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## **INSTITUTIONAL OVERVIEW OF THE REVIEW PROCESS**

### **Program Review Process**

At Emporia State University, administrative units have the responsibility to organize program review efforts in a manner that best suits their environment and the nature of the program being reviewed. It is considered essential that all faculty connected to the program participate fully and actively in the program review process. While some departments appoint individual faculty and/or committees to process data associated with the review, reports are provided to the faculty as a whole for discussion, reflection, and decision making.

The program review process at the departmental level requires gathering quantitative and qualitative program information. Both types of data assist units to reflect upon the quality of the program and lend validity to the self-evaluation and resulting recommendations. Budget and financial information is provided by Fiscal Affairs. The Office of Institutional Research compiles quantitative data related to numbers of majors, credit hour production, productivity per full time/part-time FTE, etc. Surveys of recent graduates, current students, and employers provide qualitative data. For some programs, qualitative data may also include numbers of students who matriculate into graduate programs of study.

Once data are collected, faculty, staff, and administrators engage in serious and on-going dialogue both formally (department meetings) and informally (hallway discussions, over coffee, etc.) about the implications of the data. Department chairs provide written summaries, including recommendations for each program of study, to the respective school/college dean and to the provost.

### **Minimum Components of Program Review**

The information gathered for program review is meant to be helpful, informative, and instructive. It is a vehicle to change, improve, and enhance programs. While the review includes statistical and quantifiable information, qualitative and 'value added' information is equally important. Review components have been provided below including required elements within each component.

**1. Centrality of the program to fulfilling the mission and role of the institution.**

Relation to ESU mission

Service role to university (importance of courses/major/degree to other programs or units of the university)

Uniqueness of program

Interdisciplinary programs

Accreditation

**2. The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty.**

Effective teaching (class size, use of appropriate technology)

Service activities (participation and leadership in disciplinary organizations)

Scholarship activities (research projects, funded grants, presentations, books, journal articles)

Honors/awards

Narrative by chair

**3. The quality of the program as assessed by its curriculum and impact on students.**

Goals and objectives of the program (national disciplinary trends)

Mission statement of the program

Student assessment data

Student achievement (academics, participation or leadership in disciplinary organizations and activities, honors/awards, grants, research and creativity, technology skills)

External evaluations (accreditation reports, advisory committees, external professional colleagues, employers, alumni)

Summary or student feedback

**4. Demonstrated student need and employer demand for the program.**

Employer survey

Projected employment needs

Societal demands

Evaluation of program by alumni

**5. The service the program provides to the discipline, the university, and beyond.**

Labs for students/public

Clinics for public/students

Service to school district/community groups

Service to constituents

Conferences department holds

Publications (state, regional national)

Speakers' bureaus

Staff development

Consulting  
Interdisciplinary programs  
General education requirements

**6. The program's cost effectiveness.**

Financial resources/external funding

**Recommendations**

Baccalaureate programs reviewed during this cycle include those in Communication (BA, BS), Biology (BA, BS, BSE), Biochemistry & Molecular Biology (BS), Physical Science (BA, BS), Chemistry (BA, BS), Earth Science (BA, BS), Physics (BA, BS), Theatre (BA, BFA), Art (BA, BS, BFA, BSE), Athletic Training (BS), Health Promotion (BS), and Nursing (BS). Graduate degrees in the following areas were reviewed: Biology (MA, MS) and Physical Science (MS).

1. The baccalaureate programs in Communication (BA, BS), Biology (BA, BS, BSE), Biochemistry & Molecular Biology (BS), Chemistry (BA, BS), Earth Science (BA, BS), Physics (BA, BS), Theatre (BA, BFA), Art (BA, BS, BFA, BSE), Health Promotion (BS), and Nursing (BS) should be continued.
2. The baccalaureate program in Physical Science (BA, BS) should be discontinued.
3. The baccalaureate program in Athletic Training (BS) should be continued with Additional Review.
4. The graduate programs in Biology (MA, MS) and Physical Science (MS) should be continued.

## **SUMMARY ASSESSMENTS AND RECOMMENDATIONS FOR REVIEWED PROGRAMS**

### **Communication (BA, BS)**

#### **Centrality of the program to fulfilling the mission and the role of the institution.**

The Communication program contributes significantly to the mission and role of ESU. As a primary example, it supports a strong program in General Education. The university's General Education program attempts to ensure that all graduates are prepared for responsible and productive lives beyond the baccalaureate degree. General Education at Emporia State University has been described as the "heart of the college experience" and is viewed as complementary to the student's other studies in his or her major field. The General Education program has several components, among them being the requirement for students to demonstrate effective communication skills in speaking and listening. Proficiency in oral communication is demonstrated by students taking either SP 100, Interpersonal Communication, or SP 101, Public Speaking. In particular, students majoring in Business, Elementary/Secondary Education, and Nursing must complete SP 101, Public Speaking.

#### **The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty.**

Faculty members in the Communication program are actively involved in scholarship activities, a wide variety of service activities, and have received important honors and awards. Since the last program review, Communication faculty members have published a number of peer-reviewed articles in scholarly journals and have presented many scholarly convention papers at professional association conferences and conventions. Dr. Michael Dennis serves as an editorial board member for the *Western Journal of Communication* and the *Death Studies* journal. Professor Kenna Reeves was inducted into the Kansas Speech Communication Association Hall of Fame in 2011. In 2012, Dr. Sheryl Lidzy was elected President of the Oklahoma Speech Theater Communication Association. Under the direction of Professor Sam Maurer, our debate team is the undisputed national debate champions, winning the Cross-Examination Debate Association National Championship in Pocatello, Idaho, and the National Debate Tournament in Ogden, Utah.

#### **The quality of the program as assessed by its curriculum and impact on students.**

The Communication program's central learning outcomes are that students should demonstrate competency in construction and delivery of oral presentations, the ability to develop research-based projects and communicate results orally and in writing, and proficiency in oral and written citation of research materials. Assessment measures indicate significant and improving outcomes, with most students meeting benchmarks. As further evidence of the program's impact on students, ESU Shepherd Scholars include Lasonya McElroy, Tess Hobson, Amy Lee, and Christopher Roland. ESU Outstanding Seniors include Taylor Relph Kriley and Ashley McCullough. Rachel Countryman is the current ESU Associated Student Government President.

Michael Torres is the current ESU Union Activities' Council President. LaToya Green was recognized as the 2012 Cross-Examination Debate Association Debater of the Year.

**Demonstrated student need and employer demand for the program.**

The Communication program exceeds KBOR minima for majors and graduates. Employer survey results indicate that employers are generally very satisfied with our graduates' communication skills, problem solving skills, teamwork skills, planning and organizing skills, and their ability to identify alternative courses of action, along with their ability to perform important tasks on time. Many companies that interview at ESU express an interest in interviewing students majoring in Communication.

**The service the program provides to the discipline, the university, and beyond.**

As an example of the Communication program's contributions, our Xi Sigma student chapter of Lambda Pi Eta connects Communication students to scholarship and service in the broader discipline. Lambda Pi Eta is the official honor society of the National Communication Association. In addition, the program sponsors the George R.R. Pflaum Memorial Lecture, a public talk on communication topics open to students, faculty, and the public free of charge.

**The program's cost effectiveness**

The Department of Communication and Theatre's dashboard indicators report the department's 4 year average cost per credit hour as \$196 and the average cost per full-time equivalent student as \$2935. Costs for the Communication program are estimated as \$155 (cost per credit hour) and \$2323 (cost per full-time equivalent student). These data suggest that the Communication program's instructional cost falls in the middle range among ESU academic programs.

**Recommendation:** Continue the Communication program.

## **Biology (BA, BS, BSE, MA, MS)**

### **Centrality of the program to fulfilling the mission and the role of the institution.**

The biology programs of study have a long history of creating and maintaining the type of “dynamic and progressive student-centered learning environment” described in the current ESU mission statement. For example, students in our program lead the campus in terms of the total number of student presentations and student publications in professional journals. An impressive 262 publications or presentations were authored or co-authored by biology students over the past 4 years (FY 2010-FY 2013). Publications appeared in a variety of peer-reviewed outlets that included international, national, regional, and state level peer-reviewed journals. Similarly, presentations were given as oral or poster presentations at a diverse array of international, national, regional, and state level professional conferences. Integration of our research and the scientific process into our teaching continues to be one of the unique strengths of our department. Our program also continues to provide strong international travel course opportunities (e.g., most recently to the Bahamas and to Mexico).

### **The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty.**

All current faculty members have terminal degrees in the subject area. Biology faculty authored or co-authored a total of 340 publications and/or presentations over the past four years (FY 2010-FY 2013). In addition, faculty members have been honored with a number of prestigious awards during the current review period. Selected examples include: Dr. D. Edds was the 2010 recipient of the prestigious *Robert L. Packard Outstanding Educator Award* by the Southwestern Association of Naturalists; Dr. R. Schrock was recognized as the 2011 ESU *Roe R. Cross Professor*; Dr. Tim Burnett received a *Faculty Scholar Award* from the Kansas IDeA Network of Biomedical Research Excellence; and Dr. M. Sundberg was elected as a Fellow of the American Association for the Advancement of Science (AAAS). In addition, our faculty members continue to successfully pursue external grants to support their research efforts.

### **The quality of the program as assessed by its curriculum and impact on students.**

The Biology program offers an undergraduate curriculum with courses designed to prepare students for a variety of occupations associated with science teaching, fisheries & wildlife management, environmental assessment, research laboratories, advanced graduate education, and a variety of health related careers. Student learning outcomes are grouped into two categories: (1) biological content knowledge and (2) biological research skills. Both graduate and undergraduate students have been recognized with a variety of awards. In addition, many of these students have won prestigious awards for the quality of their research presentations at numerous professional conferences. These observations suggest that the Department of Biological Sciences continues to be highly productive in terms of engaging students in high caliber scholarly activity. The relatively large number of publications/presentations that were co-authored with students strongly suggests that students are engaged in a vibrant student-centered research program.

### **Demonstrated student need and employer demand for the program.**

Demand for biology graduates is relatively high, and there is particularly strong demand for students in the allied-health, microbial & cellular biology, secondary-education biology teaching, and environmental biology concentrations. Most predictions suggest that future demand for these students will likely increase. Also, the state of Kansas has made efforts to increase the “biosciences” portion of the state’s economy ([www.kansasbioauthority.org](http://www.kansasbioauthority.org)). The most recent profile of departmental indicators (*a.k.a.* dashboard indicators) provided by the ESU Office of Institutional Research reported the 5 year average for total departmental undergraduate headcount majors (Juniors + Seniors only) at **90** and 5 year average for total departmental undergraduate completions at **27** per year. Similarly, our graduate program exceeds the KBOR program minima for graduate-level programs with the 5 year average for total departmental graduate headcount majors at **26.0** and 5 year average for total graduate completions at **8.0** per year. Therefore, both our undergraduate and graduate programs exceed the KBOR program minima guidelines by substantial margins.

### **The service the program provides to the discipline, the university, and beyond.**

The Biology program attracts majors who are typically among ESU’s strongest students academically. In addition, the program’s general education offerings advance scientific literacy among the broader student population. The program advances the discipline by way of an impressive number of faculty and faculty/student publications and presentations in outlets that include international, national, regional, and state level journals and conferences. Faculty members also provide leadership to professional organizations and scholarly engagement in the broader community.

### **The program’s cost-effectiveness.**

The program’s dashboard indicators report the 4 year average cost per credit hour as \$188 and average cost per FTE student as \$2,716, placing the Biology program’s instructional cost in the upper range among all ESU academic programs, but as the most cost-effective of the university’s science programs.

**Recommendation:** Continue the Biology program (undergraduate and master’s).

## **Biochemistry & Molecular Biology (BS)**

### **Centrality of the program to fulfilling the mission and the role of the institution.**

The current mission statement for ESU contains text which alludes to a “student-centered learning community that fosters student success through engagement in academic excellence...” The Biochemistry & Molecular Biology program contributes significantly to this part of the mission by consistently attracting high academic potential students seeking a challenging program of study that is at the core of the Science, Technology, Engineering, and Mathematics (STEM) emphasis of the KBOR *Foresight 2020* strategic agenda. The Biochemistry & Molecular Biology (BMB) program is offered jointly by the Department of Physical Sciences and the Department of Biological Sciences.

### **The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty.**

All current BMB faculty members have terminal degrees in the subject area and are active researchers. Biology faculty members have authored or co-authored a total of 340 publications and/or presentations over the past four years. Chemistry faculty members have served as officers or program coordinators for local, regional and national organizations such as the Kansas Academy of Science (Dr. Trump was president) and the American Chemical Society. Faculty members serving this program are disproportionately represented among ESU’s Roe R. Cross Distinguished Professors.

### **The quality of the program as assessed by its curriculum and impact on students.**

The BMB program’s learning outcomes are constructed to reflect the current state of the field. Central outcomes are that the student will have knowledge of the theory, techniques, methodologies, and instrumentation used in modern biochemistry and molecular biology fields; will demonstrate understanding of, and skill in, the processes of biomolecular research; and will demonstrate professional skills, especially those related to collaboration and communication, *i.e.*, the exchange of ideas and knowledge with colleagues. Students in the program have the opportunity to actively participate in scientific research projects with our faculty and to present the results of their research at local, regional, and international scientific conferences. Our graduates consistently praise our small class sizes, the personal attention given them by professors, and our student-centered approach to scientific study. Program completers are among ESU’s highest-achieving graduates, and include *Shepherd Scholars*, *Outstanding Recent Graduate*, *Boylan Outstanding Thesis*, and *Distinguished Alumni Award* winners both historically and within the past five years.

### **Demonstrated student need and employer demand for the program.**

The demand remains high for graduates of the Biochemistry and Molecular Biology program. Our best and brightest students are admitted to pharmacy and medical schools with a regularity disproportionately high for a relatively small regional university, and many others have also continued their studies in prestigious graduate programs at other institutions. Employer survey data indicate that they are happy with our graduates and are willing to hire more. The BMB

program does not meet KBOR minima for number of majors or graduates, and we do not expect that it will in the near future. However, while the program is interdisciplinary, much of the instruction is provided by chemistry faculty. If numbers for Chemistry and BMB undergraduates are combined, the total numbers would exceed KBOR minima. Plans to increase the numbers of students enrolled can be divided into three broad strategic categories: 1) renewed focus on **recruitment** of students; 2) redoubled efforts to improve **retention** of talented students; 3) efforts to improve existing and development of new **partnerships** with other institutions to bring more students from the community college ranks to ESU, and to allow pre-professional students eventually attending schools of engineering and pharmacy to transfer back hours to ESU to graduate from ESU concurrent with their completion of the other university's professional program (e.g., agreements are now in place with engineering programs at KU, KSU and WSU, and Pharmacy at KU).

### **The service the program provides to the discipline, the university, and beyond.**

Examples of service to the community, university, state and greater scientific community are numerous. BMB faculty members are extensively involved as leaders in professional organizations, members of advisory boards, adjudicators for science fairs, and as supporters of K-12 science education. To offer a recent example, ESU is hosting a regional science fair for junior high and high school students for the third consecutive year this spring.

### **The program's cost-effectiveness.**

The Department of Biological Sciences' dashboard indicators report the 4 year average cost per credit hour as \$188 and the average cost per FTE student as \$2,716. The Department of Physical Sciences' dashboard indicators report the 4 year average cost per credit hour as \$207.82 and the average cost per full-time equivalent student as \$2997.86. These data suggest that the BMB program's instructional cost falls in the upper range among all ESU academic programs. However, the actual cost of delivering the program is very low, since it requires only one course that isn't required for other science programs.

**Recommendation:** Continue the Biochemistry & Molecular Biology program.

## **Physical Sciences (BA, BS, MS)**

### **Centrality of the program to fulfilling the mission and the role of the institution.**

The current mission statement for ESU contains text which alludes to a “student-centered learning community that fosters student success through engagement in academic excellence...” The Physical Sciences program contributes significantly to this part of the mission by consistently attracting high academic potential students seeking a challenging program of study that is at the core of the Science, Technology, Engineering, and Mathematics (STEM) emphasis of the KBOR *Foresight 2020* strategic agenda. The Physical Sciences program provides a broad, balanced range of coursework in Chemistry, Earth Sciences, and Physics.

### **The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty.**

All current Physical Sciences faculty members have terminal degrees in the subject area and are active researchers. From FY2009 to FY2013 faculty and their students have published more than 60 papers in refereed journals, multiple books, presented more than 70 papers at professional meetings and obtained over \$800,000 in external grant and contract funding. Multiple faculty members have also served as officers or program coordinators for local, regional and national organizations such as the Kansas Academy of Science, the Geological Society of America and the American Chemical Society. Faculty members serving this program are disproportionately represented among ESU’s Roe R. Cross Distinguished Professors.

### **The quality of the program as assessed by its curriculum and impact on students.**

ESU offers the Bachelor of Science (BS) and Bachelor of Arts (BA) with a major in Physical Science. We also offer the Master of Science (MS) in Physical Science with concentrations in Chemistry, Earth Science, Physics, and Physical Science/Physical Science Education. The Physical Sciences program’s learning outcomes reflect the current state of the field. For example, the curriculum for the MS in Physical Science is constructed to ensure that the student will demonstrate independent research capability in the chosen concentration area, with specific learning outcomes as follows: to demonstrate a functional knowledge of key concepts and scientific methods in the physical sciences; to develop independent ability to analyze data and solve scientific problems; to become proficient in the specialized subjects and techniques of the chosen concentration; to articulate effectively scientific information in oral, visual, and written formats; and to learn to use state-of-the-art scientific apparatus, instruments, equipment, and computational tools appropriate for the chosen concentrations. Students in the Physical Sciences program have the opportunity to actively participate in scientific research projects with our faculty and to present the results of their research at local, regional, and international scientific conferences. Our graduates consistently praise our small class sizes, the personal attention given them by professors, and our student-centered approach to scientific study. Program completers are among ESU’s highest achieving graduates.

### **Demonstrated student need and employer demand for the program.**

The undergraduate Physical Science program does not meet KBOR minima for number of majors or graduates, and we do not anticipate that it will any time soon. However, the MS in Physical Science exceeds KBOR minima in terms of majors (30.6) and graduates (7.0). In fact, the total number of graduate students in the program has grown from 15 in the Fall of 2008 to 42 in the Fall of 2012, and their prospects for employment upon completion of the program remain strong.

### **The service the program provides to the discipline, the university, and beyond.**

Examples of service to the community, university, state and greater scientific community are numerous. Physical Sciences faculty members are extensively involved as leaders in professional organizations, members of advisory boards, adjudicators for science fairs, and as supporters of K-12 science education. To offer a recent example, ESU is hosting a regional science fair for junior high and high school students for the third consecutive year this spring.

### **The program's cost-effectiveness.**

Since the Physical Sciences program's curriculum incorporates courses in Chemistry, Earth Sciences, and Physics, the program's relative cost can be assumed to be approximately the same as that of the Department of Physical Sciences overall. The department's dashboard indicators report the 4 year average cost per credit hour as \$207.82 and the average cost per full-time equivalent student as \$2997.86. These data suggest that the Physical Sciences program's instructional cost falls in the upper range among all ESU academic programs. However, the actual cost of delivering the undergraduate program is very low, since it requires no courses that aren't required for other science programs.

**Recommendation:** Discontinue the BA and BS in Physical Science; continue the MS in Physical Science.

## **Chemistry (BA, BS)**

### **Centrality of the program to fulfilling the mission and the role of the institution.**

The current mission statement for ESU contains text which alludes to a “student-centered learning community that fosters student success through engagement in academic excellence...” The Chemistry program contributes significantly to this part of the mission by consistently attracting high academic potential students seeking a challenging program of study that is at the core of the Science, Technology, Engineering, and Mathematics (STEM) emphasis of the KBOR *Foresight 2020* strategic agenda. Chemistry coursework significantly supports other STEM programs at ESU as well, in particular our majors in Biology and Nursing. Finally, all undergraduates at ESU are required to take a physical science laboratory course as a part of their general education experience, and many choose Chemistry. General education courses in Chemistry greatly enhance students’ understanding of how the physical world around them functions and provide students with exposure to research and problem-solving skills outside their main area of study.

### **The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty.**

All current Chemistry faculty members have terminal degrees in the subject area and are active researchers. Chemistry faculty members and their students regularly publish articles in refereed journals and present papers at professional meetings. Book publication and external grant/contract funding are among their achievements as well. Chemistry faculty members have served as officers or program coordinators for local, regional and national organizations such as the Kansas Academy of Science (Dr. Trump was president) and the American Chemical Society. Faculty members serving this program are disproportionately represented among ESU’s Roe R. Cross Distinguished Professors.

### **The quality of the program as assessed by its curriculum and impact on students.**

The Chemistry program’s learning outcomes reflect the current state of the field, and one version of the BS in Chemistry is accredited by the American Chemical Society (ACS). Students in the program have the opportunity to actively participate in scientific research projects with our faculty and to present the results of their research at local, regional, and international scientific conferences. Our graduates consistently praise our small class sizes, the personal attention given them by professors, and our student-centered approach to scientific study. Program completers are among ESU’s highest achieving graduates, and include *Shepherd Scholars*, *Outstanding Recent Graduate*, *Boylan Outstanding Thesis*, and *Distinguished Alumni Award* winners both historically and within the past five years.

### **Demonstrated student need and employer demand for the program.**

The demand for our Chemistry graduates remains high. Our best and brightest students are admitted to pharmacy and medical schools with a regularity disproportionately high for a relatively small regional university, and many others have also continued their studies in prestigious graduate programs at other institutions. Employer survey data indicates that they are

happy with our graduates and are willing to hire more. The Chemistry program does not meet KBOR minima for number of majors or graduates, although it comes fairly close on both measures. However, if numbers for Chemistry and Biochemistry & Molecular Biology undergraduates are combined, the total numbers would exceed KBOR minima. Plans to increase the numbers of students enrolled can be divided into three broad strategic categories: 1) renewed focus on **recruitment** of students; 2) redoubled efforts to improve **retention** of talented students; 3) efforts to improve existing and development of new **partnerships** with other institutions to bring more students from the community college ranks to ESU, and to allow pre-professional students eventually attending schools of engineering and pharmacy to transfer back hours to ESU to graduate from ESU concurrent with their completion of the other university's professional program (e.g., agreements are now in place with engineering programs at KU, KSU and WSU, and Pharmacy at KU).

**The service the program provides to the discipline, the university, and beyond.**

Examples of service to the community, university, state and greater scientific community are numerous. Chemistry faculty members are extensively involved as leaders in professional organizations, members of advisory boards, adjudicators for science fairs, and as supporters of K-12 science education. To offer a recent example, ESU is hosting a regional science fair for junior high and high school students for the third consecutive year this spring.

**The program's cost-effectiveness.**

The Department of Physical Sciences' dashboard indicators report the department's 4 year average cost per credit hour as \$207.82 and the average cost per full-time equivalent student as \$2997.86. Specific costs for the Chemistry program are estimated as \$186.92 (cost per credit hour) and \$2692 (cost per full-time equivalent student). These data suggest that the Chemistry program's instructional cost falls in the upper range among all ESU academic programs, but is cost-effective for a science program.

**Recommendation:** Continue the Chemistry program.

## **Earth Science (BA, BS)**

### **Centrality of the program to fulfilling the mission and the role of the institution.**

The current mission statement for ESU contains text which alludes to a “student-centered learning community that fosters student success through engagement in academic excellence...” The Earth Science program contributes significantly to this part of the mission by consistently attracting high academic potential students seeking a challenging program of study that is at the core of the Science, Technology, Engineering, and Mathematics (STEM) emphasis of the KBOR *Foresight 2020* strategic agenda. Earth Science coursework significantly supports other STEM programs at ESU as well, most notably the Geospatial Analysis (GSA) program, which consists of an undergraduate minor and a graduate certificate program and represents collaboration among faculty in Biology, Earth Science, and Social Sciences. GIS and remote sensing courses offered as a part of this program teach research skills that are increasingly lucrative and in demand for undergraduate and graduate students seeking careers in environmental science, geology, environmental biology, wildlife management, sustainability, and urban planning. Finally, all undergraduates at ESU are required to take a physical science laboratory course as a part of their general education experience, and many choose Earth Science. General education courses in Earth Science greatly enhance students’ understanding of how the physical world around them functions and provide students with exposure to research and problem-solving skills outside their main area of study.

### **The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty.**

All current Earth Science faculty members have terminal degrees in the subject area and are active researchers. Earth Science faculty members and their students regularly publish articles in refereed journals and present papers at professional meetings. Book publication and external grant/contract funding are among their achievements as well. Earth Science faculty members have served as officers or program coordinators for national organizations such as the Geological Society of America, have won the College of Liberal Arts and Sciences Teaching Award and the Xi Phi Outstanding Faculty Award, and have received appointments as Roe R. Cross Distinguished Professor.

### **The quality of the program as assessed by its curriculum and impact on students.**

The Earth Science program’s learning outcomes reflect the current state of the field. Students graduating with a baccalaureate degree in earth science will have training in a variety of basic geosciences skills. They will have a functional knowledge of geoscience disciplines; will utilize their geoscience skills to analyze and solve problems; will be proficient in an area of concentration within the geosciences; will articulate scientific information orally, visually, and in written form; will be able to use the research and reference tools to access the scientific literature; and will be able to conduct scientific research to investigate and arrive at scientifically acceptable conclusions. Students in the program have the opportunity to actively participate in scientific research projects with our faculty and to present the results of their research at local, regional, and international scientific conferences. Our graduates consistently praise our small class sizes, the personal attention given them by professors, and our student-centered approach to

scientific study. Program completers are among ESU's highest achieving graduates, and include *Shepherd Scholars*, *Outstanding Recent Graduate*, *Boylan Outstanding Thesis*, and *Distinguished Alumni Award* winners both historically and within the past five years.

**Demonstrated student need and employer demand for the program.**

The demand for our Earth Science graduates remains high. Our best students are admitted to graduate and professional study with a regularity disproportionately high for a relatively small regional university. Employer survey data indicate that they are happy with our graduates and are willing to hire more. The Earth Science program does not meet KBOR minima for number of majors or graduates, although it comes close on both measures. However, students develop skills in the program that are increasingly important to the workforce, particularly environmental and geospatial analysis expertise. Plans to increase the numbers of students enrolled can be divided into three broad strategic categories: 1) renewed focus on **recruitment** of students; 2) redoubled efforts to improve **retention** of talented students; 3) efforts to improve existing and development of new **partnerships** with other institutions to bring more students from the community college ranks to ESU.

**The service the program provides to the discipline, the university, and beyond.**

Examples of service to the community, university, state and greater scientific community are numerous. Earth Science faculty members are extensively involved as leaders in professional organizations, members of advisory boards, adjudicators for science fairs, and as supporters of K-12 science education. To offer a recent example, ESU is hosting a regional science fair for junior high and high school students for the third consecutive year this spring.

**The program's cost-effectiveness.**

The Department of Physical Sciences' dashboard indicators report the department's 4 year average cost per credit hour as \$207.82 and the average cost per full-time equivalent student as \$2997.86. Costs for the Earth Sciences program are estimated as \$240 (cost per credit hour) and \$3409 (cost per full-time equivalent student). These data suggest that the Earth Science program's instructional cost falls in the upper range among all ESU academic programs and is higher than most other science programs.

**Recommendation:** Continue the Earth Science program.

## **Physics (BA, BS)**

### **Centrality of the program to fulfilling the mission and the role of the institution.**

The current mission statement for ESU contains text which alludes to a “student-centered learning community that fosters student success through engagement in academic excellence...” The Physics program contributes significantly to this part of the mission by consistently attracting high academic potential students seeking a challenging program of study that is at the core of the Science, Technology, Engineering, and Mathematics (STEM) emphasis of the KBOR *Foresight 2020* strategic agenda. The Physics program is a key component of dual-degree agreements currently in place with engineering programs at KU, KSU and WSU, through which ESU Physics students who pursue engineering study at one of those universities can transfer credits back to ESU for completion of the Physics major. Finally, all undergraduates at ESU are required to take a physical science laboratory course as a part of their general education experience, with Physics as an available option. General education courses in Physics greatly enhance students’ understanding of how the physical world around them functions and provide students with exposure to research and problem-solving skills outside their main area of study.

### **The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty.**

All current Physics faculty members have terminal degrees in the subject area and are active researchers. Physics faculty members and their students regularly publish articles in refereed journals and present papers at professional meetings. Book publication and external grant/contract funding are among their achievements as well. Physics faculty members have served as officers or program coordinators for national organizations such as the American Association of Physics Teachers and have won awards for excellence in teaching.

### **The quality of the program as assessed by its curriculum and impact on students.**

The Physics program’s learning outcomes reflect the current state of the field. Students in the program have the opportunity to actively participate in scientific research projects with our faculty and to present the results of their research at local, regional, and international scientific conferences. Our graduates consistently praise our small class sizes, the personal attention given them by professors, and our student-centered approach to scientific study. Program completers are among ESU’s highest achieving graduates.

### **Demonstrated student need and employer demand for the program.**

The demand for our Physics graduates remains high. Our best students are admitted to graduate and professional study with a regularity disproportionately high for a relatively small regional university. Employer survey data indicate that they are happy with our graduates and are willing to hire more. The Physics program does not meet KBOR minima for number of majors or graduates, and we do not anticipate that it will any time soon. However, students develop skills in the program that are increasingly important to the workforce, particularly those who earn teaching licensure and those who go on to pursue engineering study. Plans to increase the numbers of students enrolled can be divided into three broad strategic categories: 1) renewed

focus on **recruitment** of students; 2) redoubled efforts to improve **retention** of talented students; 3) efforts to improve existing and development of new **partnerships** with other institutions to bring more students from the community college ranks to ESU, and to allow pre-professional students eventually attending schools of engineering and pharmacy to transfer back hours to ESU to graduate from ESU concurrent with their completion of the other university's professional program (e.g., agreements are now in place with engineering programs at KU, KSU and WSU).

**The service the program provides to the discipline, the university, and beyond.**

Examples of service to the community, university, state and greater scientific community are numerous. Physics faculty members are extensively involved as leaders in professional organizations, members of advisory boards, adjudicators for science fairs, and as supporters of K-12 science education. To offer a recent example, ESU is hosting a regional science fair for junior high and high school students for the third consecutive year this spring.

**The program's cost-effectiveness.**

The Department of Physical Sciences' dashboard indicators report the department's 4 year average cost per credit hour as \$207.82 and the average cost per full-time equivalent student as \$2997.86. Costs for the Physics program are estimated as \$272 (cost per credit hour) and \$3956 (cost per full-time equivalent student). These data suggest that the Physics program's instructional cost falls in the upper range among all ESU academic programs and is higher than that of any other ESU science program.

**Recommendation:** Continue the Physics program.

## **Theatre (BA, BFA)**

### **Centrality of the program to fulfilling the mission and the role of the institution.**

The Theatre program contributes significantly to the mission and role of ESU. As a primary example, it supports a strong program in General Education. TH 105, Theatre Appreciation, is a popular option for many students for completion of the Creative Arts requirement of General Education. In particular, this is true of students who plan to complete the following ESU degrees: Bachelor of Arts, Bachelor of Science in Education, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Music Education, and Bachelor of Science in Nursing. By producing an ambitious schedule of 8-10 Theatre productions each year (including Emporia Summer Theater), the Theatre program adds to the cultural vitality of the community and provides opportunities for student involvement in the community.

### **The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty.**

Faculty members in the Theatre program are actively involved in scholarly and creative activities and a wide variety of service activities. Theatre faculty members are active theatre professionals, producing musicals and other theatrical productions in which they serve as director, lighting designer, costume designer, makeup designer, set designer, technical director, and scenic designer. Professor Jim Bartruff received the 2012 KCACTF Golden Medallion Award and the 2010 Road Warrior Award as the Outstanding Theatre Respondent for Region V of the American College Theatre Festival. Theresa Mitchell received the 2010 Faculty Directing Showcase Award at The Kennedy Center Region V of the American College Theater Festival. Nancy Pontius had examples of her theatrical material displayed as part of the *Visual Worlds of Stage and Screen* exhibition at Miami University in 2011.

### **The quality of the program as assessed by its curriculum and impact on students.**

The Theatre program's central learning outcomes are that students should demonstrate basic proficiency in theoretical and practical skills in performance and technical theater, a familiarity with the essential literature of the theatre, a working understanding of the collaborative processes of theatre, and familiarity with opportunities for further training and learning. As evidence that these learning outcomes are being met, our Theater students receive regional and national recognition for their work. Examples: Susan Samuelson: Outstanding Costume Design KCACTF-Region V; Ben Howard: Regional Award Winner Graphic Design KCACTF-Region V; Ben Fleer: KCACTF National Commendation for outstanding acting; Benjamin Williams: Outstanding Set Design KCACTF-Region V; Kangwon Song: Regional Award Winner Graphic Design KCACTF-Region V; and Ross Rundell: Outstanding Student Portfolio Presentation KCACTF-Region V.

### **Demonstrated student need and employer demand for the program.**

The Theatre program barely achieves KBOR minima for majors and graduates. Enrollment in has been relatively stable in recent years, but remains below our expectations. Professor Jim Bartruff, Director of ESU Theater, recently met with Laura Eddy, Director of Admissions at

ESU, to review recruitment efforts in order to attract more students to major in Theater at ESU. Employer survey results indicate that employers were generally very satisfied with our graduates' communication skills, problem solving skills, teamwork skills, planning and organizing skills, and their ability to identify alternative courses of action, along with their ability to perform important tasks on time.

**The service the program provides to the discipline, the university, and beyond.**

ESU Theatre has an economic and cultural impact upon the community as students, members of the community and visitors to Emporia attend ESU Theatre productions. In addition, members of our Theatre faculty provide outreach and service to the state, the region, and the discipline by providing workshops, participating in planning, and serving as respondents for the Kennedy Center American College Theatre Festival and Kansas Thespians.

**The program's cost-effectiveness.**

The Department of Communication and Theatre's dashboard indicators report the department's 4 year average cost per credit hour as \$196 and the average cost per full-time equivalent student as \$2935. Costs for the Theatre program are estimated as \$263 (cost per credit hour) and \$3955 (cost per full-time equivalent student). These data suggest that the Theatre program's instructional cost falls in the upper range among ESU academic programs and is the second-highest among ESU's arts programs, with Music being the highest.

**Recommendation:** Continue the Theatre program.

## **Art (BA, BS, BFA, BSE)**

### **Centrality of the program to fulfilling the mission and the role of the institution.**

The Art program offers comprehensive undergraduate degrees in art that prepare students for careers in studio arts, commercial arts, arts education, and art history; and for graduate study in art and art therapy. The Art program contributes to the university's distinctiveness by offering unique BFA concentrations in Glass Forming and the Engraving Arts, both of which are the only university programs in these fields offered in the state of Kansas or in nearby regions—the Engraving Arts concentration is, in fact, the only one of its kind in the world. The program also provides exceptional teaching for the Fine Arts area of the General Education Program, and serves as the leading proponent of visual arts for ESU and the Emporia community through its sponsorship of visiting artists and lecturers, visual arts exhibitions, and other art-related events that are open to the ESU and Emporia community.

### **The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty.**

Art faculty members are productive in research and creative activity in addition to teaching. During the 2012-2013 academic year, the six studio faculty members exhibited work in a total of fifty venues, and non-studio faculty presented papers at twelve conferences across the United States and in several countries. Combined, there were twelve publications featuring the work of these faculty members.

### **The quality of the program as assessed by its curriculum and impact on students.**

The Department of Art is one of approximately 250 art departments nationally accredited by the National Association of Schools of Art and Design. Although the Art program's initial focus was on Art Education, most of its current majors are pursuing Bachelor of Fine Arts degrees, with the remainder working toward Bachelor of Science in Education in Art, Bachelor of Science in Art with Pre-Art Therapy preparation, or Bachelor of Arts in Art. Primary learning outcomes include the following:

- Student's artwork will demonstrate ability to create unity and resolution through the use of design principles.
- Student's artwork will be well-crafted and display sensitivity toward materials.
- Student's artwork will be informed by knowledge of traditional and contemporary art works/movements.
- Student will successfully utilize drawing approaches in the creation of his/her artwork.
- Student will verbally identify and clarify an aesthetic vision or position for his/her own artwork.
- Student will verbally articulate an understanding of his/her artwork from an art-historical perspective.
- Student will communicate an understanding of his/her own artwork effectively and confidently in a well-organized verbal/visual presentation.

Students and recent graduates in the Art program have amassed an impressive record of national, state, local, and regional honors. During 2011-2013 these accomplishments included 2 publications, 24 exhibits, and 24 demonstrations.

**Demonstrated student need and employer demand for the program.**

While there has been an overall decline in majors during the reported period, the Art program exceeds KBOR minima for majors and graduates. Art program graduates have found employment locally/regionally (Glendo Corporation, Coleman Corporation, Nerman Museum of Art in Olathe, City Arts in Wichita) and nationally/internationally (Pilchuck Glass School, Stanwood, WA; Third Degree Glass Studio, St. Louis, MO; Corning Museum of Glass, Corning, NY; University of Las Vegas, Las Vegas, NV; Cubic, Richmond, VA; Amelie Gallery, Beijing, China). Recent graduates have pursued graduate-level study at universities including the University of Tennessee, West Texas State A&M, the University of Texas at Arlington, the University of North Texas, Kansas State University, and Mount Mary University.

**The service the program provides to the discipline, the university, and beyond.**

Art faculty members regularly serve Kansas public schools and Kansas community colleges by judging student art competitions and by hosting K-12 field trips to the glass studio. The Norman Eppink Gallery is the largest and most respected gallery in the area, presenting nationally known exhibitions that attract visitors from throughout the region. The Art program has also advanced the discipline as a pioneer of unique programs. Since its initiation in 2006, the concentration in Engraving Arts has expanding the definition of engraving by exploring possibilities beyond traditional engraving applications. The program's partnership with the Glendo Corporation has been instrumental, providing Engraving Arts students with a variety of resources, including access to the latest engraving technology and trends, the Grandmasters Program, and a wide variety of visiting instructors with varying expertise. The concentration in Glass Forming has been similarly impactful, producing numerous graduates who have gone on to work at prestigious glass studios and as faculty members at four university art programs.

**The program's cost-effectiveness.**

The Department of Art's dashboard indicators report the program's 4 year average cost per credit hour as \$206 and the average cost per full-time equivalent student as \$3090. These data suggest that the Art program's instructional cost falls in the upper-middle range among all ESU academic programs, but is the lowest among ESU's arts programs.

**Recommendation:** Continue the Art program.

## **Athletic Training (BS)**

### **Centrality of the program to fulfilling the mission and the role of the institution.**

The Athletic Training program supports ESU's institutional mission through its community and university service as well as through its primary responsibility, which is the professional development of Athletic Training students. The Athletic Training program works in collaboration with the ESU Athletics to provide athletic trainers for all sporting events and practices, plus athletic training room assistance. Students are required to participate in required hours in the athletic training room each year, where they develop their athletic training skills in conjunction with meeting ESU Athletics' need to have athletic trainers on hand at all sporting events.

### **The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty.**

Athletic Training program courses are taught by one full-time athletic trainer assigned to the Department of Health, Physical Education & Recreation, and by two full-time clinical athletic trainers who are assigned to ESU Athletics. All three are certified and licensed athletic trainers, are professionally active in the discipline, and are experienced teachers.

### **The quality of the program as assessed by its curriculum and impact on students.**

The Athletic Training program is fully accredited through the Commission on Accreditation of Athletic Training Education (CAATE), with CAATE accreditation guidelines providing the basis for the program's curriculum and goals. Central program goals include

- providing all athletic training students a CAATE accredited entry level curriculum that educates students through didactic, laboratory and clinical experiences.
- preparing athletic training students with didactic, laboratory, and clinical experiences that develop critical thinking and problem solving skills.
- promoting personal and professional development of the athletic training student.
- preparing athletic training students who demonstrate professional and ethical conduct and behavior.

In the past 5 years, 92.6% of Athletic Training majors from Emporia State University who have taken the BOC have passed the exam and have become Certified Athletic Trainers.

An exit survey of athletic training students indicated students felt prepared for entry level professional positions, with 80% of those students feeling very prepared or exceptionally well prepared. Interviews conducted with athletic training alumni as a part of an external evaluation of the Athletic Training program in spring 2013 showed strengths related to the small setting and hands-on experiences, and weaknesses related to the levels of resources and facilities in comparison to larger programs.

### **Demonstrated student need and employer demand for the program.**

Most Athletic Training program graduates continue their education in graduate degree programs, primarily in athletic training and physical therapy but also in other medical studies. Graduates

hold athletic trainer positions with high schools, colleges, and universities; are employed in other medical fields; and also work in a variety of athletic and non-athletic professions. The Athletic Training program does not meet KBOR minima for number of majors or graduates. The number of upper-division majors comes close to meeting the minimum and has increased in recent years, but the number of degrees awarded is about half of the minimum and has declined.

**The service the program provides to the discipline, the university, and beyond.**

The Athletic Training program's students and faculty provide valuable service to the university, community, and professionals at the state, district, national and international levels. Athletic Training majors serve as student athletic trainers for all of ESU's varsity athletic teams. This service is invaluable to the ESU Athletic Department, as without the assistance of these student athletic trainers the department would not have the required athletic trainer coverage at all athletic events. Athletic Training students and faculty members regularly attend state, regional and national conventions and continue to update all required certifications that are needed for athletic training. Faculty members are actively involved in leadership positions with professional organizations and on campus.

**The program's cost-effectiveness.**

The Department of Health, Physical Education & Recreation's dashboard indicators report the department's 4 year average cost per credit hour as \$127 and the average cost per full-time equivalent student as \$1688. These data suggest that the instructional cost of the department overall falls in the lower range among ESU academic programs. While specific costs for the Athletic Training program cannot be easily disaggregated from the department's dashboard indicators, it can be safely assumed that the program's cost is considerably higher than that of the department overall, particularly in light of the program's small class sizes and modest enrollments.

**Recommendation:** Continue the Athletic Training program with Additional Review.

## **Health Promotion (BS)**

### **Centrality of the program to fulfilling the mission and the role of the institution.**

The Health Promotion program supports ESU's mission through its academic excellence, community and university service, and professional development of Health Promotion majors. The program also directly supports the second strategic goal of *Foresight 2020* (Improve Alignment of the State's Higher Education System with the Needs of the Economy) by preparing students for careers in a growing field.

### **The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty.**

The Health Promotion program is led by two primary full-time faculty members, with some core courses taught by a full-time instructor and an adjunct faculty member. In addition, the curriculum shares some courses with other HPER programs (physical education, health education, athletic training and recreation) that are taught by those programs' regular faculty. The two primary faculty members are active in campus leadership on campus (Faculty Senate, Dean's Advisory Council, Phi Epsilon Kappa advisor), in professional leadership (Central District AAHPERD Executive Committee, Central District AAHPERD Education Merit Award, KAHPERD Health Educator of the Year), and as researchers.

### **The quality of the program as assessed by its curriculum and impact on students.**

The Health Promotion program is endorsed by the American College of Sports Medicine (ACSM) via the University Connection Endorsement Program (UCEP). With this endorsement, students in the Health Promotion program are eligible to sit for ACSM certification exams upon graduation. The program's primary student outcomes are as follows:

- Use a variety of skills, resources and tools to identify health/wellness needs of diverse populations.
- Use and integrate appropriate modes of communication, both written and spoken, and modes of technology into professional practice during the evaluation, implementation and assessment processes.
- Use sound managerial and financial processes for programming, scheduling, promotion and evaluation of effective health promotion initiatives for diverse populations.
- Demonstrate initiative and responsibility, as well as understand and use legal concepts and legislative processes, as these apply to health promotion, including adherence to the Health Insurance Portability and Accountability Act (HIPAA).
- Demonstrate a sound understanding of concepts, principles and theories of health promotion by analyzing current research and resources within the professional discipline.
- Demonstrate professional behavior and professional growth and competency through attendance at conferences, membership in professional organizations and certifications from related agencies and organizations.

The Health Promotion program assesses student learning in relation to aforementioned outcomes using the following assessments: the practicum evaluation, a portfolio, an internship evaluation, an internship special project, and an exit survey. Aggregated data for assessments of student outcomes indicate high levels of attainment.

### **Demonstrated student need and employer demand for the program.**

The Health Promotion program exceeds KBOR requirements for majors and graduates for the reported period, and in fact saw a significant increase in enrollment over the past five years. According to the Bureau of Labor Statistics (U.S. Department of Labor—[www.bls.gov](http://www.bls.gov), 2010), employment for Health Promotion workers is projected to grow 21 percent from 2012-2022. This is a growth rate faster than the average for all occupations. Employment opportunities exist in corporate, clinical/medical, not-for-profit organizations, commercial/private settings and academic institutions. The program's graduates are employed as health educators in settings such as hospital wellness centers, health departments, and corporate wellness programs. They also find careers in a variety of related health occupations such as personal training, strength/conditioning coaching, cardio rehabilitation, physical therapy, and X-ray technology.

### **The service the program provides to the discipline, the university, and beyond.**

The Health Promotion program's students and faculty members provide valuable service to the university and to the broader community. Students plan and organize Laps for Landon, an annual on-campus event that raises money for Cystic Fibrosis. Health Promotion students work alongside faculty members to plan and present community health fairs for employees of various organizations, including the USD253 School District, Menu Foods, and the City of Emporia. The majors in the program also provide a comprehensive Corporate Worksite Wellness program for Detroit Diesel in Emporia, components of which include Lunch and Learn sessions, fitness testing, personal training, completion reward programs, and educational materials.

### **The program's cost-effectiveness.**

The Department of Health, Physical Education & Recreation's dashboard indicators report the department's 4 year average cost per credit hour as \$127 and the average cost per full-time equivalent student as \$1688. These data suggest that the instructional cost of the department overall falls in the lower range among ESU academic programs. While specific costs for the Health Promotion program cannot be easily disaggregated from the department's dashboard indicators, it can be safely assumed that the program's cost is no higher than that of the department overall.

**Recommendation:** Continue the Health Promotion program.

## **Nursing (BS)**

### **Centrality of the program to fulfilling the mission and the role of the institution.**

ESU's Nursing program (Newman Division of Nursing) is the product of a unique partnership between ESU and Newman Regional Health, a 59-bed facility in Emporia with a history of involvement in nursing education. As such, the program is the only state university nursing program in Kansas with no State General Fund support. Since the program admits students into the major one year sooner than other Kansas baccalaureate nursing programs, students spend 3 of the 4 years at ESU in the nursing program, with general education and cognate courses integrated throughout the four years. The program directly supports the second strategic goal of *Foresight 2020* (Improve Alignment of the State's Higher Education System with the Needs of the Economy) by preparing students for careers in a growing field.

### **The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty.**

The Nursing curriculum is taught by 10 full-time faculty members (10 full-time, including the division chair; 2 part-time; 5 tenured; 2 tenure-track; 3 funded by grant: 1 full-time, 2 part-time). All faculty members have master's degrees in nursing and therefore meet ACEN and KSBN academic requirements to teach in the program. All nursing faculty are also prepared in the nursing specialty areas taught by course faculty. Of the full-time faculty members, 3 are Ph.D. prepared. All of the program's faculty members are involved in service and integration/creativity activities at the local, state, regional (multi-state), and/or national levels, including (examples from 2009-2012) serving on local and state Boards of Directors; serving as Editor for the Kansas State Nurses Association Legislative Update; receipt of the Kansas State Nurses Association President's Award for Distinguished Service. Faculty members have regularly contributed poster presentations at national and state research exchanges, and publications in peer-reviewed, national nursing journals (*Healthcare Reform Update, Journal of Cardiovascular Nursing, Nurse Educator, Journal of Nursing Education, & The Kansas Nurse*).

### **The quality of the program as assessed by its curriculum and impact on students.**

The Nursing program is approved by the Kansas State Board of Nursing (KSBN) and accredited by the National League for Nursing Accrediting Commission (NLNAC) (now the Accreditation Commission for Nursing Education [ACEN]), with the next KSBN/NLNAC [ACEN] site visit scheduled for 2016. At the last site visit (Fall 2008) NLNAC [ACEN] had no recommendations. Primary educational outcomes are that the student will:

- Synthesize empirical and theoretical knowledge from nursing and the arts, sciences, and humanities to demonstrate higher order problem solving.
- Demonstrate professional nursing values within the frameworks of legal, ethical, and professional standards.
- Demonstrate leadership abilities in the role of a professional nurse.
- Provide professional nursing care to promote health, reduce risk, prevent disease, and manage illness and disease.
- Demonstrate Therapeutic Nursing Interventions necessary to deliver professional nursing care.

Data from summative and formative measures indicate significant and improving outcomes, with most students meeting benchmarks. Data (2009-2013) obtained from the NDN Senior Exit Interview and the Graduate Questionnaire at 6 months and 5 years post-graduation consistently indicate that graduates responding to the surveys are satisfied or highly satisfied with the program. NDN students are represented on university honor rolls, in honorary scholastic societies (e.g., Phi Kappa Phi), and student organizations (e.g., Newman-Kansas Association of Nursing Students, NDN class organizations). Students have active roles in the Kansas Association of Nursing Students, with currently 5 students having state-level positions, including state president.

### **Demonstrated student need and employer demand for the program.**

The Nursing program exceeds KBOR requirements for majors and graduates. The number of qualified applicants for the program has increased steadily since 2009; the 2013 application pool was the largest in the history of the program. The Institute of Medicine (IOM) Future of Nursing Report (2010) documented a shortage of BSN-prepared nurses, projected to become even more acute as the population ages and the aging nursing workforce reaches retirement age. Data obtained from the NDN Graduate Survey at 6 months following graduation and from informal communication with graduates (2009-2013) indicate that all graduates (100%) desiring employment as RNs (after passing NCLEX) have been able to do so.

### **The service the program provides to the discipline, the university, and beyond.**

Examples of the Nursing program's engagement with the university and the broader community include the following:

- Faculty have provided simulated scenarios to community nurses to assist with competency and skills review.
- The NDN Library, including its two computer labs (12 computers) is used by NDN students, faculty, and staff; Newman Regional Health staff and physicians, community members, and library users through online search capabilities.
- For the past five years, 2<sup>nd</sup> semester senior students and faculty members have had instrumental roles in presenting the "Safe Spring Break" program to all ESU students.
- For several semesters nursing students have presented Health Promotion Education to grade school children in the "Kick Butt" stop smoking project.

### **The program's cost-effectiveness.**

As specified by contractual agreement, Newman Regional Health is the primary source of funding for the Nursing program. NRH is financially responsible for faculty salaries, utilities, supplies, and small equipment, and owns the building that houses the program. ESU supports the program by providing services for personnel, enrollment and technology.

**Recommendation:** Continue the Nursing program.

## **FISCAL IMPLICATIONS OF RECOMMENDED PROGRAM CHANGES**

### **2009**

- Discontinuance of BFA in Communication: Minimal fiscal impact, since the BA and BS in Communication and the BFA in Theatre were continued.

**2010** (No program changes recommended)

### **2011**

- Internal suspension of the BS in Data Security: No fiscal impact, since the program was never fully implemented due to the lack of adequate staffing.

### **2012**

- Discontinuance of the BS in Finance: The program was not officially discontinued, but was suspended internally. As a result, one position was eliminated upon the faculty member's retirement, for savings of approximately \$85,000.