apply online: <http://bsnlinc.wisconsin.edu/howtoapply.asp>

Requirements for Nursing Major

General Education	18
Fine Arts	
Humanities	
Global Culture	
Ethnic Studies Perspective	
Social Sciences ¹	
Natural Sciences ¹	
Nursing Support	12
Written Communication	
Therapeutic Nursing Intervention Electives	
Statistics	
Speech ¹	
Chemistry ²	
Critical Thinking Elective ³	
Lower-Level Nursing ¹	
Upper-Level Nursing	30
Required	
NURSING 448 or NURSING 487	Research and Evidence-Based Practice Evidence-Based Nursing Practice
NURSING 407	Foundations of Professional Nursing Practice
NURSING 441	Chronic Care Management
NURSING 447	Leadership and Management
NURSING 453	Information Management and Healthcare Technology
NURSING 454	Community Health Nursing
NURSING 455	Community Health Nursing Practicum
NURSING 490	Synthesis for Nursing Practice
Complete 6 credits of NURSING 492, choose two different topics	
NURSING 492	Special Topics in Nursing (Repeatable with different topics)
Total Credits	60

¹ Satisfied by articulation agreements/transfer credits.

² Chemistry is required beginning September 1, 2007, if no previous college-level chemistry.

³ Critical thinking elective can be satisfied by certain humanities courses such as philosophy, or taken as a separate course.

Appendix 5: Academic Affairs Council and Dean Conclusions and Recommendations from Program's Last Review

Date: October 29, 2008 - REVISED -
To: Dean Fritz Erickson
From: Christine Style, Chair of AAC
Re: AAC Nursing Review
CC: AAC, Tim Sewall, Derryl Block, SOFAS

The AAC met on October 17, 2008 with Dr. Dell'yl Block to discuss the Nursing Program Review. In addition to Dr. Block the following were present: John Lyon, Lloyd Noppe, Dennis Lorenz, Pat Ragan, and Chris Style (chair)

Overall, the nursing review material is thorough and in depth and Dr. Block should be commended for her leadership in administrating this challenging and growing program. Since the last review, a strong marketing component is now in operation, and a synthesis project in the Capstone course is now a part of their assessment process. The Nursing Program has steady and healthy enrollments that are moving from mostly face-to-face to online instruction, which is consistent with the national trend. Other evaluative methods were tried including all faculty grading all projects but that proved too tedious and time consuming and the overall results did not show much if any improvement in student outcomes. The Program seeks out employers' data but the most valuable gauge continues to be students returning to the program for updated training. The program is satisfied with its current progress and although small, it is an effective and well- respected program.

The enrollment trends material presented with the report were discussed with Dr. Block and it was determined that the change in recording within the Registrar's Office is responsible for making it appear as if the National enrollment had decreased when it had actually increased. There are currently 219 students enrolled in all three tracks in Nursing. The campus face-to-face program is decreasing as the local student base once having taken an online course continue to use that mode of instruction. The Nursing Program had a one-year overlap in which both the National League for Nursing Accrediting Commission and the Commission on Collegiate Nursing Education (CNE) accredited it. Currently the program is only paying dues to the CNE. Additionally, in order to maintain CNE accreditation the Nursing Programs is required to belong to a range of multiple associations.

The combination of three different funding mechanisms makes it a challenging program to run and includes establishing contracts between other institutions. The programs budget is currently in good shape because of grants and having a self-funded track based upon an outreach model. 90% of Dr. Block's time is used in directing and administration duties and at present there isn't another faculty member who could take over or share in this responsibility. The program continues to work to get tenure-track faculty tenured. The program did receive funds from the UW System to increase the face-to-face program in Marinette and Rhinelander. Most of the UW- Green Bay community doesn't know the nursing students as they come after taking their general education credits elsewhere. The Nursing Program attracts a highly diverse community of students.

The Nursing program's primary feeder school is NWTC and there is little collaboration with Bellin even though they share an Honors Society. St. Norbert College is not considered as competition.

Date: June 25, 2009

To: Interim Provost Bill Laatsch

From: Dean Fritz Erickson

RE: AAC Nursing Review

CC: Tim Sewall, Derryl Block, SOFAS Office, Susan Gallagher-Lepak

After review of the January 30, 2009 Nursing Self Study Report and the October 29, 2008 AAC Nursing Review, I conclude that the Professional Program in Nursing:

- Is involved with extensive monitoring and quality improvement regarding structure, processes, and outcomes as part of its Commission on Collegiate Nursing Education (CCNE) accreditation requirements
- Has utilized marketing and intensive advising to significantly increase student numbers, especially in the BSN-LINC national tracks
- Has initiated a face to face outreach track in Marinette and Rhinelander funded by UW System DIN money
- Utilizes innovative and ethical business principles in its self funded BSN-LINC notational online track.
- Effectively collaborates with Nursing programs in UW system and throughout the nation through its statewide BSN@Home collaborative track and its nationwide BSN-LINC track
- Has increased scholarly productivity and reputation in the area of online teaching and learning.
- Is effective in using resources and garnering new resources for teaching/learning.
- Is still planning a Nursing graduate program

After consultation with program faculty, I recommend the following actions:

1. Continue monitoring and quality improvement regarding processes and outcomes as part of its Commission on Collegiate Nursing Education (CCNE) accreditation requirements
2. Continue growing enrollment in BSN@Home collaborative statewide track as well as BSN-LINC National track
3. Continue face to face outreach in Marinette and Rhinelander and develop formal partnerships with associate degree programs and UW Colleges in those areas. It is essential to ensure that DIN funding allocated to UW-Green Bay Nursing outreach efforts in the Marinette and Rhinelander regions stays in control of the Nursing Unit so that DIN target goals regarding number of students in those areas be realized. (Formal partnerships by December 1, 2009).
4. Continue utilizing innovative, ethical, and effective business principles in marketing the BSN-LINC national online track.

5. Continue collaboration with Nursing programs in UW system and throughout the nation through its statewide BSN@Home collaborative track and its nationwide BSN-LINC track
6. Maintain scholarly activity and seek additional grants in the area of online teaching and learning.
7. Put forth a plan for a Masters program to UW-Green Bay and UW-System that builds on collaboration with other UW System Nursing programs (By October 1, 2009).

Appendix 6: Program's Assessment Plan/Annual Updates

Nursing's assessment plan and annual updates on student outcomes are located at: <http://www.uwgb.edu/assessment/programmatic/assessments/>. Below is the most recent assessment plan and annual update.

Nursing

Assessment Reporting 2014-2015

1. Please give a brief overview of the assessment data you collected this year. This can be in any form you feel is appropriate, such as a table, a short narrative of results, statistical analysis, highlighting findings that were of particular interest, etc. You will, however, likely want to submit results for each learning outcome you assessed this year individually.

Nursing assessed a number of direct measures of student's professionalism. This aligns with Program outcome #8 - Promote Professionalism and model values of altruism, autonomy, caring, human dignity, integrity and social justice in nursing practice. Direct measures used include:

1. Scores on the NURS 407 mid-term and final exams (Target audience- Students [N = 60] enrolled in two sections of NURS 407 Foundations of Professional Nursing Practice course in fall semester 2014).
2. Scores on a NURS 407 professional values assignment (Target audience same as #1).
3. NURS 445 Community/Health Practicum Agency Feedback Form - Mentor Ratings on three select items related to professionalism (Target audience- Students enrolled in NURS 445/455 during calendar year 2014 [N =
4. Graduate (Class of 2014), Alumni (Class of 2013), and Employer Survey (Class of 2014) results for Program Outcome 8

Nursing

Assessment Reporting 2014-2015

1. Which outcome will you assess?
 - Program outcome #8 Promote Professionalism and model values of altruism, autonomy, caring, human dignity, integrity, and social justice in nursing practice.
2. Which technique will you use to assess this outcome?
 - Direct measures will be used (evaluated against identified criteria)
 1. Scores on six items on the mid-term exam related to professionalism
 2. Scores on a professional values assignment
 3. Results for Program Outcome #8 on Graduate, Alumni (1-year), and Employer Surveys
 4. Community/Health Practicum Mentor Ratings
3. Which course or group of students will you assess on the outcome chosen above and when?
 - Measures 1 & 2- Students in two sections of Nursing 407 Foundations of Professional Nursing Practice course in fall semester 2014 (N = 60)
 - Measure 3- Graduates & Employers of the Class of 2014; Alumni Class of 2013
4. Who will do the assessment and coordinate the data collection and reporting?
 - Chris Vandenhouten and Mimi Kubsch

Student Learning Outcome	Program Outcome #8: Promote professionalism and model the values of altruism, autonomy, caring, human dignity, integrity, and social justice in nursing practice.
Evidence/Findings	<ol style="list-style-type: none"> 1. Scores on the NURS 407 midterm and final exams <ol style="list-style-type: none"> a. Mean score on the midterm: 8.02 (out of 10) b. Mean score on the final exam: 8.32 (out of 10) 2. Scores on a NURS 407 professional values assignment <ol style="list-style-type: none"> a. Mean scores on the 407 Professional= 4.85 (out of 5) 3. Graduate Survey data - graduate rating of satisfaction with achievement of program outcome #8 (5-point Likert scale: 5 = extensive, 1 = none) Program benchmark = 3.75 <ol style="list-style-type: none"> a. Class of 2014: weighted mean = 4.37 4. Alumni Survey data (1 year)– Alumni rating of satisfaction with achievement of program outcome #8 <ol style="list-style-type: none"> a. Class of 2013: weighted mean = 4.22 5. Employer Survey Data - Program outcome #8 (5-point Likert scale with 5=extensive & 1=none) Program benchmark = 3.75 <ol style="list-style-type: none"> a. Class of 2014: weighted mean = 3.95 6. NURS 445 Community Health Practicum Agency Feedback Form- Mentor Ratings for select items r/t professionalism. 3-point Likert-type scale (1= does not meet expectations, 2= meets expectations, 3= exceeds expectations) <ol style="list-style-type: none"> a. Initiative, interest, and enthusiasm for learning: <ul style="list-style-type: none"> • 2014 mean = 2.77 (# students with rating < 2= 1) b. Effective communication with mentor, clients, and community partners: <ul style="list-style-type: none"> • 2014 mean = 2.67 (# students with rating < 2= 0) c. Professional behaviors (appropriate appearance, being on time, affect, etc.) <ul style="list-style-type: none"> • 2014 mean = 2.74 (# students with rating < 2= 2)

2. How will you use what you've learned from the data that was collected? Some examples are: particular improvements to the curriculum, incorporation of a different pedagogy, a change in assessment plan for the following year in order to obtain more specific feedback, better information or a better response rate, a determined need for faculty development in a particular area, better career alignment, a faculty retreat to discuss the data and how best to use it, etc.

For the past 2 years, nursing has evaluated students' professionalism (program outcome #8). Results demonstrate a high degree of professionalism is achieved (self assessment, external perception of employers and practicum mentors).

Results indicate:

- Student performance on the midterm and final quizzes (including items related to professionalism) are satisfactory
- Graduates, alumni, and employers has successfully demonstrated professionalism.
- Community Health Mentor ratings of students enrolled in the community health practicum (nationwide) indicate that students demonstrate initiative, interest, and enthusiasm for learning. They effectively communicate with their mentors and other stakeholders and demonstrate professional behaviors.

Results were used to support ongoing accreditation of the nursing program (Spring 2015). The process of evaluating program outcome #8 has helped us to strengthen our formative assessment of this program outcome throughout our curriculum (e.g., coverage relevant content in 2 courses).

For 2015-2016, nursing will determine whether to continue to evaluate program outcome 8- Professionalism or another program outcome.