

**Dean's Response**  
**School of Nursing Programs Review Team Report**  
**And School's Response to the Report**  
**March, 2012**

I want to thank all members of the Dumke College of Health Profession's (DCHP) School of Nursing (SON) faculty, staff, and all the adjunct and clinical faculty who participated fully and accommodatingly in the review process. Furthermore, I would like to express my gratitude to the external community, nursing students and all other members of WSU faculty and staff. I also want to show appreciation to the NLNAC review committee for their hard work and careful analysis of the programs in the School of Nursing. The following were the members of the team:

**Chair by:**

Pamela Springer PhD, RN  
Associate Dean and Chair  
Department of Nursing  
Boise State University  
Boise, ID

Lori Gagnon MS, RN, CPNP  
Professor  
Associate Degree in Applied Science/Nursing  
Delta College  
University Center, MI

Sandra Murphy, MSN, RN, CNE  
ADN Chairperson  
Associate Degree Nursing – Jefferson Davis  
Mississippi Gulf Coast Community College  
Gulfport, MS

Lynn Johnson, MSN, RN  
Director of Nursing  
Ridgewater College  
Willmar, MN

Francene Weatherby, PhD, RN, CNE  
Professor  
College of Nursing  
University of Oklahoma  
Oklahoma City, OK

Yolanda Hall, MSN, RN, CNS, BC  
Associate Professor  
Vocational Nursing  
Austin Community College  
Austin, TX

**The team reviewed Baccalaureate, Associate and Practical Nursing programs.** I agree with the noted comments that the nursing education (all three levels and both on campus and distance) mission reflects the institution's core values and is congruent with the strategic goals and objectives. The governing organization and programs have administrative capacity resulting in effective delivery of the nursing programs and achievement of identified outcomes.

The Review Committee used The National League for Nursing Accrediting Commission Inc. (NLNAC) Standards and Criteria to evaluate the Baccalaureate, Associate and Practical Programs.

## **The following are the findings:**

### **STANDARD 1**

#### **Mission and Administrative Capacity**

The nursing education unit's mission reflects the governing organization's core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.

#### **Summary:**

##### Strengths:

- Existing partnerships to deliver practical, associate, and baccalaureate education in communities of need (B/A/P)

##### Compliance:

The baccalaureate program is in compliance with the Standard with the following areas needing development:

- Ensure the appointment of a permanent School of Nursing Chairperson who has completed doctoral education.
- Ensure communities of interest have input into program processes and decision-making.

The associate program is in compliance with the Standard with the following area needing development:

- Ensure communities of interest have input into program processes and decision-making.

The practical program is in compliance with the Standard with the following area needing development:

- Ensure communities of interest have input into program processes and decision-making.

### **STANDARD 2**

#### **Faculty and Staff**

Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.

##### Strengths:

- A number of faculty with extensive experience and longevity (B/A/P)

- Funding to support faculty development and pursuit of advanced degrees (B)
- Ten (10) faculty currently enrolled in doctoral studies (B)

Compliance:

The baccalaureate program is in compliance with the Standard with the following areas needing development:

- Ensure that all faculty are credentialed with a minimum of a master's degree with a major in nursing.
- Ensure that faculty and staff are evaluated annually according to policy.

The associate program is in compliance with the Standard with the following area needing development:

- Ensure that faculty and staff are evaluated annually according to policy.

The practical program is in compliance with the Standard with the following area needing development:

- Ensure that faculty and staff are evaluated annually according to policy.

**STANDARD 3**  
**Students**

Student policies, development, and services support the goals and outcomes of the nursing education unit.

Summary:

All programs are in compliance with the Standard

**STANDARD 4**  
**Curriculum**

The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.

Summary:

Compliance:

The baccalaureate program is not in compliance with the Standard as Criteria 4.1, 4.2, 4.3, and 4.5 are not met, as evidenced by:

- There is a lack of evidence that national standards or guidelines are being used to develop learning outcomes.
- There is a lack of evidence that the curriculum is reviewed as a whole. Individual courses are reviewed.
- There is a lack of evidence that student learning outcomes are used to guide the delivery of instruction, direct learning activities, or evaluate student progress.
- Evaluation methodologies do not measure students' achievement of student learning outcomes.

The associate program is not in compliance with the Standard as Criteria 4.1, 4.2, 4.3, 4.5, and 4.7 are not met, as evidenced by:

- Student learning outcomes and program outcomes are not clearly articulated.
- Faculty develop program courses and review them regularly, but the curriculum as a whole is underdeveloped.
- Student learning outcomes do not organize the curriculum, guide the delivery of instruction, direct learning activities, or evaluate student progress.
- Evaluation methodologies do not measure students' achievement of student learning outcomes.
- The length of the program is not consistent with the policies of the governing organization or national guidelines.

The practical program is not in compliance with the Standard as Criteria 4.1, 4.2, 4.3, and 4.5 are not met, as evidenced by:

- Student learning outcomes and program outcomes are not clearly articulated.
- Faculty develop program courses and review them regularly, but the curriculum as a whole is underdeveloped.
- Student learning outcomes do not organize the curriculum, guide the delivery of instruction, direct learning activities, or evaluate student progress.
- Evaluation methodologies do not measure students' achievement of student learning outcomes.

## **STANDARD 5**

### **Resources**

Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.

#### **Summary:**

#### **Strength:**

- State-of-the-art technology resources, classrooms, building, laboratories, and laboratory equipment (B/A/P)

#### **Compliance:**

All programs are in compliance with the Standard.

## **STANDARD 6**

### **Outcomes**

Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

#### **Summary:**

#### **Compliance:**

The baccalaureate program is not in compliance with the Standard as Criteria 6.2, 6.5, and 6.6 are not met, as evidenced by:

- There is a lack of evidence that aggregated data are being used for program decision-making. Individual course evaluations were used for course improvement, but few program changes based on data were evident.
- There is a lack of routinely collected data for program evaluation. The program did not have three (3) years of data related to program outcomes available.
- There is a lack of comparative data presented for courses offered on-ground, hybrid, and online.

With the following area needing development:

- Ensure that expected levels of achievement in the evaluation plan are measurable and accurately reflect the Criterion.

The associate program is not in compliance with the Standard as Criteria 6.2, 6.4, 6.5, and 6.6 are not met, as evidenced by:

- There is a lack of evidence that aggregated data are being used for program decision-making. Individual course evaluations were used for course improvement, but few program changes based on data were evident.
- Insufficient data are available to indicate that competencies were met.
- There is a lack of routinely collected data for program evaluation. The program did not have three (3) years of data related to program outcomes available.
- There is a lack of comparative data presented for courses offered on-ground, hybrid, and online.

With the following area needing development:

- Ensure that expected levels of achievement in the evaluation plan are measurable and accurately reflect the Criterion.

The practical program is not in compliance with the Standard as Criteria 6.2, 6.4, 6.5, and 6.6 are not met, as evidenced by:

- There is a lack of evidence that aggregated data are being used for program decision-making. Individual course evaluations were used for course improvement, but few program changes based on data were evident.
- Insufficient data are available to indicate that competencies were met.
- There is a lack of routinely collected data for program evaluation. The program did not have three (3) years of data related to program outcomes available.
- There is a lack of comparative data presented for courses offered on-ground, hybrid, and online.

With the following area needing development:

- Ensure that expected levels of achievement in the evaluation plan are measurable and accurately reflect the Criterion.

## **Response to Standard 1, Mission and Administrative Capacity**

The SON interim Chairperson has achieved candidacy and will be completing her doctorate degree prior to Fall of 2012. This will render her eligible for being selected as the permanent Chairperson of the School of Nursing.

As mentioned in Standards 4 and 6, the formation of the Advisory Board will ensure communities of interest to have input into program processes and decision-making. Additionally, there will be yearly meetings with hospital manager. Dr. Ezekiel R. Dumke College also has an Advisory Board and will have additional input regarding healthcare community needs, the mission of the university, evaluations processes and the role of SON in those capacities.

## **Response to Standard 2, Faculty and Staff**

The faculty and staff evaluations have been a focus for the SON this year and will be complete by the end of Spring Semester and in everyone's file. This will be an ongoing process yearly.

All BSN faculty hold a Masters or above and did at the time of the visit.

## **Response to Standard 4, Curriculum, Criteria 4.1 (PN, AD, & BSN):**

The following outlines the Weber State University School of Nursing's defined professional role and competencies of its separate, coordinated, and progressive levels of educational preparation: Practical Nursing, Associate Degree Nursing, and Baccalaureate Degree Nursing.

Source: WSU SON SSR: Narrative Volume / Standard 1

Page 22 – 28 presents the National PN, AD, and BSN graduate competencies employed by the faculty in the development of the curriculum for the three separate programs-of-study.

### ***WSU Nurse Graduate Outcomes / Competencies***

*The primary goal of the WSU School of Nursing is to prepare graduates with the essential professional attributes, knowledge, and skills associated with the professional roles of Practical Nurse, Associate Degree RN and Baccalaureate prepared nurse. Completion of the nursing program curriculum prepares the graduate to fulfill the roles and responsibilities established in the following national guidelines:*

- *NAPES 2007 Standards of Practice and Educational Competencies of Graduates of Practical/Vocational Nursing Programs*
- *NLN 2000 Educational Competencies for Graduates of Associate Degree Nursing Programs*
- *American Association of Colleges of Nursing 2008: The essential of baccalaureate education for professional nursing practice (SSR, page 22)*

The decision to move to a concept based curriculum was made in October of 2010 and work to complete that process was begun at that time. The implementation of that new curriculum will take place fall of 2012. The curriculum will reflect the Quality and Safety Education for Nurses (QSEN) competencies, National League for Nursing (NLN) competencies and American Association of Colleges of Nursing (AACN) outcomes.

Course chairs and course committees annually reviewed all PN-ADN-BSN course syllabi and content. Curriculum committee will continue to monitor national standards and guidelines in relation to all nursing programs and course learning outcomes. Tracking of these concepts will occur now and as the new concept based curriculum is implemented.

Program length will be changed with the new concept based curriculum to be implemented in fall of 2012. The School of Nursing will continue to aggregate and trend student completion data and student evaluation data.

### **Response to Standard 6, Outcomes, Criteria 6 (PN, AD, & BSN):**

Interim Program Director/Chair has established an Advisory Board that with representatives from multiple health care and non-healthcare agencies. The board met for the first time Fall of 2011 and has met once a semester since that time. The School of Nursing will share program information and solicit community feedback. Minutes are being kept with attendees listed and topics and suggestions noted. Follow-up with the Administrative Council from the School of Nursing is taking place. Changes have been implemented as a result.

Nurse Administrators and Program Directors met with nurse leadership from surrounding healthcare facilities. One purpose was to discuss the new curriculum and ask for input on concepts that were important to include. A second purpose was to provide feedback to the School of Nursing leadership relative to clinical placements/students' performance. Faculty feedback was positive.

Pass rates discussed with faculty – overall improvements seen in pass rates. Analysis of failures is taking place related to campus and outreach areas. An outcome analysis for the ADN students has been developed and discussed with appropriate faculty. That spreadsheet has been sent to NLNAC with the Systematic Plan for Evaluation 2010-2011 Annual Report.

Again, I would like to extend my gratitude to the Interim Chair of School of Nursing in the Dumke College of Health Professions for a comprehensive work and input. I am thankful for all the work the faculty, staff, internal and external partners and all individuals who have assisted with the review.

Sincerely,  
Yas Simonian