

SITE VISITORS' REPORT

Weber State University
 Ogden, UT

Program Type: Baccalaureate
Purpose of Visit: Continuing Accreditation

Program Type: Associate
Purpose of Visit: Continuing Accreditation

Program Type: Practical
Purpose of Visit: Continuing Accreditation

Date of Visit: February 8-10, 2011

GENERAL INFORMATION

Nursing Education Unit
 Dr. Ezekiel R. Dumke College of Health Professions
 3903 University Circle
 Ogden, UT 84408

Governing Organization
 Weber State University
 3912 University Circle
 Ogden, UT 84408

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 Susan Thornock, EdD(c), MS, RN
 Interim School of Nursing Chair
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 F. Ann Millner, EdD
 President
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State Board of Nursing Approval Status
Baccalaureate
 Agency: Utah State Board of Nursing
 Last Review: N/A
 Outcome: N/A
 Next Review: N/A

State Board of Nursing Approval Status
Associate
 Agency: Utah State Board of Nursing
 Last Review: N/A
 Outcome: N/A
 Next Review: N/A

State Board of Nursing Approval Status
Practical
 Agency: Utah State Board of Nursing
 Last Review: N/A
 Outcome: N/A
 Next Review: N/A

Accreditation Status (Program)
Baccalaureate
 Agency: NLNAC
 Last Review: Spring 2003
 Outcome: Continuing Accreditation
 Next Review: Spring 2011

Accreditation Status (Program)

Associate

Agency: NLNAC
Last Review: Spring 2003
Outcome: Continuing Accreditation
Next Review: Spring 2011

Accreditation Status (Governing Organization)

Agency: Northwest Association of Schools
and Colleges
Last Review: Fall 2004 comprehensive; 2009
regular interim report
Outcome: Accredited
Next Review: 2014 Comprehensive Evaluation
Report

Accreditation Status (Program)

Practical

Agency: NLNAC
Last Review: Spring 2003
Outcome: Continuing Accreditation
Next Review: Spring 2011

SITE VISIT INFORMATION

I. INTRODUCTION

Program Evaluator Team

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NLNAC Criteria Used: 2008

Program Demographics:

Year nursing program established: Baccalaureate 1987

Year nursing program established: Associate 1953

Year nursing program established: Practical 1952-54; reinstated in 1963

Faculty:

Number of faculty teaching full-time in the baccalaureate nursing program: 9

Number of faculty teaching part-time in the baccalaureate nursing program: 7

Number of faculty teaching full-time in the associate nursing program: 23

Number of faculty teaching part-time in the associate nursing program: 1

Number of faculty teaching full-time in the practical nursing program: 6

Number of faculty teaching part-time in the practical nursing program: 1

Students:

Total enrollment: Baccalaureate 263

Full-time: 254

Part-time: 8

Total enrollment: Associate 432

Full-time: 432

Part-time: 0

Total enrollment: Practical 10

Full-time: 10

Part-time: 0

Length of program:

Baccalaureate: 120 credits

Associate (AAS): 71-72 credits

Associate (AS): 87-88 credits

Practical: 45-46 credits

Locations:

Utah State University, Logan, UT; Davis Applied Technical College, Kayville, UT; Snow College, Ephraim, UT; Mountain Star Corporation, Wasatch Region, UT

Third Party Comment:

The nursing unit had a reasonable process for soliciting third party comments. The methods used to announce the accreditation visit to the program's communities of interest were announcements in various local media, announcements on digital monitors in public settings on campus, and marquees at entrance points into University property, as well as notices sent to clinical sites. Public announcements in newspapers were accessible for two-week intervals, and the marquees on campus were available for one month prior to the visit.

One individual attended the public meeting. She was a healthcare employee of Intermountain Healthcare and had positive accounts of the partnership with the nursing unit and performance of students and graduates of the program.

Interviews:

Susan Thornock, EdD(c), MS, RN, Interim Chairperson
Valerie Gooder, PhD, RN, RN-to-BSN Program Director
Tamara Chase, MSN, RN, RN-to-BSN Program Assistant Director
Kathy Culliton, MS, APRN, PN / 1st Year AD Program Director
Pam Hugie, MS, RN, Second Year AD Program Director
Diane Leggett, PhD, RN, Outreach Program Manager
Jon Kelly, MNA, RN, WSU/USU Campus Manager
Katherine Dreyer, MSN, RN, WSU/DATC Campus Manager
Amber Epling, MS, RN, WSU/Snow Campus Manager
Yasmen Simonian, PhD, MT, (ASCP) CLS (NCA), Dean, Dumke College of Health Professions
Kenneth Johnson, PhD, CHES, Associate Dean, Dumke College of Health Professions
Jed Warren Spencer, CPA, Director of Financial Aid
Michael Vaughn, PhD, Provost
F. Ann Millner, PhD, President
Ken Chalmers, MS, DCHP IT Manager
Gail Niklason, MS, WSU Online Director
Carrie Ann McCould, DCHP Learning Center Director/Specialist
Kit Inpornvijit, PhD, WSU Online/DCHP Online Instructional Design Faculty Resource
Andrea S. Jensen, MS, WSU Online Faculty Resource

Meeting with Nursing Faculty

Jill Bacon, MSN, RN
Suzanne Ballingham, MSN, APRN, FNP
Joyce Barra, PhD, RN
Marijo Burkes, MS, RN
Karen Burton, MS, RN
Sally Cantwell, MS, RN
Jill Daly, MSN, RN
Linda Forest, MS, RN
Alexandra Hanson, BSN, RN
Jeanette Harris, BSN, RN
Linda Hofmann, MS, RN, CNA, BC
Linda Hodges, PhD, MS, RN
Rieneke Holman, MSN, RN
Debra Huber, PhD, APRN, CS
Joslyn Jensen, MSN, RN
Deborah Judd, MSN, APRN, FNP
Julie Killebrew, MS, RN
Tina Kraaima, MSN, RN
Pam Molen, MS, APRN
Melissa Neville, MS, RN
Wendy Paul, MS, RN
Judith Pratt, MSN, RN
Pam Rice, MSN, RN
Colette Renstrom, MSN, APRN, FNP-C
Carol Ross, MSN, RN
Louise Salmond, MSN, RN
Kathy Sitzman, MSN, RN
Carol Welninski, MSN, RN
Kris Williams, MSN, RN
Melissa Young, MSN, RN

General Education Faculty

Eric Amsel, PhD, Social Science Department/Psychology
Kathleen Herndon, PhD, English Department
Madonne Marie Miner, Arts and Humanities
Dale Ostlie, PhD, Dean, College of Science (Math/Life Science)
Marie Kotter PhD, DCHP Health Sciences Department
Joan Thompson, PhD, Moyes College of Education, Nutrition

Student Services Personnel

Brian Shuppy, MBA, WSU Director of Budget and Investments
Dr. Diana K. Abel, PhD, Director of Counseling Services
Mark Simpson, MEd, WSU Registrar
Rob Holt, MS, Student Health Center and Services
Megan G. Davis, University Librarian

Meeting with Students

RN Completion, n=24
PN/AD 1st Year Students, n=51
AD 2nd Year Students, n=28
BSN Students, n=17
Outreach Students, n=34

Jon Kelly, MNA, RN, WSU/USU Campus Manager
Jill Daly, MS, RN, WSU Nursing Practice Coordinator
Katherine Dreyer, MSN, RN, WSU/DATC, Campus Manager
Juliana Larsen, MS, APRN, School of Nursing Student Affairs
Jill Daly, MS, RN, WSU Nursing Practice Coordinator
Willard Maughan, MD, DCHP Advisory Council
Bonnie Jacklin, MSN, RN, Chief Nursing Officer, MKD
Terry Phillips, MSN, RN, Director, MKD Education Department
Elizabeth Later, MSN, RN, Chief Nursing Officer, ORMC
Debbie Pope, MSN, RN, Director ORMC Education Department
Marilyn Mariani, RN, MM, CNO, Lakeview Medical Center
Donald Carpenter, PhD, Director, Ogden Weber Community Action Partnership (HeadStart)
Debbie Sprague, CNO, Davis Hospital and Medical Center
Mary Lou Morales, RN, Practical Nursing Coordinator, Ogden/Weber Applied Technology Center
Lori Goucher, RN, NRS 2081 Preceptor
Leigh Snell, RN, NRS 2081 Preceptor
Kristi Gailey, RN, AD Program Alumni
Kimberly Baxter, RN, AD Program Alumni
Brenda Jackson, RN, BSN Program Alumni
Vikki Somerville, RN, ORMC
Gena Christensen, Manager, BHU-IHC
Neil Oerles, Nursing Administrator, IHC
Brian Child, Director Patient Quality and Safety, IHC
Paulette McKenna, Clinical Educator, IHC
Stephanie Tippetts, Clinical Education, IHC
Sharlene Moe, Clinical Education, IHC

Classes Attended:

NRS 1045 Nursing Care of Adults and Children I, n=40
NRS 2080 Patient Care Management, n=40

Clinical Agencies and Facilities Visited:

WSU Utah State Campus
Logan Regional Medical Center
McKay Dee Hospital
Ogden Regional Medical Center
WSU Davis Campus Practice Lab

Documents Reviewed:

Catalogs, Handbooks, Manuals

WSU 2010-2011 Catalog with online updates
WSU Student Code
School of Nursing Faculty Manual and Table of Policy Variances with WSU Policy Table

PN/AD/BSN Program Student Handbook and Table of Policy Variances with WSU Policy Table
AD Program/N2081 Preceptor Handbook

External Constituencies

Northwest Commission on Colleges and Universities document
Utah State Board of Nursing Statement of Program Status
Utah State Nursing Practice Act and Rules and Regulations
DCHP Advisory Council Meeting Minutes
PN/AD/BSN Student Representatives and Student Council Minutes
Partnerships
Clinical Agencies, PN/AD/BSN Residency Experience
Clinical Agency Program Report Minutes
“More Nurses Now” Grant
“Segue-Way” Grant

Nursing/Governing Organization Documents

Faculty vitae
Faculty evaluations
Faculty files
School of Nursing brochures
PN/AD/BSN Faculty Curriculum Vitae, Community and Professional Service, Scholarly Activity Exemplars
Affiliation Agreements with Clinical Agencies and List of facilities and licensure/certification status
PN/AD/BSN Student Records
Fiscal Resources for Program Support
PN/AD/BSN Program and SON Budget Allocations
PN/AD/BSN Faculty Salary and Overload Reimbursement Budget Source
Comparison: School of Nursing Budget and DCHP Non-Nursing Programs/Departments Budgets
SON Mean Faculty and Administrator Salaries
Comparison: School of Nursing Mean Faculty and Administrative Salaries and DCHP Mean Non-nursing Faculty and Administrative Salaries
2009-2010 Comparison: School of Nursing Mean Administrator and Faculty Salaries and 2008-2009 AACN Salary Data
2008-2009 and 2009-2010 DCHP Development Funding for Nursing Faculty and Staff and DCHP Non-nursing Faculty and Staff
SON 2008-2009 Evidence-based Practice Faculty Workshops Attendance Role and Program Outlines
Support for Faculty Research and Development
Office of Grants and Contracts homepage

Weber State University
WSU Teaching and Learning Forum
Hemingway Grants and Awards
“Research at Weber State University”
Research, Scholarship, Professional Growth Committee

Dumke College of Health Professions
J. Willard Marriott Foundation and Nursing Awardees
Dee Wade Mack Foundation and Nursing Awardees
Dr. Ezekiel R. Dumke Family Foundation and Nursing Awardees

School of Nursing
Dr. Louis Peery Endowment
South Davis Community Hospital Faculty Development
Intermountain Healthcare, Inc. Faculty Development Award

WSU Administrative Support Services for Program and Faculty
Graduation Office
Records and Registrar’s Office
Academic Advisement and Career Counseling (Student Success Center)
Accounting Services
Financial Aid Office
Grants and Contracts Office
Office of Academic Affairs
Alumni Services
Development and Community Services Office
Computer Services Office
WSU Online and Continuing Education
Mental Health Counseling Service
Women’s Counseling Center
International Student Services
Child Care Resource/Referral Services
Office of Students with Disability
Professional and Classified Staff Support
SON Enrollment Director Position Description
SON Secretarial Position Description
DCHP Information Specialist
PN/AD/BSN Student Scholarships
List of PN/AD/BSN Scholarship Awards
Physical Resources for Program Support
Marriott Allied Health Building Floor Plan, Space Allocation
Non-Instructional Activity Space for Students, Faculty, and Staff
Learning Resources and Technology
Statewide Curriculum Committee Minutes
DCHP Classroom Technology: Description of Technology
DCHP Technology Committee Minutes
DCHP Student Learning Center
Standard 5.3 Narrative correction: SON Library Resource Committee
WSU Library and Informational Learning Resources
WSU Stewart Library Liaison, Dumke College of Health Professions
Statewide University Librarian Consortium
WSU Stewart Library Resources
WSU Stewart Library Online Resources

SON Nursing Practice Lab and Learning Resources (Inventory of learning aides and materials)
SON and DCHP Computing Resources
WSU Student Computing Resources
DCHP and SON Computing Resources
WSU Satellite Computer Labs
WSU Licensed Computing Software Resources
WSU Online Faculty Support Services
WSU Chi Tester/Testing Center Services
WSU Online Student Support Services
PN/AD/BSN Program Systematic Plan for Evaluation and Achievement of NLNAC Standards and Criteria
PN/AD/BSN Program Systematic Plan for Program Evaluation
SON Evaluation Annual Report to Administrative Council, AY 2007-2008, 2008-2009, 2009-2010
PN/AD/BSN Program Evaluation Tools
PN/AD/BSN Course Evaluation Tools
BSN Course Evaluation: Hybrid
BSN Course Evaluation: Online

AD Faculty Performance Tools
AD Faculty Performance: Hybrid
AD Faculty Performance: Online

N2081 Course Evaluation Tools
Student Evaluation of Preceptor
WSU Faculty Evaluation of Preceptor
Preceptor Evaluation of WSU Faculty
N2081 Student Performance Evaluation

Final Evaluation of PN/AD/BSN Program of Study Tools
Final Evaluation of PN/AD/BSN Program of Study
PN/AD/BSN Program Alumni Survey
PN/AD/BSN Program Employer Satisfaction Survey

Processes for Sharing Program Evaluation Outcomes with Communities of Interest
NLNAC Annual Program Report
SON Annual Program Report to DCHP Dean and WSU Provost
SON Clinical Agency Program Report Minutes
DCHP Advisory Council Minutes

Nursing Unit Minutes
DHCP Advisory Board
SON Course and Program Committee Minutes

Course Materials
PN/AD/BSN Program Outcomes
SON Mission/Philosophy/Conceptual Framework
PN Learning Outcomes and Competencies
PN/AD/BSN Learning Outcomes and Competencies
PN/AD/BSN Program of Study
PN/AD/BSN Outcomes and Competencies/National Guidelines
PN/AD/BSN Course Committee Annual Reports
Curriculum Design: Information Literacy and Evidence-Based Approach
PN/AD/BSN Curriculum Design: Critical Analysis of Evidence and Decision-Making

PN/AD/BSN: Culturally and Ethnically Diverse Global Society
PN/AD/BSN Program Credit Breakdown
List of PN/AD/BSN Clinical Sites
Clinical Agency Affiliation Agreements
DCHP Advisory Council Minutes
PN/AD/BSN Preceptor Qualifications
Practical Nurse Program Course Files
NRSG 1030 Foundations of Nursing Practice
Assignments and Rubrics (Criterion 4.2 Rigor and Currency)
Guiding Syllabus (Criterion 4.5 Evaluation Methodologies)
Supplemental Syllabus/Learning Aids (Criterion 4.6 Curriculum and Instructional Processes)
Faculty Feedback (Online Discussion and/or Evaluated Assignments)
Student Exemplars
Summative Course Evaluation Data
Course Minutes

Materials reviewed for all practical, associate, and baccalaureate nursing courses included the following:

Assignments and Rubrics

Guiding Syllabus

Supplemental Syllabus/Learning Aids

Faculty Feedback (Online Discussion and/or Evaluated Assignments)

Student Exemplars

Summative Course Evaluation Data

Course Minutes

II. EVALUATION OF THE STANDARDS AND CRITERIA

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.

BACCALAUREATE

- 1.1 The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization.
- 1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.
- 1.3 Communities of interest have input into program processes and decision-making.
- 1.4 Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.
- 1.5 The nursing education unit is administered by a doctorally prepared nurse.
- 1.6 The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.
- 1.7 With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity among the units of the governing organization.
- 1.8 Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.
- 1.9 Records reflect that program complaints and grievances receive due process and include evidence of resolution.

For nursing education units engaged in distance education, the additional criterion is applicable:

- 1.10 Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

ASSOCIATE

- 1.1 The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization.
- 1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.
- 1.3 Communities of interest have input into program processes and decision-making.

- 1.4 Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.
- 1.5 The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.
- 1.6 The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.
- 1.7 With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity within the unit and among other units of the governing organization.
- 1.8 Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.
- 1.9 Records reflect that program complaints and grievances receive due process and include evidence of resolution.

For nursing education units engaged in distance education, the additional criterion is applicable:

- 1.10 Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

PRACTICAL

- 1.1 The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization.
- 1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.
- 1.3 Communities of interest have input into program processes and decision-making.
- 1.4 Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.
- 1.5 The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing; rationale is provided for the acceptance of other graduate credentials.
- 1.6 The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.
- 1.7 With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity within the unit and among other units of the governing organization.
- 1.8 Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.

- 1.9 Records reflect that program complaints and grievances receive due process and include evidence of resolution.

For nursing education units engaged in distance education, the additional criterion is applicable:

- 1.10 Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

Commentary:

BACCALAUREATE/ASSOCIATE/PRACTICAL

Weber State University (WSU) takes pride in providing excellent educational experiences for its students. The University offers associate, baccalaureate, and master's degree programs in a variety of liberal arts, sciences, technical and professional fields. According to the Provost of WSU, the major focus at WSU is conferring professional degrees (70%-80% degrees awarded). He also stated that the associate degree (AD) and baccalaureate (BS) nursing programs account for the largest number of degrees granted and largest programs per headcount. The mission statement for the School of Nursing (SON) states that it prepares practical, associate, baccalaureate, and master's degree education, which aligns with the mission of WSU.

The SON has identified (5) core values that are congruent with the University and Dumke College of Health Professions (DCHP) mission statements. The congruency has been represented on Table 1-1 of the SSR-Appendix. The philosophy of the SON is not aligned on Table 1-1 of the SSR Appendix. However, according to the Nursing Student Handbook, the philosophy statement stipulates that the SON approaches nursing education in four (4) separate but coordinated levels of nursing education, embracing a Career Ladder Model. Graduates of all programs are prepared to fulfill the roles as provider of humanistic and patient-centered nursing care; nurse designer, manager, and coordinator of evidence-based patient care; and member and leader within the nursing profession. The University President, Dean of DCHP, and Associate Dean of DCHP all verbalized that the nursing program "is the crown jewel" and plays an integral role in fulfilling the mission of the University. The College President, noted that nursing "is one of our best examples of contributions toward fulfilling the University mission; it focuses on excellence and meets the needs of the students and constituencies served."

Faculty participation in University-wide committees is verified in the SSR (pp. 33-34). There is opportunity and active participation, as validated during the site visit. There are 35 WSU, Faculty Senate, and DCHP committees (SSR, Appendix, Table 1.2, p. 116). Discussions with the administration, nurse administrator, and nursing faculty confirmed there are opportunities; the nurse administrator also can volunteer to serve on one (1) of these committees. Interviews with faculty confirmed that they have had several opportunities to serve, most have served, and committee membership rotates. Reviewing the 2010-2011 rosters for WSU committees, it was confirmed that several nursing faculty currently are serving on committees and that there are faculty serving from all program levels and campuses. There also are opportunities for nursing students to participate on College-wide committees.

Discussion with students confirmed they were knowledgeable of opportunities. They stated that there is an active NSA and that they also are invited to attend faculty meetings. This was confirmed by students who attend outreach programs, for example, the students on the Utah State University (USU) Campus, Logan.

There are three (3) SON governing committees (SSR, pp. 35-36). Evidence was provided during the site visit demonstrating that faculty are serving on multiple SON committees. There were minutes available for review showing evidence of the committee meetings. Bylaws indicate that there are a few committees

that require student membership, and this was confirmed during the site visit. Student representatives are elected by their peers and are representative of all program levels.

Communities of interest include the WSU administration and faculty, DCHP administration and faculty, Utah Board of Nursing (UBON), Utah healthcare facilities and agencies, WSU and DCHP Advisory Committees, cooperative and contractual programs, and the nursing student body. The DCHP Community Advisory Council meets annually per academic year as verified in meeting minutes. Verbalization with some healthcare facilities and agencies demonstrated that agencies are provided updates regarding the program and achievements of program outcomes. Review of Community Advisory Council meeting minutes did not provide evidence that communities of interest are updated. There is minimal evidence in the meeting minutes of providing input regarding programmatic issues and curriculum.

There are a number of partnerships with the DCHP and SON. Some of the SON partnerships are alluded to in the SSR (pp. 37-38). It became very evident during the site visit that there are established partnerships that support and provide the SON with many benefits. The community appears to embrace the SON and the outreach programs as evidenced by partnerships and scholarships available to nursing students. For example, partnerships with McKay-Dee Hospital Center, Intermountain Healthcare, Mountain Star, and IASIS help fund laboratories, equipment for laboratories, and contracts to provide staffing in outreach programs. WSU SON also partners with regional applied technical colleges (ATCs) and USU to deliver WSU nursing programs on their campuses.

The administrator of nursing, Susan Thornock, was verified by review of documents to be academically and experientially qualified for the leadership position with the PN and AD programs, having an MSN as the highest earned degree. The nurse administrator has a great deal of experience in teaching in baccalaureate nursing programs at Weber State. She currently is enrolled in a doctorate of education (EdD) program with an estimated date of completion of August 2011. She has many years of nursing experience and has served as a faculty member in the PN and AD nursing programs as well as clinical coordinator for outreach programs at WSU since 1998. This was validated by reviewing her curriculum vitae.

Effective May 2010, Ms. Thornock has been appointed as Interim Chair of the SON. Discussions with administrators and faculty reflected support and that she is a well-respected professional and leader. She was asked to serve as Interim Chair by Provost Michael Vaughn, and President Millner in May after the sudden exit of the previous nurse administrator. This request was based on faculty input and a vote of confidence by her peers. The University is preparing to post the position for a permanent SON Chair this spring.

The position of SON Chair is a 12-month, full-time position. The position reports directly to the Dean of DCHP, who reports to the Provost and Vice President of Academic Affairs. The position description was reviewed during the site visit and shows evidence of the authority within the position for oversight of the SON. Interviews with the Interim Chair, DCHP Dean and Associate Dean, and the Provost validated that the line of communication and performance expectations for the role have greatly improved with Interim Chair Ms. Thornock.

The SON Chair is supported by a part-time Director for each program level. Each Director has a workload of six (6) hours administration and six (6) hours teaching per week. There is also administrative support at the cooperative program in Logan and the RN-BSN program at Snow College and at Davis Area Technology Center. This support for each campus is comparable to the WSU Ogden campus, six (6) hours administration and six (6) hours teaching per week. The request for expanded administrative support was requested by Ms. Thornock when she accepted the interim position. In addition, there is an Outreach Coordinator who also is assigned six (6) hours of administration per week and six (6) hours of teaching. There is a full-time Enrollment and Admissions Director to support the SON Chair. These

appear to be very valued and needed support positions for the SON Chair, noted during interviews with Ms. Thornock and the nursing faculty.

The nurse administrator and faculty confirmed that they have input in the development and management of the SON budget. The SON Chair position description stipulates that the Chair “plans, implements and monitors the SON budgets, creates internal budgets and regulates all major SON expenditures with input from the program directors.” The program directors’ position descriptions stipulate that they “provide input on budget needs to the SON Chair.”

According to the SSR (p. 41), the budget process begins at the SON faculty level, needs are communicated to the Program Directors, and then interpreted to the SON Chair. Faculty confirmed that they had input to the budget planning per program level and delivery site. Upon review of the SON Administrative Council meeting minutes, there is evidence of discussion related to utilization of the allocated SON budget. This was confirmed by the DCHP Dean and Associate Dean. According to the Dean and Associate Dean, the SON budget is very generous to support the programs at all levels. The SON has been generously endowed and, in addition, the SON has been awarded two (2) grants, which help support SON needs (for example, equipment needs and state-of-the-art laboratories, student scholarships, and faculty development funds).

Faculty verified that personnel policies of nursing faculty are consistent with other University faculty except for those required due to clinical placement. These policies are available in the SSR (p. 42). These include policies related to CPR certification, immunization status, annual PPD screen, criminal background study, maintenance of RN licensure, and OSHA training.

A review of the online WSU student policies and procedures and interviews with students confirmed that there is a defined process for complaints and grievances. The process also is clearly outlined in the SON Student Handbook (p. 49) and is compliant with WSU Policy and Procedures. Review of records documented evidence of one (1) complaint within the past three (3) years related to unsafe practice in the clinical setting. The grievance was initiated on 1/16/2010 and resolved at program level on 2/22/2010. Students stated they were aware of the process to follow if they have complaints. They indicated awareness of where to find information regarding the process in the Catalog and online.

Distance education and outreach programming clearly is an emphasis of WSU. Interviews with the Provost, President, DCHP Dean, and Associate Dean all verified this to be integral to the WSU mission statement. They also reinforced that the SON is an example of fulfilling this part of the mission. Interviews with faculty and students confirmed that the delivery is congruent with the mission of the SON. Students interviewed at USU Logan confirmed that they have opportunity to participate in the governance of the University and SON. They confirmed that representatives participate in SON committees.

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.

BACCALAUREATE

- 2.1 Faculty are credentialed with a minimum of a master's degree with a major in nursing and maintain expertise in their areas of responsibility.
 - 2.1.1 A minimum of 25% of the full-time faculty hold earned doctorates.
 - 2.1.2 Rationale is provided for utilization of faculty who do not meet the minimum credential.
- 2.2 Faculty (full- and part-time) credentials meet governing organization and state requirements.
- 2.3 Credentials of practice laboratory personnel are commensurate with their level of responsibilities.
- 2.4 The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved.
- 2.5 Faculty (full- and part-time) performance reflects scholarship and evidence-based practice.
- 2.6 The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes.
- 2.7 Faculty (full- and part-time) are oriented and mentored in their areas of responsibilities.
- 2.8 Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.
- 2.9 Non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.

For nursing education units engaged in distance education, the additional criterion is applicable:

- 2.10 Faculty (full- and part-time) engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation.

ASSOCIATE

- 2.1 Full-time faculty are credentialed with a minimum of a master's degree with a major in nursing and maintain expertise in their areas of responsibility.
 - 2.1.1 The majority of part-time faculty are credentialed with a minimum of a master's degree with a major in nursing; the remaining part-time faculty hold a minimum of a baccalaureate degree with a major in nursing.

- 2.1.2 Rationale is provided for utilization of faculty who do not meet the minimum credential.
- 2.2 Faculty (full- and part-time) credentials meet governing organization and state requirements.
- 2.3 Credentials of practice laboratory personnel are commensurate with their level of responsibilities.
- 2.4 The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved.
- 2.5 Faculty (full- and part-time) performance reflects scholarship and evidence-based teaching and clinical practices.
- 2.6 The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes.
- 2.7 Faculty (full- and part-time) are oriented and mentored in their areas of responsibilities.
- 2.8 Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.
- 2.9 Non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.

For nursing education units engaged in distance education, the additional criterion is applicable:

- 2.10 Faculty (full- and part-time) engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation.

PRACTICAL

- 2.1 At least 50% of the full-time faculty who provide didactic instruction hold a graduate degree in nursing. The remaining full-time faculty members hold a minimum of a baccalaureate degree in nursing.
 - 2.1.1 The majority of part-time faculty are credentialed with a minimum of a master's degree with a major in nursing; the remaining part-time faculty hold a minimum of a baccalaureate degree with a major in nursing.
 - 2.1.2 Rationale for the acceptance of other than the required graduate credential is provided by evidence of one of the following:
 - Progress towards a graduate degree in with a major in nursing;
 - Current course work;
 - Related continuing education; or
 - Certification relevant to the current teaching role.
- 2.2 Faculty (full- and part-time) credentials meet governing organization and state requirements.
- 2.3 Credentials of practice laboratory personnel are commensurate with their level of responsibilities.

- 2.4 The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved.
- 2.5 Faculty (full- and part-time) expertise is maintained in areas of responsibility.
- 2.6 The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes.
- 2.7 Faculty (full- and part-time) are oriented and mentored in their areas of responsibilities.
- 2.8 Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.
- 2.9 Non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.

For nursing education units engaged in distance education, the additional criterion is applicable:

- 2.10 Faculty (full- and part-time) engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation.

Commentary:

BACCALAUREATE/ASSOCIATE/PRACTICAL

Faculty Academic Credentials – (Highest Degree Only)										
Number of Faculty	Doctoral		Master's		Baccalaureate		Associate		Other	
	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing
Full-Time	5	1	28		1					
Part-Time			2							
Adjunct	2		27		8					

The Weber State University School of Nursing has 35 full-time faculty, two (2) part-time faculty, and a cohort of 37 adjunct faculty. A review of faculty profiles and transcripts indicated that the academic and experiential qualifications of these faculty are appropriate to meet the goals specific to the practical, associate, and baccalaureate programs. Nine (9) faculty teach totally in the baccalaureate program. Six (6) faculty teach totally in the associate degree second-year program. Three (3) faculty teach exclusively in PN/first-year ADN program. Fourteen teach in two (2) or three (3) of the programs. The three (3) remaining faculty teach exclusively in the MS program. The table above was prepared using teaching assignments for the past academic year.

The majority of faculty teaching full-time in the practical, associate, and baccalaureate programs have a master's degree in nursing. Dr. Hodges holds a BSN, a master's degree in human resources management, and a PhD in sociology. Dr. Hodges teaches students in the practical (first-year associate) program and second-year associate program. Sixteen faculty teach totally or partially in the baccalaureate program. Of these, four (4) have earned doctorates (three (3) PhDs and one (1) DNP). Six (6) additional baccalaureate faculty currently are enrolled in doctoral students (PhD=3; DNP=2; EdD=1).

All three program options employ faculty who are referred to as "adjuncts." Their responsibility includes part-time instruction in clinical settings. Across program types, there are thirty-seven (37) adjuncts. Of those, twenty-nine (29) hold a master's degree with a major in nursing. In addition, document review indicates that two (2) also have earned PhD degrees; however, the discipline of the terminal degree is not

provided. Six (6) of the remaining eight (8) adjuncts without MSN degrees hold baccalaureate degrees and are enrolled and making progress toward the MSN.

The Lab Coordinator does not teach or evaluate students. Rather, she serves as a consultant to faculty in developing scenarios and as manager of lab spaces on all campuses. She holds BSN and MSN degrees and is completing an EdD degree at North Central University. She has had extensive simulation training with Laerdal.

Two (2) important funding initiatives have facilitated faculty development. The Weber State University "More Nurses Now" grant of \$1,164,395 is designed to increase the number of associate and baccalaureate graduates over the next five (5) years. A related objective of this funding is to increase the number of master's- and PhD-prepared faculty "to fill the need of diminishing qualified instructors." A second funding source in the amount of \$1,025,000 was received from the Intermountain Health Care System in 2005 for the express purpose of increasing the number of RN-BSN completion graduates and associate graduates over the next five (5) years. As a part of this project, IHC pledged to incorporate jointly-appointed MS prepared nurses into the faculty mix of the programs funded through this gift.

All faculty hold current registered nursing licenses in the State of Utah. In addition, faculty who teach clinical mental health nursing in Wyoming are registered to practice nursing in Wyoming. Immunizations, CPR, criminal background checks, and drug testing are complete, and currency is maintained by the Office Manager for the SON.

The number and type of SON faculty are adequate to carry out the goals and outcomes of the practical, associate, and baccalaureate programs. A review of faculty workload records indicated that didactic courses maintain a ratio of 30-40 students per faculty. Laboratory courses maintain a 10-15:1 ratio. Clinical courses maintain a maximum student/faculty ratio of 10:1. These ratios were verified in selected classroom and clinical observations.

Exemplars of faculty scholarship were reviewed in the resource room and included scholarly presentations and poster presentations, book chapters, and articles in peer-reviewed journals. Numerous examples of continuing education were evident for all faculty.

Non-nursing faculty are not employed by the SON. On the Ogden campus, SON staff include one (1) professional staff member and five (5) classified staff. The professional staff member is the SON Enrollment Director and holds an MS in counseling. Faculty reported that secretarial support is sufficient. Information technology support is extensive.

In interviews, new faculty reported having an extensive orientation. This orientation included assignment to a faculty mentor, assignment to the instructional design expert for orientation to the online environment, and assignment to a clinical faculty for site orientation in addition to the orientation to the Health College and to the University. The Dean's Office and University Teaching and Learning Committee sponsor a "TIPS" workshop and new faculty retreat. There also is a University orientation available for adjunct faculty. The SON also provides adjunct faculty with a detailed WSU School of Nursing Faculty Orientation Handbook and orientation workshop. Copies of adjunct faculty orientation materials were reviewed onsite.

The SSR (p. 58) indicated that "annual faculty performance evaluation is conducted by SON Program Directors." No written SON policy related to faculty evaluations was located to validate this practice. In reviewing the University Policy and Procedures Manual, University Policy PPM 3-62 indicated that faculty evaluations were to be conducted every two (2) years. A link on this site revealed an updated policy (reviewed 3/16/10) with the following: PPM 3-62 - Evaluation of University Personnel II. Policy A. Departmental Interviews "Every three years, or more often at the discretion of the departmental chair or at the request of the faculty member, faculty members shall meet with their department chair for an

interview covering the recent performance of the faculty.” Examination of faculty files revealed completed evaluations for faculty in 2007 and 2008. Although there were numerous student evaluations of faculty included in the files, Program Director evaluations for 2009 and 2010 were not located in the files. Three (3) Program Directors provided 2009 or 2010 faculty evaluations onsite for 15 faculty, with two (2) faculty having evaluations for 2009 and 2010. Five (5) of the evaluations were incomplete, lacking such components as faculty signature, Department Chair signature, and completion of evaluation components. Review of files indicated the faculty evaluations meet the University policy.

University policy indicates that University staff are to be evaluated every two-to-three years; however, nursing policy is for annual evaluations. On the Ogden Campus, SON staff include one (1) professional staff member and five (5) classified staff. Of these six (6) people, two (2) are hourly employees and are not required to be evaluated annually. The remaining staff included two (2) staff evaluations done in 2007 and a probationary evaluation done in 2008 for a third staff member. An annual performance evaluation was completed for the professional non-nursing staff member in 2008. The Program Chair indicated that the University Human Resources Office reported staff evaluations were not required in 2007 and 2008 across the University because there were no monies available for raises. This was confirmed with the Dean. Faculty files did not consistently have annual evaluation reports within them.

Nursing faculty excel in ongoing development and receive significant support in distance education modalities including instructional methods and evaluation. Several examples validated compliance with this criterion. The University Information Technology Services has offered a Master Online Teaching Program for the past five (5) years. Ken Chalmers, DCHP IT Manager, reported that several SON faculty had been selected to participate in this program. An instructional design specialist, Dr. Inpornvijit, has recently been assigned specifically to the SON (20%) one day per week.

Summary:

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.

BACCALAUREATE

- 3.1 Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.
- 3.2 Student services are commensurate with the needs of students pursuing or completing the baccalaureate program, including those receiving instruction using alternative methods of delivery.
- 3.3 Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.
- 3.4 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.
 - 3.4.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.
 - 3.4.2 Students are informed of their ethical responsibilities regarding financial assistance.
- 3.5 Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.
- 3.6 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.
- 3.7 Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.

For nursing education units engaged in distance education, the additional criterion is applicable:

- 3.8 Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.

ASSOCIATE

- 3.1 Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.
- 3.2 Student services are commensurate with the needs of students pursuing or completing the associate program, including those receiving instruction using alternative methods of delivery.
- 3.3 Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.

- 3.4 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.
 - 3.4.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.
 - 3.4.2 Students are informed of their ethical responsibilities regarding financial assistance.
- 3.5 Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.
- 3.6 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.
- 3.7 Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.

For nursing education units engaged in distance education, the additional criterion is applicable:

- 3.8 Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.

PRACTICAL

- 3.1 Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.
- 3.2 Student services are commensurate with the needs of students pursuing or completing the practical program, including those receiving instruction using alternative methods of delivery.
- 3.3 Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.
- 3.4 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.
 - 3.4.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.
 - 3.4.2 Students are informed of their ethical responsibilities regarding financial assistance.
- 3.5 Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.
- 3.6 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.
- 3.7 Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.

For nursing education units engaged in distance education, the additional criterion is applicable:

- 3.8 Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.

Commentary:

BACCALAUREATE/ASSOCIATE/PRACTICAL

Site visitors reviewed program policies published in the Nursing Student Handbook, both in print and online, and determined that they are congruent with those of the WSU Student Handbook with the usual exceptions related to health, safety, and clinical agency requirements. In addition, the program has a specialized admission process, progression requirements, and re-admission policy. Prior to being accepted into the program, students are required to complete a criminal background and fingerprint check as stipulated by the Utah Board of Nursing. Students confirmed that they receive copies of the Nursing Student Handbook when they enter the program and that content of the Handbook is reviewed with them during orientation. Signed statements acknowledging receipt of program policies were confirmed to be present in the student files.

Numerous student support services are available on the WSU campus as described in the SSR (pp. 64-66). Support services for nursing students include: academic advising, a nursing-specific counselor, computer laboratories, and financial aid. During the site visitor meetings with representatives from various support services, an attitude of collective pride in the nursing program and willingness to “go above and beyond” to support nursing students were evident.

During the student forum, Outreach students voiced frustration with the lack of communication and support concerning assignments and additional resource information. One student stated, “When we came to the main campus for classes, we found the traditional students had additional hand-outs and resources we had not received;” and from another student, “Often, I had to wait weeks before I heard back from my instructor concerning completed assignments.” This sentiment was not, however, discussed when visitors met with Outreach students at clinical sites.

The Nursing Department maintains files on all current nursing students including program applications, verification of BLS and health requirements, clinical evaluation forms, and other significant correspondence. Current nursing course files (clinical documents, written assignments and examination results) are kept locked in nursing faculty offices. Students are provided with a copy of their clinical evaluation forms and other significant clinical documents which they maintain in their own student portfolio. Thirty random files from the baccalaureate, associate, and practical programs were reviewed by site visitors and verified for completeness. All educational records are protected and secured in accordance with all Title IV federal program regulations.

Information regarding financial aid is posted on the Weber State University website, and a step-by-step instruction flowchart outlines the application process for student loans. During the online session, students are informed of types of financial aid, interest payments, and repayment options. Students who wish to apply for loans are required to meet with a Financial Aid Counselor for entrance counseling and encouraged to meet with Financial Aid for an exit loan interview. If the student does not participate in an exit interview, a packet is sent to the student with the needed information. Information on ethical responsibilities regarding financial assistance is included in the exit interview and/or packet. According to the Financial Aid Office, the WSU loan default rate for 2007 was 1.9%, and for 2008 was 1.7%. Financial aid records are maintained securely in the Office of Financial Aid.

Because there are multiple nursing sites for Weber State University, general information is made available through system-published documents such as the College Catalog, the Schedule of Classes, and in the Nursing Student Handbook. Specific information regarding the WSU nursing program is available on the WSU website nursing page as well as via specific notations in the System documents. Review of

published documents (both print and online) by site visitors confirmed consistency of information. All documents include approval status and contact information for the Utah State Board of Nursing and the National League for Nursing Accrediting Commission.

Interviews with students and faculty confirmed that changes to nursing policies are effectively communicated to students as they occur. In the event of a change in policies or practice at the clinical site, the clinical faculty liaison is informed by facility educators, at which time students are notified using appropriate means. In the academic setting, this is done by email, electronic bulletin board, print copy letters, and/or class announcements. Students are required to maintain an official University email for such notification.

Clinical facilities/sites require students to utilize electronic health records for clinical documentation. Prior to each rotation, students complete specific training agreed on by all local hospitals/agencies using a "Nursing Student Passport," which includes a student profile, access and confidentiality agreement, HIPAA agreement, student checklist, and a student orientation quiz. The SON faculty are responsible for educating students on patient rights and responsibilities, cultural diversity, environmental safety, student health requirements, OSHA, the National Patient Safety Goals, harassment-free environment, and violence in the workplace in addition to a class on the use of hospital-based equipment and technology. Some agencies provide instructor-guided training onsite in a computer laboratory; some use interactive DVD training sessions; and some provide online training. According to the students, the training materials are concise and effective. Students stated that the staff at clinical sites are helpful and willing to assist them as needed.

Students verified that technology support and education are as described in the SSR (pp. 71-72) and course syllabi. They also confirmed that they are oriented to the use of technology, that technical support is available to them 24/7, and that they have the option of online tutorials if needed. There also is a "chat" mechanism in place in which they can chat with a technology support person to have questions answered.

Students enrolled in the online program are required to complete a specialized online orientation before beginning the program and must meet specific requirements for their personal computers. An online module helps students evaluate their computer system in terms of program requirements. Online students also have 24/7 IT support via web or phone.

Summary:

Compliance:

The baccalaureate program is in compliance with the Standard

The associate program is in compliance with the Standard

The practical program is 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.

BACCALAUREATE

- 4.1 The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes.
- 4.2 The curriculum is developed by the faculty and regularly reviewed for rigor and currency.
- 4.3 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.
- 4.4 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.
- 4.5 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.
- 4.6 The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.
- 4.7 Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state and national standards, and best practices.
- 4.8 Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure the protection of students.
 - 4.8.1 Student clinical experiences reflect current best practices and nationally established patient health and safety goals.

For nursing education units engaged in distance education, the additional criterion is applicable:

- 4.9 Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.

ASSOCIATE

- 4.1 The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes.
- 4.2 The curriculum is developed by the faculty and regularly reviewed for rigor and currency.
- 4.3 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.

- 4.4 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.
- 4.5 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.
- 4.6 The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.
- 4.7 Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state and national standards, and best practices.
- 4.8 Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure the protection of students.
 - 4.8.1 Student clinical experiences reflect current best practices and nationally established patient health and safety goals.

For nursing education units engaged in distance education, the additional criterion is applicable:

- 4.9 Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.

PRACTICAL

- 4.1 The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes.
- 4.2 The curriculum is developed by the faculty and regularly reviewed for rigor and currency.
- 4.3 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.
- 4.4 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.
- 4.5 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.
- 4.6 The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.
- 4.7 Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state and national standards, and best practices.
- 4.8 Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure the protection of students.

- 4.8.1** Student clinical experiences reflect current best practices and nationally established patient health and safety goals.

For nursing education units engaged in distance education, the additional criterion is applicable:

- 4.9** Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.

Commentary:

BACCALAUREATE

The baccalaureate program is part of a ladder structure curriculum. Students who have completed associate degree education from an accredited school can apply for the baccalaureate completion program. Courses in the baccalaureate program are offered in a hybrid format, online format, and full- or part-time.

The SSR (pp.73-74) lists the AACN Baccalaureate Essentials as standards and guidelines used to develop the program. Site visitors found evidence that some national standards were being used to make changes in the program. For instance, the faculty spoke of current evidence and guidelines such as QSEN being used to change the curriculum. No evidence was found that national standards were incorporated into the development of learning outcomes.

The baccalaureate curriculum lists nine (9) BSN competencies (BS Student Handbook). Each competency has 9-13 bulleted items listed. The competencies are not the same as the pillars listed in the conceptual model, nor were visitors able to find articulation between these. A review of syllabi listed course outcomes that are topic-specific and not related to the overall program competencies. For instance, NRSB DV4021 Community Health Nursing Laboratory lists course outcomes: Assess health needs of community aggregates ..., determine appropriate community nurse interventions, and identify threats to community health.... Site visitors could not find evidence of clearly articulated learning and program outcomes.

The baccalaureate curriculum appears to have been developed by the faculty, and the courses are regularly reviewed by faculty for rigor and currency. Review of the baccalaureate curriculum minutes showed evidence that faculty discuss course evaluations and make adjustments to the courses. Discussion with the faculty provided examples of changes made to the courses to stay current with recent evidence. However, there is no evidence that the entire curriculum is reviewed for integrity beginning with a review of the philosophy and conceptual model through the learning outcomes to the evaluation of those outcomes.

The student learning outcomes are not used to organize the curriculum, guide the delivery of instruction, direct learning activities, or evaluate student progress. Page 78 of the SSR refers to the course content outcomes as the student learning outcomes; however, a majority of faculty identified the graduate competencies listed on pages 26-28 as the student learning outcomes. Faculty were able to articulate connections among course content and teaching strategies used, and faculty discussed at length how specific assignments related to student learning.

Neither the course content outcomes stated in the course syllabi nor the graduate competencies identified on pages 26-28 were reflected in the course syllabi or the course evaluation tools. No evidence could be found that competencies appear on an orderly sequence throughout the baccalaureate courses. Faculty discussed the use of Bloom's Taxonomy as a guide for the programs. However, the use of Bloom's Taxonomy was not evident. Tests were reviewed for baccalaureate courses, and many test questions were at the level of knowledge or comprehension.

Through further discussion with the School of Nursing Interim Chairperson and Program Directors, it was acknowledged that, until recently, faculty had very little input into the curriculum design and that they are currently working on curriculum revision. The administrators of the programs stated that weekly meetings were being held to discuss the curriculum and that an outside consultant has been hired to assist with the process. Meeting minutes were viewed that confirmed that the Curriculum Revision Committee is composed of a variety of nursing faculty and that they have been meeting approximately weekly since mid-October 2010. The meeting minutes also provided evidence that an outside consultant has been contacted to assist with the curriculum revision. According to a timeline developed by the Committee, the goal is to have the curriculum revision completed by December 2012.

Pages 77-78 of the SSR conveyed that each course in the nursing curriculum incorporates concepts of cultural and ethnic diversity. Tables 4.5 and 4.6 in the appendices identify the course content objectives of each course that address diversity concepts. Incorporation of diversity concepts in the curriculum was confirmed by faculty as they described specific course assignments. Faculty also described a study-abroad opportunity that nursing students participate in each summer as an elective course. Members of the community described cultural experiences such as students who work with the children at Head Start who are primarily Hispanic.

Methods for student evaluation are consistent with course objectives of the theory and clinical components of the programs. Traditional evaluation methods such as tests, quizzes, class participation, written assignments, critical thinking exercises, care plans, and clinical and laboratory observation, are used throughout the nursing programs. Review of online courses indicated that syllabi include grading criteria that are varied and evaluate the student learning of the course objectives. Visitors were unable to find a link between the objectives in the course and overall learning outcomes. Evaluation methods are not linked to objectives in the courses.

The instructional processes used by faculty reflected best practice standards while allowing for individuality. The SSR (pp. 78-79) addresses the integration of educational theory and best practice standards into teaching strategies utilized in the program. Faculty articulated a variety of educational theories (such as adult learning theory, Benner's theory on Novice to Expert) and provided ample examples of how they guided instruction. The SSR (p. 79) conveys that, along with the traditional lecture format, faculty utilize a variety of teaching strategies proven to be effective for students with visual, auditory, and tactile learning preferences. Faculty described how students become familiar with nursing research and evidence-based nursing practices through examination of examples provided in the nursing textbooks and progress toward utilizing research findings and evidence-based practices during the clinical experiences.

The SSR does not address the relationship of the non-nursing courses to the nursing curriculum and the foundation they provide. The SSR also does not indicate that interdisciplinary collaboration occurs with faculty of general education courses. Discussion with general education faculty and administrators, however, demonstrated a great deal of interdisciplinary collaboration. A faculty member representing the Moyes College of Education stated that she typically meets with nursing faculty several times a year to discuss curriculum issues and elaborated on how the required nutrition course interfaces with the nursing clinical curriculum, particularly in the content areas of anemia, diabetes, and obesity. All general education representatives in attendance at the interview expressed respect for the rigor of the Weber State University nursing programs, as well as pride in the success experienced by the nursing students. Discussion with a student in the baccalaureate program indicated collaboration with respiratory therapy faculty regarding ventilators and with social workers when working with Head Start.

Faculty utilize a wide variety of technological learning aids. These include, but are not limited to, digital formatted learning modules, virtual reality skills check-off software and equipment, online intellectual resource retrieval, practice models and mannequins, interactive clinical software, and fully functional simulated patient care environments. Discussion with Information Technology staff verified that a great

degree of collaboration occurs between nursing faculty and the IT Department. IT Department representatives commented that nursing faculty lead the College in the use of technology.

The baccalaureate program requires 120 credits for graduation. This includes a combination of general education courses combined with nursing courses. Courses listed on the website for the baccalaureate program indicate 37 nursing credits (there are 45 credits listed since some classes are optional). Classes listed on the website do not match the classes listed in the SSR (p. 78). The 120 hours is consistent with Weber State University. The SON does not offer any nursing credit to students for completion of their associate degree.

The practice learning environments provide appropriate opportunities to support student achievement of program outcomes. An overview of the clinical facilities providing practice environments for nursing students and facility certification and/or accreditation status are cited in Exhibit 4 Clinical Facilities. There are 112 contracts with healthcare facilities that are all auto renewal or "evergreen" in nature. A standardized contact form is utilized and is negotiated by the University lawyer with input from the School of Nursing Interim Chair. Contracts specify expectations for all parties and ensure the protection of students.

Clinical facilities are selected by faculty according to the following criteria: clinical experiences provide opportunities for students to attain program outcomes; clinical placements in the facility will help the student meet learning goals; clinical agency will be flexible in providing a variety of learning activities as directed by WSU faculty; contracts are developed between WSU Nursing and clinical agencies that reflect faculty control of students learning experiences; clinical agencies are able to provide adequate clinical time for students to meet learning goals; and clinical agency meets appropriate state and national regulations/accreditations where appropriate. All facilities have at least one (1) certification or accreditation; 110 have state certification; 27 are accredited by the Joint Commission; and 18 have federal certification.

Weber State University annually hosts an Advisory Council meeting in which representatives from the clinical placement facilities are invited to discuss clinical placements and provide other feedback. In addition to the formal Advisory Council meetings, the WSU School of Nursing administrator and Program Directors visit the major clinical placement sites and provide facility representative(s) an informal forum to provide input and seek clarification relative to student practice and placement within their organization(s).

There is no evidence that students formally evaluate clinical facilities. Discussion with faculty verified that there is not a systematic method in place for the collection of data related to student evaluation of clinical facilities. During January 2011, data were collected from three (3) classes of first-year students via the Student Voice Questionnaire. Faculty gather information from students. However, the Systematic Program Evaluation Plan relative to Criterion 4.8.1 indicates that the expected level of achievement is: 100% of clinical agencies are evaluated by practical, associate, and baccalaureate faculty and students relative to the agency's ability to provide a learning environment that reflects evidence-based and contemporary practices. In the column of the evaluation plan labeled Results of 2009-2010 Data Collection and Analysis, it states that faculty and students evaluated appropriateness of clinical learning facilities and found them to be appropriate for supporting the achievement of student learning outcomes and program outcomes.

Classroom Observation:

Site visitors logged onto Blackboard and reviewed the courses in the baccalaureate program that were offered. The sites were well organized and showed interactions between students and faculty. Grading criteria were clear.

Clinical Observation:

The baccalaureate program does not have traditional clinical experiences as part of program instruction. Students are required to engage in simulations related to pediatric conditions and emergency/disaster situations. At interview, a faculty member reported that students do non-traditional community clinical, such as attending support groups based on their personal learning goals.

ASSOCIATE/PRACTICAL

The practical and associate programs have a ladder structure. Information about the programs and evaluation of student learning outcomes and program outcomes are addressed simultaneously throughout the School of Nursing documents. Hence, the commentary will address both programs.

The SSR (pp. 111-112) addresses the relationship of the College mission, School of Nursing mission and philosophy, and identifies the conceptual model for the nursing programs. In the SSR (pp. 73-74), bulleted items identify what the graduate is prepared to fulfill upon program completion, but there is no differentiation between the practical, associate, and baccalaureate curricula. However, pages 22-26 of the SSR state the graduate competencies for the practical and the associate program, which are organized in the following categories: professional behaviors, communication, assessment, evidence-based clinical decision-making, caring interventions, teaching and learning, collaboration, and managing care. There is no evidence of a connection between these categories and the constructs identified in the conceptual model on page 112 of the SSR. Nursing faculty were able to articulate the graduate competencies as the student learning outcomes.

Page 74 of the SSR states that student learning outcomes and competencies are stated in each course syllabus. The outcomes are located in program syllabi and re-stated on pages 230-231 and 236-239 of the SSR. These are course content outcomes/competencies, not student learning outcomes.

Four (4) statements that resemble program outcomes are identified on page 26 of the PN and ADN Student Handbook (2010-2011). Of these, outcomes 1, 3, and 4 do not include an expected level of achievement to assist in determining program efficacy. The SSR (p. 343) does identify expected levels of achievement for the program outcomes in Standard 6.5 of the program evaluation plan.

Pages 75-77 of the SSR indicate that nursing faculty participate in course development and that faculty committees annually evaluate courses primarily by analyzing data attained from student course evaluation. There was no evidence that the curriculum as a whole is evaluated. The SSR does not identify curriculum changes that have resulted from faculty review of data. Evidence of faculty involvement in course development was verified through discussion with faculty.

The student learning outcomes are not used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress. Page 77 of the SSR refers to the course content outcomes as the student learning outcomes; however, a majority of faculty identified the graduate competencies listed on pages 22-26 as the student learning outcomes. Faculty were able to articulate connections among course content and teaching strategies used, and faculty discussed at length how specific assignments related to student learning.

Neither the course content outcomes stated in the course syllabi nor the graduate competencies identified on pages 22-26 are reflected in the course evaluation tools. The clinical course evaluation tools have a somewhat similar structure and identify outcome performance criteria that are organized within the following categories: provider of care role, learner responsibility, professional role, and manager of care. Upon comparing the clinical course evaluation tools for course Nursing 1031, 1041, and 2081, there is no evidence that curriculum progresses in complexity of concepts or increases in difficulty from lower to higher levels of cognitive development. For example, in the first-year course 1041, the outcome performance criterion is, "Delegates appropriate tasks to other members of the health care team," while

the second-year course 2080 tool states, "Delegates appropriate tasks to other members of the health care team, with preceptor approval." Faculty articulated that program concepts advance in complexity according to Bloom's Taxonomy, but this was not evident upon review of the syllabi and evaluation tools.

Through further discussion with the School of Nursing Interim Chairperson and Program Directors, it was acknowledged that, until recently, faculty had very little input into the curriculum design and that they are currently working on curriculum revision. The administrators of the programs stated that weekly meetings are being held to discuss the curriculum and that an outside consultant has been hired to assist with the process. Meeting minutes were viewed that confirmed that Curriculum Revision Committee is composed of a variety of nursing faculty and that they have been meeting approximately weekly since mid-October 2010. The meeting minutes also provided evidence that an outside consultant has been contacted to assist with the curriculum revision. According to a timeline developed by the Committee, the goal is to have the curriculum revision completed by December 2012.

Pages 77-78 of the SSR convey that each course in the nursing curriculum incorporates concepts of cultural and ethnic diversity. Tables 4.2 and 4.4 identify the course content objectives of each course that address diversity concepts. Incorporation of diversity concepts in the curriculum was confirmed by faculty as they described specific course assignments.

Methods for student evaluation are consistent with course objectives of the theory and clinical components of the programs. Traditional evaluation methods such as tests, quizzes, class participation, written assignments, critical thinking exercises, care plans, and clinical and laboratory observation are used throughout the nursing programs.

Students must obtain at least a "B-" (80%) in theory courses to pass the course and progress in the program. The Nursing 2080 course syllabus (SSR, p. 185) also lists the ATI RN comprehensive predictor examination as a course requirement. Faculty articulated that standardized computerized achievement examinations generated by ATI are administered near completion of the each course to provide students personalized feedback on level of knowledge of content areas. Faculty elaborated that an ATI RN predictor examination is taken by students near the completion of 2080, the associate program capstone course, which is graded on a pass/fail basis and does not impact the grade earned in the course. However, the PN and ADN Student Handbook (p. 54) is in conflict with the faculty's interpretation. The Student Handbook states, "In addition to successful completion of Nursing 1045 at the end of the first year and Nursing 2080 at the end of the second year, students must also pass the end-of-year comprehensive predictor exam. If the student does not pass the test at the benchmark level, a grade no higher than "C" will be recorded for Nursing 1045 or Nursing 2080 ("C" is a non-passing grade). The grade will remain until the student successfully passes the comprehensive predictor exam."

According to the clinical course evaluation tools, formal student clinical evaluation occurs at mid-semester and at the end of the semester, but ongoing evaluation is part of the teaching-learning process and occurs at the discretion of faculty. Students' clinical performance is graded based on specific outcome performance criteria and may be evaluated as satisfactory, needs improvement, or unsatisfactory. An unsatisfactory rating on the mid-semester evaluation will result in a written plan of correction for the student and may lead to failure in the clinical course. An unsatisfactory grade on an end-of-the-semester evaluation results in a failure in the clinical course. Students receiving a failing grade in either theory or clinical/laboratory companion courses repeat both courses before progressing in the programs. Failure of two (2) nursing courses mandates review and possible dismissal from a program. Site visitors verified that the faculty provide students regular feedback about their clinical progress or strategies for improvement if expectations are not being met. Interviews with faculty and students verified that feedback was provided informally on a weekly basis, usually during clinical post-conferences, and formally, at halfway through the course and at completion via the clinical evaluation tools.

The instructional processes used by faculty reflect best practice standards while allowing for individuality. The SSR (pp. 78-79) addresses the integration of educational theory and best practice standards into teaching strategies utilized in the program. Faculty articulated a variety of educational theories (such as adult learning theory, Benner's theory on Novice to Expert) and provided ample examples of how they guided instruction. The SSR (p. 79) conveys that along with the traditional lecture format, faculty utilize a variety of teaching strategies proven to be effective for students with visual, auditory, and tactile learning preferences. Faculty described how students become familiar with nursing research and evidence-based nursing practices through examination of examples provided in the nursing textbooks and progress toward utilizing research findings and evidence-based practices during the clinical experiences.

The SSR does not address the relationship of the non-nursing courses to the nursing curriculum and the foundation they provide. The SSR also does not indicate that interdisciplinary collaboration occurs with faculty of general education courses as the nursing faculty consider revisions in the nursing curriculum. Discussion with general education faculty and administrators demonstrated a great deal of interdisciplinary collaboration. A faculty member representing the Moyes College of Education stated that she typically meets with nursing faculty several times a year to discuss curriculum issues, and she elaborated on how the required nutrition course interfaces with the nursing clinical curriculum particularly in the content areas of anemia, diabetes, and obesity. All general education representatives in attendance at the interview expressed respect for the rigor of the Weber State University nursing programs as well as pride in the success experienced by the nursing students.

Faculty utilize a wide variety of technological learning aids. These include, but are not limited to, digital formatted learning modules, virtual reality skills check-off software and equipment, online intellectual resource retrieval, practice models and mannequins, interactive clinical software, and fully functional simulated patient care environments. Discussion with Information Technology staff verified that a great degree of collaboration occurs between nursing faculty and the IT Department. IT Department representatives commented that nursing faculty lead the University in the use of technology.

The practical program requires a total of 45-46 credit hours for completion. The credit hour distribution consists of 17 credits of nursing courses (38 %) and 28-29 credits of general education courses (62%). The curriculum design of the practical program has a proportionately high number of general education credits.

The School of Nursing offers two (2) degree options for attaining an associate degree in nursing: the associate of applied science (AAS) and the associate in science (AS) degrees. The AAS requires a total of 71-72 credit hours for degree completion. The credit hour distribution consists of 34 credits of nursing courses (48%) and 37-38 credits of general education courses (52%). The curriculum design of the AAS degree provides for a balanced distribution of units/credits with no more than 60% of total credits allocated to nursing courses. The AS requires a total of 87-88 credit hours for degree completion. The credit hour distribution consists of 34 credits of nursing courses (39 %) and 53-54 credits of general education courses (61 %). The curriculum design of the AS degree has a disproportionately high number of general education credits (see Table 4.7.1 Degree Requirements).

Theory credit is based on a 1:1 credit hour ratio, and clinical is based on a 1:3 credit hour ratio. Information regarding the curriculum plan and credit requirements for the practical program and each associate degree is presented in table format on pages 260-264 of the SSR.

Table 4.7.1 Degree Requirements

	Associate Degree in Applied Science AAS		Associate Degree in Science AS	
	Weber State University	NURSING	Weber State University	NURSING
Total # Credits Required for Degree Completion	Minimum of 63	71-72	Minimum of 60	87-88
General Studies Credits Required	Requirements are specified by each program and include at least 18	37-38	Completion of WSU general education and diversity requirement 17-22	53-54

The practice learning environments provide appropriate opportunities to support student achievement of program outcomes. An overview of the clinical facilities providing practice environments for nursing students and facility certification and/or accreditation status are cited in Exhibit 4 Clinical Facilities. There are 112 contracts with healthcare facilities that are all auto renewal or “evergreen” in nature. A standardized contact form is utilized and is negotiated by the University attorney with input from the School of Nursing Interim Chair. Contracts specify expectations for all parties and ensure the protection of students.

Clinical facilities are selected by faculty according to the following criteria: clinical experiences provide opportunities for students to attain program outcomes; clinical placements in the facility will help the student meet learning goals; clinical agency will be flexible in providing a variety of learning activities as directed by WSU faculty; contracts are developed between WSU Nursing and clinical agencies that reflect faculty control of students learning experiences; clinical agencies are able to provide adequate clinical time for students to meet learning goals; and clinical agency meets appropriate state and national regulations/accreditations where appropriate. All facilities have at least one (1) certification or accreditation; 110 have state certification; 27 are accredited by the Joint Commission; and 18 have federal certification.

Weber State University annually hosts an Advisory Council meeting in which representatives from the clinical placement facilities are invited to discuss clinical placements and provide other feedback. In addition to the formal Advisory Council meetings, the WSU School of Nursing administrator and Program Directors visit the major clinical placement sites and provide facility representative(s) an informal forum to provide input and seek clarification relative to student practice and placement within their organization(s).

Clinical facilities are adequate and meet the needs of nursing education. The ratio of faculty to students in the clinical setting is 1:10; this ratio is continually evaluated by the nursing faculty and clinical agency liaisons to ensure patient safety. Faculty, students and staff from clinical agencies verified that this ratio supports patient safety and student learning opportunities.

There is no evidence that students formally evaluate clinical facilities. Discussion with faculty verified that there is not a systematic method in place for the collection of data related to student evaluation of clinical facilities. During January 2011, data were collected from three (3) classes of first-year students via the Student Voice Questionnaire. The faculty member who collected the data communicated that the next step is to aggregate the data and share them with other faculty. However, the Systematic Program Evaluation Plan relative to Criterion 4.8.1 indicates that the expected level of achievement is: 100% of clinical agencies are evaluated by practical, associate, and baccalaureate faculty and students relative to the agency’s ability to provide a learning environment that reflects evidence-based and contemporary practices. In the column of the evaluation plan labeled Results of 2009-2010 Data Collection and Analysis, it states that faculty and students evaluated appropriateness of clinical learning facilities and found them to be appropriate for supporting the achievement of student learning outcomes and program outcomes.

Page 83 of the SSR states that nursing courses delivered using the online modality (distance education) do not differ in content, learning activities, instructional materials, or evaluation methods from those employed in the tradition nursing courses. Upon review of course syllabi for courses offered in both the face-to-face and online format, the documents were identical. There are no online course offerings in the practical program. The online associate course offerings employ a combination of online and face-to-face formats. Learning activities, instruction materials, and evaluation of methods identified on page 84 of the SSR are appropriate for delivery formats. Results of 2009-2010 data obtained from students via end-of-course evaluations demonstrated that students are satisfied with learning activities, instruction materials, and evaluation methods used in online and hybrid courses (SSR, p. 364). Because student learning outcomes are ambiguous, it is impossible to determine whether learning activities, instruction materials, and evaluation methods are consistent with student learning outcomes.

Classroom Observation:

A face-to-face class session of Nursing 1045 (associate and practical) Nursing Care of Adult and Children I was observed at the Weber State University DATC Campus. Thirty-seven students were present and seated in a theater-style classroom. Faculty used a PowerPoint slide presentation to guide students in a discussion about cystic fibrosis. The discussion guided students to think critically about the impact of the disease on various body systems. Students were very engaged in the class and provided appropriate examples from personal experiences.

Clinical Observation:

Discussion with CNOs from McKay Dee Hospital and Ogden Regional Medical Center (ORMC) showed a supportive environment for student learning; the Education Departments have a refined process for clinical placement and orienting students prior to beginning their clinical rotations. Collaborations exist with McKay Dee Hospital and WSU to run mock codes using the simulation laboratory on campus for staff nurses to enhance competence. Speaking with a second-semester student during his clinical rotation at McKay Dee, he appeared well prepared and knowledgeable concerning his patients; he voiced goals for the day and the support of his faculty and the nurse he was working with. He stated he was "proud to be a student of WSU."

Discussions with a preceptor student at ORMC also showed enthusiasm and a sense of pride in being a WSU student. She voiced knowledge of the preceptor program and the goals for the program. In discussion with the preceptor for the student, she also verbalized an understanding of the program and voiced enthusiasm for precepting students from WSU.

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.

BACCALAUREATE

- 5.1** Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.
- 5.2** Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.
- 5.3** Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery.

For nursing education units engaged in distance education, the additional criterion is applicable:

- 5.4** Fiscal, physical, technological, and learning resources are sufficient to meet the needs of faculty and students and ensure that students achieve learning outcomes.

ASSOCIATE

- 5.1** Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.
- 5.2** Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.
- 5.3** Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery.

For nursing education units engaged in distance education, the additional criterion is applicable:

- 5.4** Fiscal, physical, technological, and learning resources are sufficient to meet the needs of faculty and students and ensure that students achieve learning outcomes.

PRACTICAL

- 5.1** Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.
- 5.2** Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.

- 5.3 Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery.

For nursing education units engaged in distance education, the additional criterion is applicable:

- 5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of faculty and students and ensure that students achieve learning outcomes.

Commentary:

BACCALAUREATE/ASSOCIATE/PRACTICAL

WSU is a state-sponsored university. Funds are allocated to all such schools under the direction of the Utah State Legislature and the Utah Board of Regents. Upon receipt from the legislature, the University allocates funds to each college. The Dean of DCHP, with input from program administrators and the DCHP Advisory Council, allocates funds for each program. Funding for the SON programs are drawn from both the SON tuition revenues and the WSU Education and General (E and G) funds. The Utah State Legislature funding allocation to the University's E and G funds is drawn from the Utah State tax revenues (SSR, p. 85; interview with administrators).

The WSU Ogden/Davis location was visited. Institutional budgets for three (3) years were reviewed by a program evaluator (2008, 2009, and 2010), including a comparison across departments. The amount budgeted for the program is substantial and supports the purposes of the nursing programs (SSR, p. 86; interview with Program Interim Chairperson). The Interim Chairperson verified that nursing faculty salaries were comparable with other department salaries at WSU.

Professional development is provided on request and with submission of the specific documentation. Evidence of professional development activities was verified by site visitors through a review of specific faculty files. Funding sources allocated for faculty development/research support include the following according to the SSR (pp. 87-89) and interviews with administration and faculty:

Dumke College of Health Professions:

J. Willard Marriott Foundation
Dee Wade Mack Foundation
Dr. Ezekiel R. Dumke Family Foundation

School of Nursing:

Dr. Louis Perry endowment
South Davis Community Hospital Faculty Development Award
Intermountain Healthcare, Inc. Faculty Development Award

Weber State University:

Dr. George S. Lowe Teaching Excellence Award
WSU Teaching and Learning Forum
Hemingway Grants and Awards
"Research at Weber State University"
Research, Scholarship, Professional Growth Committee

Federal Grant Monies:

"More Nurses Now"
"Seque Way"

Community Resources Financial Gifts:

The Dee Smith Foundation designated the SON and the radiologic technology program to receive an ongoing monetary gift to use at the discretion of the programs. The annual distribution varies. The SON has elected to use these funds for both academic and financial need student scholarships and equipment expenditures outside the annual SON allocated budget. An additional financial gift from the community was from Dr. Louis Perry (deceased), a local orthopedic surgeon. He endowed the SON with \$275,000 in 1989. The funds are used to support faculty development, activities designed to support maintenance of faculty currency and competence, and student scholarships (SSR, p. 88).

Administrative Support Services:

WSU administrative support services are responsive to the needs of the SON programs. These services include the following: Graduation Office, Records and Registrar's Office, Academic Advisement and Career Counseling, Accounting Services, Financial Aid Office, Grants and Contracts Office, Office of Academic Affairs, Alumni Services, Development and Community Services Office, Computer Services Office, and WSU Online and Continuing Education. Information about these services was provided in the SSR (p. 89) and in interviews with student services representatives.

In addition to the traditional administrative support services, the University provides mental health counseling to students and members of their immediate family, faculty, and staff. Additional counseling support is available from the Women's Counseling Center, International Student Services, Child Care Resource/Referral Service, and the Office for Students with Disabilities (SSR, p. 90; interview with student service representatives). Student health services are available to all WSU students and are located on the WSU-Ogden Campus. Services provided include physician, nurse practitioner, laboratory technology, X-ray technology, and a mini pharmacy. Services are available Monday-Friday from 8:00 a.m.-4:30 p.m.

The WSU SON student recruitment and admission processes are supported by a full-time master's-prepared academic counselor. This individual provides pre-admission advisement, manages student and program information distributed to the community, and serves as Chair of the SON Program Admissions and Advancement Committee.

The SON provides faculty and students with adequate secretarial support. The secretaries are computer-literate with advanced skills in data processing and management, word-processing, and WSU student management software. An 11-month full-time secretary provides administrative support to the SON Interim Chair on the Ogden Campus. In addition, this individual serves as the SON Office Manager, providing leadership to the SON secretarial staff, both on- and off-site campus. Off-site campus facilities have equitable secretarial support and resources. All secretaries have part-time student work-study assistance throughout the calendar year (SSR, p. 90).

The WSU SON fiscal resources are appropriate to support the purpose of the programs. WSU provides the resources, facilities, and services that the program requires to meet objectives and to continue development.

As verified by a site visitor, the program on the Ogden Campus is housed in the Marriott Allied Health Building (MAHB). The MAHB is a four-story building housing all of the programs within the Dumke College of Health Professions. The SON occupies approximately 50% of the MAHB. Nursing faculty offices are located on the third and fourth floors of the MAHB. Full-time faculty have private offices. Part-time faculty share an office; however, private conference space is available for student faculty conferences. All faculty have access to a personal computer and telephone. Administration, faculty, and secretaries' offices are equipped with adequate furnishings and computers with email and Internet access. A workroom is located on the fourth floor and provides access to computer printers, photocopy machines, a fax machine, and supply storage. An additional networked computer printer is located on the third floor to serve the printing needs of faculty housed in that area. At off-site facilities, faculty have equitable

resources. Physical resources described in the SSR (p. 91) were verified in a tour of the facilities and through faculty interviews.

With the exception of the nursing practice laboratory, the DCHP classrooms located in the MAHB are shared by all of the health profession programs housed there. All DCHP classrooms are state-of-the-art "electronic" classrooms that offer wireless Internet access and computer-docking resources and support all forms of computer, video, and audio media. Several classrooms also offer faculty and students access to technology that supports visual and audio local or long distance teleconferencing. To support the faculty, each classroom also is equipped with whiteboards, bulletin boards, overhead projectors, ELMO projectors, retractable screens, and adequate lighting. Classrooms vary in size with adequate seating ranging from 21-208 students. Off-site facilities have equitable classroom space and resources.

Site visitors verified from the SSR (p. 92) that the SON has a dedicated conference room on the fourth floor of the MAHB, Ogden Campus, which is equipped with state-of-the art communication technology and presentation hardware. To facilitate the SON's online conferencing capabilities, the "Go to Meeting" equipment was recently installed in the dedicated conference room. The SON conference room is available for faculty discussions, faculty-student conferencing, committee meetings, executive board meetings of professional nursing organizations, and a variety of other conferencing needs for community-related committees/organizations.

The program has access to a nursing practice lab and a critical care simulation laboratory (SimLab). Students at Outreach locations have equal access to these resources. The WSU Ogden Campus offers ten (10) simulated hospital units with computerized bedside charting capability, CD-ROM capabilities, numerous practice models and mannequins, and a critical care simulation laboratory equipped with computerized adult, pediatric, obstetric, and neonatal mannequins, as well as the required critical care equipment. Secure locked storage rooms and ample storage space are provided for equipment and models. The nursing practice lab is managed and coordinated by a full-time nursing faculty member holding an MSN degree and a computer-technical specialist who provides support in the critical care simulation laboratory. Student access to their campus-specific nursing practice lab is available for open laboratory access Monday-Friday from 7:30 a.m.-5:00 p.m., with the exception of pre-scheduled use by nursing faculty and students. Faculty and students may gain access on week-ends and after hours by coordinating its use through the Nursing Practice Laboratory Coordinator. Contractual and Cooperative campus sites have equitable laboratory space, simulation equipment, resources, and laboratory management. This was confirmed by a tour and an interview with the Laboratory Coordinator.

A library is available on each campus. Library and learning centers are student oriented and provide the necessary remedial and library services. Site visitors verified that the libraries have diverse collections of materials in print, audio/visual, and electronic formats. The library on the Ogden Campus has holdings of 500,000 books and 60,000 journals. The library personnel shared with site visitors that nursing students use the various medical and nursing databases and are able to access the databases library website. The librarian related the process for deleting dated materials. Nursing faculty work collaboratively with the library staff to ensure all materials are current and comprehensive. Textbooks pulled from the shelves by site visitors were current.

The WSU Stewart Library, located on the Ogden Campus, provides all SON faculty and students both direct and 24/7 Internet access to a broad ranges of healthcare and non-healthcare related databases and electronic informational resources. The SON students are not only provided access to the traditional nursing and health science electronic databases (e.g., CINAHL, Medline, PubMed), but they also have access to an additional 74 electronic health and general science-related databases and 45 nursing journal subscriptions. In addition to a full range of nursing, health professions, social, and general science electronic databases, the Stewart Library also provides faculty and students online access to other nursing and healthcare references (e.g., Merck Manual of Diagnosis and Therapy, Merck Medical Dictionary). The Stewart Library services also provide faculty and students direct hyperlinks to the official nursing

and health professions' association and/or organizational websites, an ethics resource website, health-related government agency websites, historical nursing archives/information resource websites, nursing theory websites, and nursing statistical resource websites. There also is a nationwide interlibrary loan system in place. Resource evaluation is included in the student program evaluation conducted every semester.

Other student learning services are available on all campuses and are offered through the Learning Resources Center. A DCHP Learning Resource Center is located on the first floor of the MAHB. It provides student access to both online and printed nursing and health professions references, study space, testing services, a conference room, and networked computers. Twenty-four computers are available for secured computerized testing with an additional 14 computers available for student use.

The WSU Computing Support Services provide the DCHP faculty, staff, and students with technical support for general networking and telecommunication concerns. All SON nursing faculty who require computing or technology support outside the DCHP Information and Technology Specialist's scheduled availability (week-ends or after 4:30 p.m.) are provided a 24/7 computing and technical resource hotline. Students who require computing or technology support may also contact the 24/7 computing and technical resource hotline.

Students located on the WSU/USU, WSU/DATC, and WSU/Snow College Campuses are provided access to the USU, DATC, and Snow College student computers for secured computerized testing. To meet the secured computerized testing needs of the Outreach students, the SON either contracts with a local testing center or requests that the contracted Outreach faculty member proctor throughout the student-testing period.

The SON programs that participate in the distance-education delivery format include the AD Outreach Programs (Online Theory/Traditional Clinical; Tooele, Mt. Star, Nephi) and the RN-to-BSN Program (Hybrid and Online Theory and Laboratory courses; Ogden/Davis Campus). The faculty and students who participate in the distance education online-delivery format have access to the SON fiscal, technological, computing, and electronic learning resources equivalent to the traditional SON faculty and students.

Service	Location				
	WSU-Ogden/Davis (Main Campus); Traditional PN and ADN; Hybrid BSN Theory/Lab	WSU-DATC (Contractual Campus); RN Completion	WSU-Snow College (Contractual Campus); RN Completion	WSU-USU (Cooperative Campus); Traditional ADN, RN-Completion	WSU-Outreach: Tooele, Nephi, Mt. Star; Technology Supported ADN and BSN (Traditional ADN Clinical)
Information Technology	Support Services; Instructional Design Specialist, 1 day/week; Help Desk 24/7	24/7 IT Support; 24/7 Chat Room	24/7 IT Support; 24/7 Chat Room	24/7 IT Support; 24/7 Chat Room	24/7 IT Support; 24/7 Chat Room
Support Staff	yes	yes	yes	yes	yes
Computers	100+	75	Off-site	yes	Off-site
Library/Media	yes	yes	yes	yes	yes
Classrooms	Adequate	Adequate	Adequate	Adequate	Adequate
Simulators	Low- and High-Fidelity	Low- and High-Fidelity	Low- and High-Fidelity	Low- and High-Fidelity	Low- and High-Fidelity
Equipment	Med carts, IV pumps, video cameras and screens	Med carts, IV pumps, video cameras and screens	Med carts, IV pumps, video cameras and screens	Med carts, IV pumps, video cameras and screens	Come to Main Campus
Beds	9	5	4	4	Come to Main Campus

Summary:

Strength:

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

Compliance:

The baccalaureate program is in compliance with the Standard.

The associate program is in compliance with the Standard.

The practical program is 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.

BACCALAUREATE

- 6.1 The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards.
- 6.2 Aggregated evaluation findings inform program decision-making and are used to maintain or improve student learning outcomes.
- 6.3 Evaluation findings are shared with communities of interest.
- 6.4 Graduates demonstrate achievement of competencies appropriate to role preparation.
- 6.5 The program demonstrates evidence of achievement in meeting the following program outcomes:
 - Performance on licensure exam
 - Program completion
 - Program satisfaction
 - Job placement
- 6.5.1 The licensure exam pass rates will be at or above the national mean.
- 6.5.2 Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, and program history.
- 6.5.3 Program satisfaction measures (qualitative and quantitative) address graduates and their employers.
- 6.5.4 Job placement rates are addressed through quantified measures that reflect program demographics and history.

For nursing education units engaged in distance education, the additional criterion is applicable:

- 6.6 The systematic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program outcomes are comparable for all students.

ASSOCIATE

- 6.1 The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards.
- 6.2 Aggregated evaluation findings inform program decision-making and are used to maintain or improve student learning outcomes.
- 6.3 Evaluation findings are shared with communities of interest.

- 6.4 Graduates demonstrate achievement of competencies appropriate to role preparation.
 - 6.5 The program demonstrates evidence of achievement in meeting the following program outcomes:
 - Performance on licensure exam
 - Program completion
 - Program satisfaction
 - Job placement
 - 6.5.1 The licensure exam pass rates will be at or above the national mean.
 - 6.5.2 Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, and program history.
 - 6.5.3 Program satisfaction measures (qualitative and quantitative) address graduates and their employers.
 - 6.5.4 Job placement rates are addressed through quantified measures that reflect program demographics and history.
- For nursing education units engaged in distance education, the additional criterion is applicable:*
- 6.6 The systematic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program outcomes are comparable for all students.

PRACTICAL

- 6.1 The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards.
- 6.2 Aggregated evaluation findings inform program decision-making and are used to maintain or improve student learning outcomes.
- 6.3 Evaluation findings are shared with communities of interest.
- 6.4 Graduates demonstrate achievement of competencies appropriate to role preparation.
- 6.5 The program demonstrates evidence of achievement in meeting the following program outcomes:
 - Performance on licensure exam
 - Program completion
 - Program satisfaction
 - Job placement
- 6.5.1 The licensure exam pass rates will be at or above the national mean.
- 6.5.2 Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, and program history.
- 6.5.3 Program satisfaction measures (qualitative and quantitative) address graduates and their employers.

- 6.5.4** Job placement rates are addressed through quantified measures that reflect program demographics and history.

For nursing education units engaged in distance education, the additional criterion is applicable:

- 6.6** The systematic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program outcomes are comparable for all students.

Commentary:

BACCALAUREATE/ASSOCIATE/PRACTICAL

The practical, associate, and baccalaureate programs all share the same Systematic Evaluation Plan (SEP). This plan is shown in the SSR (Appendices, pp. 298-344). The plan includes assessment of all of the NLNAC Criteria, a focus on curriculum and learning outcomes, as well as the program outcomes. When the Standards differ in areas such as expected level of faculty preparation, the SEP addressed the highest level. The 2009-2010 annual report is included in the SSR (pp. 345-375).

There are expected levels of achievement listed for each Criterion; however, some of the expected levels of achievement are not measurable, and they do not always represent a measure of the Criterion. For example, Criterion 1.2 is focused on ensuring that the nursing education unit is represented in governance activities. The expected level of achievement (ELA) states that faculty have the opportunity to serve, and students are notified of the opportunities. This ELA does not guarantee that faculty and students are represented as the Criterion suggests. Another example is 5.1, where the ELA is a repeat of the Criterion and is not measurable.

The SON has an Evaluation Committee that has oversight of the evaluation plan for the entire School.

BACCALAUREATE

Site visitors found evidence that course evaluation data were being used to improve the program of learning. Examples include: December 9, 2008, course 3020 evaluations were reviewed. All evaluation scores were at the minimum accepted level and no changes were needed. At that same meeting, faculty discussed qualitative data showing students were dissatisfied with the format of a hybrid course and decided to redesign the course. Spring 2009 meeting minutes discussed great improvement in the course evaluations. There was evidence that some data had been aggregated and trended over the past two (2) years. Site visitors reviewed admission data that had been trended. Other minutes showed use of and comparison of student evaluation scores between semesters. Visitors were unable to find evidence that these trended data had been used for program decisions. While visitors were able to show data were being used to improve learning, the data were not aggregated and trended.

Site visitors were unable to find evidence that the evaluation findings had been shared with communities of interest. Site visitors found raw data from clinical agency evaluations but were unable to find the aggregated data and evidence that they had been shared with clinical facilities. Site visitors reviewed minutes from meetings with clinical agencies and saw no evidence of evaluation findings being shared. Site visitors reviewed minutes of the College (DHCP) Advisory Board as well as the past two (2) years of annual reports from the College. There was evidence of a great deal of data being shared such as the number of clinical placements and number of clinical hours. Little evidence was found that evaluation findings had been shared.

There is a College Advisory Board that includes reports from all programs. A nursing update was given, but the visit team was unable to see where evaluation findings had been shared with the Board except for the 2009-2010 annual report that included NCLEX pass rates for the associate program.

The SSR (p. 106) states that the students demonstrate achievement of competencies appropriate to role preparation by passing the courses and the related learning outcomes. This Criterion is difficult to assess as the visit team was unsure of the learning outcomes. Graduates from the baccalaureate program are employed in roles appropriate for the degree, and meetings with the employers indicated they are highly satisfied with the competency of the graduates.

The program explained that there had been a sudden change in leadership for the School of Nursing, and thus, there were some missing data.

Program completion:

The SSR appendices (p. 284) show trended data for three (3) cohorts. The ELA (Appendices, p. 372) states 80% will graduate in 1.5 times the program length (six (6) semesters). Data presented indicate the program met the ELA as stated. This ELA is not specific per program; it is one (1) ELA to cover all programs that have varying length. In the faculty meeting, when asked about this ELA, faculty reported the BS completion program took eight (8) semesters, thus the ELA of six (6) semesters cannot be accurate. The RN-to-BSN Student Handbook (pp. 62-63) lists both a four-semester plan and a three-semester accelerated plan. The SSR indicates that often students attend part-time, making tracking of the ELA difficult.

Program satisfaction:

The SSR appendices address program satisfaction for the baccalaureate program for alumni (pp. 286, 289-290) and employers (pp. 291, 295-296).

Alumni:

The 2008-2009 alumni data were listed as not available for review. However, site visitors were provided with a binder of raw data for review. The binder contained results of alumni satisfaction for the baccalaureate program from Spring 2009. Data are provided in the SSR appendices for 2009-2010 alumni surveys that meet the ELA of 80%. No raw data were available for review. Three (3) years of data were not available for review as no data were available for review prior to 2008-2009.

Employer:

The SSR appendices (pp. 291, 295-296) show the results of data collection. The 2008-2009 data indicate the ELA was not met in the areas of communication and critical thinking. The SSR appendices (p. 293) state that administrators will meet with employers and make appropriate changes. Site visitors were unable to find evidence that these meetings occurred or that action was taken. Scores were improved in 2009-2010. Three (3) years of data were not available for review as no data was available for review prior to 2008-2009.

Student:

No data are presented in the SSR for student satisfaction. Faculty stated the students complete an end-of-program satisfaction survey in the capstone courses. Site visitors were provided a copy of the program satisfaction tool that was implemented in 2009-2010; however, site visitors were unable to locate data from those surveys. There is no ELA listed in the evaluation plan related to end-of-program student satisfaction.

Job placement:

Data for job placement are presented in the SSR appendices (p. 297). The ELA states 80% of graduates will be employed in role-related practice one (1) year after graduation. No data are presented for 2008-2009, and 100% reported for 2009-2010. Job placement data are collected as part of the student end-of-program satisfaction survey as well as the alumni survey. The alumni survey asks very specific questions related to role. These questions are asked on a Likert-type scale, yet the ELA seems to be stated based on yes/no. Three (3) years of data were not available for review as the only data presented were 2009-2010 per SSR appendices; these were actually Spring 2009 data.

The baccalaureate program offers courses in both hybrid and online formats. Courses appear to be routinely evaluated. However, the course evaluations are not routinely trended, and visitors were not provided with comparisons of evaluations between the hybrid and online sections of courses.

Program Outcomes--Baccalaureate				
Area	Year			
	N/A*	Current Year 2009	One Year Previous 2008	Two Years Previous 2007
Graduation Rates		>98%	>98	90-97%
NCLEX Pass Rates		N/A	N/A	N/A
Job Placement Rates		100%	no data	no data
Program Satisfaction		Employer: 82-92% for all programs Alumni: 93%	No data reported. Stated less than 85% of employers were satisfied. Alumni: * No data reported	no data

ASSOCIATE/PRACTICAL

Aggregated evaluation findings inform program decision-making and are used to maintain or improve student learning outcomes.

Upon review of the program information, site visitors requested additional information validating the use of evaluation findings in program decision-making as this was not evident initially. Faculty provided visitors with evidence from faculty meetings of changes that were made to the curriculum as a result of evaluation finding data. An example provided was the use of Peds SimLab scenarios as there were not sufficient pediatric experiences for students. This subsequently led to faculty writing a grant to obtain baby Sims for the simulation laboratory (which they received). In collaboration with the simulation, pediatric simulation scenarios were developed to further increase the students' knowledge. A review of pre-and post ATI scores for Nursing Care of Children showed an overall improvement of scores (from review of random individual students) and the group moving from a group percentile rank of 95 from 42.

Another piece of sample data provided was the training of faculty who frequently use the simulation laboratory in order to improve their ease of use with the equipment and thus improve student learning outcomes. This also was verified during faculty interview with the Simulation Laboratory Coordinator. In review of Faculty Curriculum Committee minutes addressing the low NCLEX pass rate at a satellite campus, the decision was made to decrease the class size to 20 and to contact Hurst and ATI for additional NCLEX preparation options for students. There are also insufficient data for years 2007-2008 and 2008-2009 due to circumstances beyond the control of the faculty.

Review of the PN/AD Graduate Employer Satisfaction Survey results in the SSR provides an aggregation of the data from employers one (1) year after graduation. Further review observed one (1) area in the 2008-2009 year of AD Graduate Employer Satisfaction Survey Result that was less than the ELA of 80% ("Use of critical thinking skills" rated 77%). There is discussion as to the nursing leadership of the facility meeting with program directors and SON administrators to determine the cause of the poor rating. There is no documented discussion of the findings, implemented changes, or results from those changes. Qualitative data provided for the 2009-2010 Graduate Employer Satisfaction Survey provided comments regarding the rating of graduates by one (1) facility as being either "disagree" or "strongly disagree." The program response discussed meeting with the nursing leadership of the facility, but there are no data provided as to what was discussed or changed or the results of those changes.

A review of Advisory Board minutes verified that the evaluation findings are shared with communities of interest. Additionally, retention, graduation rates, and NCLEX scores are shared with the DCHP Dean and WSU Provost and local and state healthcare facilities. Interviews with clinical agencies confirmed that

feedback is provided regularly regarding NCLEX pass-rates. Clinical agencies also verbalized open communication between themselves and the faculty.

Graduates demonstrate achievement of competencies appropriate to role preparation. There are no data evident to exhibit students' achievement of competencies from review of syllabi and evaluation tools (course and clinical). Learning objectives/outcomes are not clearly defined. In interviews with the students, the students identified "using the exams" and "performing skills learned in class" as ways of identifying achievement of competencies. Although there are not sufficient data speaking directly to achievement of competencies, the data available speak to high pass rates for both the practical and associate programs in addition to high employment rates. Information provided in Table 4.2 utilizes the NAPNES 2007 Standards of Practice and Educational Competencies of Graduates of Practical/Vocational Nursing Programs with course relation and identified learning outcomes of each course. The table includes no data that directly correspond to how this will be measured and the actual measured outcomes.

NLCEX-PN Pass Rates:

The WSU SON expected level of achievement on NCLEX is the percent of practical graduates who pass the NCLEX (first-time testing) will be equal to or greater than the national mean percentile. From years 2007-2010, the pass rate has consistently remained above 95%. There was a noted discrepancy between information provided in SSR of practical pass rates for 2010. The provided pass rate was 100% while the pass rate provided by the Utah State Board of Nursing was an average of 99.45% from a combination of second- and third-quarter candidates.

NLCEX-RN Pass Rates:

The WSU SON expected level of achievement on NCLEX is the percent of associate graduates who pass the NCLEX (first-time testing) will be equal to or greater than the national mean percentile. The pass rates for 2007-2008 remained across all campus locations at or above the national NCLEX-RN pass rate (above 85%). The 2009 NCLEX pass rate, with the exception of one (1) outreach program, reflected a decline in the NCLEX-RN pass rate (83.4%). However, the pass rate displayed an increase in 2010 to 88.5%.

Completion Rates:

The program measures completion/graduation rates (program attrition) by completion of the program within the prescribed amount of time (1.5 length of program), with an estimated level of achievement of 80%. The estimated level of achievement for practical students is 90% completing the program within two (2) years from admission, and associate students completing the program within four (4) years from date of admission.

For practical students in years 2007-2010 the outcome has been 100% completing the program in the prescribed time (two (2) years). A review of the numbers of practical students is relatively low due in part to the majority continuing to seek an associate degree.

For associate students in years 2007-2010, the outcome was greater than 90% completion of the program in the prescribed time (four (4) years).

The average graduation rate for the practical program is 100%. The program measures its graduation rates by year of entry with completion in two (2) years. Data were provided for the years 2007-2010 for the practical program.

The average graduation rate for the associate program is 96.05%. The program measures its graduation rates by year of entry with completion required in four (4) years. Data were provided for the years 2007-2010 with data for the incoming class of 2009-2011 to be determined upon completion. The percentage also was obtained from an average of the data obtained from several campuses.

Program satisfaction measures (qualitative and quantitative) address graduates and their employers.

Practical/Associate:

Program satisfaction is measured in two (2) ways. The first is in the use of an end-of-program evaluation that is administered to students in the final semester of the program. Site visitors were able to see this tool, but there were no data provided with regard to results of the students' completion and findings. Another tool used by the program is the Program-of-Study: 1-Year Post-Graduation that is performed one (1) year after program completion. The expected level of achievement is 80% or greater of program alumni will rate their satisfaction with the program of study. There is no trending of data between the practical and associate students, so the estimates obtained are from a compilation of practical and associate graduates. An estimate of the findings provided a 91.3% program of study satisfaction for 2008-2009.

Practical/Associate:

Job placement rates are listed in the outcomes table. There are very few data (as noted in the table) for practical employment rates as there is a small number of practical students; thus their data are compiled with those of associate graduates. Job placement rates are aggregated one (1) year after graduation with the results of 2008-2009 graduates (both practical and associate 100% employed and 90.2%/6.8% for 2009-2010 employed and unemployed/seeking employment respectively).

The evaluation plan encompasses students enrolled in distance education and includes evidence that student learning outcomes and program outcomes are comparable for all students. Upon review of provided information, there are separate evaluation tools for face-to-face students and distance learners (off-site and non-traditional). There were no trended data provided to demonstrate a comparison of students enrolled in distance education and those face-to-face. From interviews with students, non-traditional and off-site students expressed concerns related the lack of communication and not receiving the same learning tools as the students in face-to-face courses. The students went on to say a specific instructor had these issues in their course, and this faculty member was no longer with the program. There was no discussion of these concerns in faculty minutes or changes that occurred as a result of the evaluations. The SSR provides results of the 2009-2010 Program Satisfaction Qualitative Data although upon review of the aggregated data, there is no formal breakdown of the information as it relates to onsite and distance learning areas.

Practical Program Outcomes			
Area	Year		
	Current Year	One Year Previous	Two Years Previous
Graduation Rates PN Program	2009 entry-2010 exit 100%	2008 entry-2010exit 100%	2007=entry-2009 exit 100%
NCLEX Pass Rates	SSR 2010-100% (99/99) <i>**From review of data obtained from the Utah SBON provides the pass rate of 99.45% (112/113)**</i>	2009-99.2% (125/126)	2008-97.5% (118/121)
Job Placement Rates <i>**Due to the small number of practical students, there are no trended data representative of the practical graduates. Listed averages is from a grouping of practical and associate students.**</i>	2009-2010 90.2% employed within one year post graduation. 6.8% unemployed and seeking employment in nursing.	2008-2009 100% employed within 1 year post graduation.	2007-2008 <i>**No data obtained**</i>
Program Satisfaction <i>**Program of Study: 1-yr. post-graduation data obtained from compilation of practical and associate graduates**</i>	2009-2010 96.6%	2008-2009 91.3%	2007-2008 <i>*No data available*</i>

Associate Program Outcomes			
Area	Year		
	Current Year	One Year Previous	Two Years Previous
Graduation Rates <i>**percentages obtained from different campuses*</i>	2009 entry-2011 exit <i>**Information to be determined after completion in 4/2011**</i>	2008 entry-2010 exit 97.1%	2007 entry-2009 exit 95%
NCLEX Pass Rates	2010-88.5% (243/261)	2009-83.4% (217/274)	2008-89.7% 221/259
Job Placement Rates	2009-2010 90.2% employed within one year post-graduation. 6.8% unemployed and seeking employment in nursing.	2008-2009 100% employed within 1 year post-graduation.	2007-2008 <i>**No data obtained**</i>
Program Satisfaction <i>**Program of Study: 1-yr. post-graduation data obtained from compilation of practical and associate graduates**</i>	2009-2010 96.6%	2008-2009 91.3%	2007-2008 <i>**No data obtained**</i>

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.

III. RECOMMENDATION FOR ACCREDITATION STATUS:

Recommendation:

BACCALAUREATE

Continuing accreditation with conditions as the program is in non-compliance with two Accreditation Standards. Follow-Up Report due in two (2) years. Next visit in eight (8) years if the Report is accepted by the Board of Commissioners.

Standard 4, Curriculum, Criteria 4.1, 4.2, 4.3, and 4.5:

- 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.

Standard 6, Outcomes, Criteria 6.2, 6.5, and 6.6:

- 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.

ASSOCIATE

Continuing accreditation with conditions as the program is in non-compliance with two Accreditation Standards. Follow-Up Report due in two (2) years. Next visit in eight (8) years if the Report is accepted by the Board of Commissioners.

Standard 4, Curriculum, Criteria 4.1, 4.2, 4.3, 4.5, and 4.7:

- 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.

Standard 6, Outcomes, Criteria 6.2, 6.4, 6.5, and 6.6:

- 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.

PRACTICAL

Continuing accreditation with conditions as the program is in non-compliance with two Accreditation Standards. Follow-Up Report due in 18 months. Next visit in eight (8) years if the Report is accepted by the Board of Commissioners.

Standard 4, Curriculum, Criteria 4.1, 4.2, 4.3, and 4.5:

- Student learning 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 6, Outcomes, Criteria 6.2, 6.4, 6.5, and 6.6:

- 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.

