

**Weber State University School of Nursing  
 PN - ADN - BSN Program Systematic Plan for Evaluation  
 2010-2011 Annual Report**

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**Standard 1: Mission & Governance**

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.

**1.1 The mission / philosophy and outcomes of the nursing education unit are congruent with those of the governing organization**

**Expected Level of Achievement:** Agreement between governing organization and nursing unit mission & philosophy. Differences justified as necessary to the fulfillment of the purposes / outcomes of the nursing unit.

**Implementation**

Component	Result of 2010 – 2011 Data Collected & Analysis	Actions for Program Development/ Maintenance/Revision
Philosophy, Mission, Outcomes	Full agreement documented between WSU, DCHP, and SON; SON philosophy and outcomes specific to discipline and pedagogy of professional nursing.  Differences are justified as necessary for the fulfillment of the purposes / outcomes of the nursing unit.	No action required. Monitor annually.

**1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.**

**Expected Level of Achievement:**

•100% of all PN - ADN - BSN program faculty will serve on SON & PN - ADN - BSN Program level committees. •100% of identified student representatives will receive notification of committee meeting schedules and an invitation to attend assigned committees.

**Plan for Evaluation**

**Implementation**

Component	Result of 2010-2011 Data Collected & Analysis	Actions for Program Development/ Maintenance/Revision
Faculty Representation on SON governance committees	100% of faculty indicating an interest in serving on a SON Program committee was provided the opportunity to serve.	No action required – process to occur annually. Monitor annually.
Faculty Representation on PN - ADN - BSN Program governance	100% of PN - ADN - BSN Faculty, who indicated a desire to serve on the PN - ADN - BSN governance committee, has been assigned to a governance committee	No action required – 100% of Full time faculty attended first and second year faculty meetings. Second year met asynchronously.
Faculty Representation on DCHP and WSU level Committees, continued	100% of faculty who indicated an interest in serving on a SON committee was provided an opportunity to serve.	No action required – process to occur annually. Monitor annually.

<b>1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.</b>		
	100% of faculty who indicated an interest in serving on a DCHP or WSU faculty governance committee was included on the DCHP & WSU committee membership election ballots.	Everyone that signed up was put on at least one or two committees. The final member list did change over the year *List of faculty participation attached in appendix
Student Representation	<p>PN - ADN - BSN Student representatives selected during the Fall 2010 semester.            ADN student representatives: Trenton Hanson, Erica Martinez, Danielle Carlisle for fall and spring; Katie Stokes for spring            First year had Cody Croft, Jody Jones, Tina Kaminsca            BSN reps were selected January 2011. Tammy Buckway, Shawn Nalder, Nikelaos Ransom, Kristie Monson</p> <p>Students received email invitations to attend the PN - ADN - BSN curriculum &amp; evaluation meetings.</p> <p>At AD level students participated in all faculty meetings spring semester.</p> <p>BSN: students elected in January. Three attended the March and April meetings.</p>	<p>First Year level did not have separate level curriculum and evaluation meetings... will be done 2011-2012</p> <p>Pam Hugie used e mail in 2<sup>nd</sup> year to notify students of meetings. This is an ongoing problem of timing (when to send notifications) and communication (receiving responses) for level II.</p> <p>The decision to post the student list on the BSN student bulletin board was approved. It will be included during opening student orientation in August 2011.            BSN: This is a significant improvement from previous years.</p> <p>Offer <b>all</b> students participation using teleconference tools and evaluate if student participation improves for 2011-2012 academic year.</p>
SON Administrator Representation on DCHP governance committees- CEC College executive Committee	SON Administrator served on DCHP executive council & governance committees Once a month Board meetings with Dean—representatives from all of allied health attend. SON interim director attended all meetings	Continue to monitor to ensure adequate SON administrative representation on college-level committees

<b>1.3 Communities of interest have input into program processes and decision-making.</b>		
<b>Expected Level of Achievement:</b> 100% of communities of interest will be provided the opportunity to participate in program processes and decision-making.		
<b>Implementation</b>		
Component	Result of 2010-2011 Data Collected & Analysis	Actions for Program Development/ Maintenance/Revision
Dumke College of Health Professions (DCHP) Dean & staff CEC	SON Administrator, or designated SON administrative representative, participated in DCHP Executive Council activities. Nothing happened to affect the program—curriculum changes reported.	Continue participation in CEC

<b>1.3 Communities of interest have input into program processes and decision-making.</b>		
DCHP Advisory Board	SON participated in the 2010-2011 DCHP Advisory Council  CEO's from local hospitals, community members, workforce service, various community leaders—program outcomes reported to members	No action required relative to the SON. Productive meetings, results (e.g. pass-rates, changes to curriculum) reported to Advisory Committee.
DCHP Curriculum Committee	Electronic meeting held monthly. Face to face if needed.	Continue to monitor No significant contributions made
Weber State University WSU Curriculum committee Faculty Senate—Tenure Committee is a subcommittee APFT	WSU Curriculum—no contributions Faculty Senate—tenure document approved, information shared  Val full tenure—associate professor Sally and Karen 3 year for tenure	Continue to monitor No significant contributions made
Healthcare Facilities & Nursing Professionals  SON Advisory Board  Veteran's Home  Nu Nu	SON administrative representatives attended the hospital / facility nursing meetings that are held yearly. Facility nurse leaders reported an overall satisfaction with the WSU SON curriculum, processes, and graduate competencies Kathy Culliton and Pam Hugie visited all clinical facilities that accommodated WSU students. 100% of clinical facilities visited by level director in the 2010-2011.  Interim Program director sits on the Veteran's Home Board  Two facility nurse executive participated in the PN - ADN -BSN committee activities.  SON Advisory Board will meet twice a year—members being solicited  Nu Nu monthly meetings—with 6 faculty members serving on the board	Continue to seek input from healthcare facilities- New Advisory Committee being developed by interim Program Director in response to NLNAC recommendations. It will receive all program information, including all survey results. Interim Program Director will sit on UONL and Utah Action Coalition for Health committees.  Continued participation by program Director.  Continue to invite facilities to send a representative. Sigma Theta Tau-Nu Nu chapter meets regularly and receives program updates-continue to encourage faculty membership in organization.  New employer surveys to reflect curriculum changes need to be developed in 2011-2012 academic year. This will be done by Evaluation Committee.

<b>1.4 Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.</b>	
<b>Expected Level of Achievement:</b> 100% of WSU partnerships will promote excellence in nursing education, enhance the profession, and benefit the community	<b>Implementation</b>

<b>1.4 Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.</b>		
<b>Component</b>	<b>Result of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Clinical Partners	Return rate on faculty evaluations of clinical was very good-90% Fall 2010 facilities averaged a score of 4.17/5.0 while spring 2011 averaged 4.01/5.0 Student evaluation of clinical sites unavailable. Inconsistently administered to students and retrieved by faculty. This is important for the PN/ADN Level Directors.	To increase return rate, faculty filled out surveys at Fall 2011 opening meetings and will survey again at closing meetings at the end of each semester. Faculty results were collated and put into an Excel Spreadsheet—then sent to each Level Director to discuss with faculty. *Copy of results in Annual report appendix.  New Faculty Performance document includes a section making it a requirement for faculty to obtain student evaluations of clinical sites so that data can be aggregated, analyzed and shared. This will begin fall 2011.
Education Partners DATC, OWATC, Snow, etc.	Outcome criteria for educational partners are consistent with the program outcome criteria. Each educational partner is fully accredited by their respective accrediting agency-NLNAC	Full compliance

<b>1.5 The nursing education unit is administered by a doctoral prepared nurse</b>		
<b>Expected Level of Achievement:</b> The Nursing education unit is administered by a nurse who holds a doctorate degree.		
<b>Implementation</b>		
<b>Component</b>	<b>Result of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
SON Administrator/academic credentials and legal status	Interim Program Director in progress towards EdD. Anticipated date of completion is spring 2012	Continue to meet state, national, and university guidelines for faculty & program administrator. Administrator CV will be updated at degree completion.
SON Administrator has authority & responsibility over SON and advocates for equity between unit and other institutional units	Job description for Program Director position has not changed.	DCHP Dean will re-evaluate SON Administrator Spring 2011. Interim chair not evaluated this academic year

**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.**

**Expected Level of Achievement:**

- The job description for the nurse administrator states that the chairperson has the authority and responsibility to administer the nursing program. The chairperson has sufficient time and resources to fulfill the role responsibilities.
- All level directors for program tracks are academically qualified, meet national guideline criteria, and have authority and responsibility over the program / track. They report directly to the nursing program chair.

<b>Implementation</b>		
<b>Component</b>	<b>Result of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
SON Program Director	Susan Thornock has MSN and EdD (c)	Degree to be completed 2012
PN - ADN - BSN Program Director academic credentials	PN: Kathy Culliton has MSN RN: Pam Hugie has MSN BSN: Assistant Program Director, Tamara Chase has MSN BSN/MSN: Joyce Barra has PhD	No action required
PN - ADN - BSN Program Director has authority & responsibility over PN - ADN - BSN Program	All Program Level Directors for 2010-2011 AY were evaluated	Continue to perform Annual PN - ADN - BSN Program Director performance evaluations
Nurse Administrator and Program Directors has adequate time and resources to fulfill the role responsibilities	SON Administrator has a 100% administrative release position  Program Level directors and Campus Managers (Jon) have a 50% administrative release position (50% teaching role)	Continue to monitor workload assignment of SON administrator and program directors / campus managers

**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.**

**Expected Level of Achievement:**

- SON Chair will have authority to prepare and manage the SON budget and will advocate for equity.
- 100% of faculty have the opportunity to provide input to the budget preparation

<b>Implementation</b>		
<b>Component</b>	<b>Result of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
SON nurse administrator has responsibility & authority in nursing education unit budgetary preparation	SON Administrator submitted operational budget to Dean's office for review and approval-at the July 2010 meeting. Monthly updates with the Associate Dean also occur.	Continue to monitor

<b>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.</b>		
Nurse faculty involvement in nursing education unit budget preparation	No additional funds needed at AD level, sufficient funds from regular budgeting procedure. New as of 2010: Each level director has their own budget that is reviewed by level directors	Continue to seek PN-AD-BSN Program faculty input at level meetings and as requested.

<b>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.</b>		
<b>Expected Level of Achievement:</b> SON Faculty Manual & Bylaws and SON PN - ADN - BSN Student Handbook are in 100% agreement with faculty & student policies of governing organization; variations are justified by PN - ADN - BSN Program needs and the welfare of program faculty & students.		
<b>Implementation</b>		
<b>Component</b>	<b>Result of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Faculty Manual and Bylaws	Agreement established between WSU and SON Faculty Manual / Bylaws  Faculty manual and bylaws were reviewed by Pam Hugie and Valerie Gooder during the 2010-2011 academic year. Revisions made, changes brought to appropriate approving agency. Both documents revised and edited, and online for faculty. New piece added on testing levels as recommended by accreditation process.	No action required
PN - ADN - BSN Student Handbook	No significant changes after document review	Yearly updates completed June 1, 2011. Editorial in nature.

<b>1.9 Records reflect that program complaints and grievances receive due process and include evidence of resolution.</b>		
<b>Expected Level of Achievement:</b> 100% of academic grievances and written complaints are resolved in compliance with WSU and School of Nursing grievance policies.		
<b>Implementation</b>		
<b>Component</b>	<b>Result of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Program Complaints	No grievances this academic year in PN, ADN or BSN levels	Continue to monitor

<b>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.</b>		
<b>Expected Level of Achievement:</b> There is 100% congruency between the WSU and SON mission and philosophy in distance education delivery		
<b>Implementation</b>		
<b>Component</b>	<b>Result of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>

<b>1.9 Records reflect that program complaints and grievances receive due process and include evidence of resolution.</b>		
Distance education programs are consistent in mission and philosophy	There is consistency in all documents where mission and philosophy is stated. Review of all program documents occurs every year	All evaluation documents need to be reviewed to make sure that consistency exists between all delivery formats. This project will be undertaken by the Evaluation Committee.

## Standard 2: Faculty & Staff

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

### **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**

**Expected Level of Achievement:**

All faculty-100%- (full time and part-time) members will hold a minimum of a MSN degree, possess legal status as a registered nurse, and 25% of BSN faculty will hold an earned doctorate. Rationale provided for utilization of faculty that do not hold a minimum of a MSN degree.

<b>Implementation</b>		
<b>Component</b>	<b>Result of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Academic qualifications of Faculty  50% of PN/1 <sup>st</sup> year faculty hold a MSN degree with remaining faculty holding a BSN degree.  100% of ADN & BSN faculty hold a MSN degree and at least 25% BSN faculty hold an earned doctorate	100% of PN - ADN – BSN full-time faculty holds a minimum of MS in Nursing  95% of part time (part time and adjunct ) faculty hold a minimum of MS in Nursing  25% of BSN faculty holds an earned doctorate. We have 15 full and part-time faculty who teach. 4 have doctorate degrees. 11 individuals are currently enrolled in doctoral programs.	No action required.  Continue to meet state, national, and university guidelines for faculty. Continue to support the doctoral education of PN - ADN - BSN nursing faculty. More Nurses Now-funding for doctoral education will continue for another year. This resource provides funds for faculty to complete doctoral degrees. Segue Way is a NRSA grant also helping to fund advanced educator degrees. This grant was renewed for spring and summer semesters through 2012.
	6 PN/1 <sup>st</sup> year adjunct clinical faculty hold a BSN degree and are currently progressing toward graduation from an NLNAC / CCNE accredited MSN program of study.	

### **2.2 Faculty credentials meet governing organization and state requirements.**

**Expected Level of Achievement:**

All faculty meet state requirements for a registered nurse and hold a MSN degree in nursing. Rationale provided for utilization of faculty that do not hold a minimum of a MSN degree is justified by program need

#### **Implementation**

<b>2.2 Faculty credentials meet governing organization and state requirements.</b>		
<b>Frequency of Assessment</b>	<b>Results of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Experiential & legal qualifications of faculty	100% of PN - ADN - BSN faculty possesses the experiential and educational mandated requirements for teaching in the State of Utah.  100% of PN – ADN – BSN faculty complete a Practice Intent Form	No need for action.  Continue to meet state, national, and university guidelines for faculty

<b>2.3 Credentials of practice laboratory personnel are commensurate with their level of responsibilities</b>		
<b>Expected Level of Achievement:</b> 100% of nursing practice laboratory personnel academic / practice credentials and experience commensurate with their level of responsibilities. NPL personnel with teaching accountability will hold a minimum of an MSN degree; non-teaching personnel will hold a minimum of a BSN degree.		
<b>Implementation</b>		
<b>Component</b>	<b>Results of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Academic qualifications of NPL Personnel	Ogden/Davis NPL Coordinator holds a MSN and is currently enrolled and progressing toward an EdD in technology learning Jill is ABD. Anticipated graduation April 2012.  USU Co-Op campus NPL holds a MSN degree  DATC Contractual campus NPL holds a MSN degree  Snow College Contractual campus NPL holds a MSN degree	No action required.  Continue to meet state, national, and university guidelines for faculty.  Continue to support the doctoral education of PN - ADN - BSN nursing faculty.

<b>2.4 The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved.</b>		
<b>Expected Level of Achievement:</b> 100% of faculties agree that the numbers and utilization of full and part time faculty are acceptable to meet program needs.		
<b>Implementation</b>		
<b>Component</b>	<b>Results of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Faculty Workload	Total faculty teaching load maintained at 12 academic credits per semester.  Faculty who accepted teaching assignments that exceed the 12-credits per semester receive overload reimbursement at the WSU approved overload rate Overload: ADN 50% of full time faculty	No action required.  Continue to monitor Two new faculty hired. One to replace a retired faculty member and one new faculty line. A second new faculty line has been requested

<b>2.4 The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved.</b>		
	<p>BSN Fall 2010- 4 or 25%            BSN Spring 2011-8 or 50%</p> <p>All SON regular faculty provide student advisement to an average of 10-15 students (program specific).</p> <p>All SON regular faculty provided opportunity to serve on SON governance and adhoc committees, DCHP governance committees, and WSU governance committees. The only "required" committee involvement is participation on the Program Level faculty, curriculum, and evaluation committees.</p> <p>Faculty to student ratios            ADN: clinical -1:10; in classrooms 1-40            BSN- 1-15 lab, 1-30 classroom            Outreach: 1:15            Davis:d</p>	through administration.
Faculty Teaching and Program Assignments	<p>PN - ADN - BSN faculty assignments aligned with individual academic &amp; experiential qualifications.</p> <p>PN - ADN - BSN faculty provided opportunity to indicate preferred course assignments.</p>	<p>No action required.</p> <p>Continue to monitor</p>

<b>2.5 Faculty (full- and part-time) performance reflects scholarship and evidence-based practice.</b>		
<b>Expected Level of Achievement:</b>		
Using the SON approved criteria for scholarly activities as defined in the SON promotion / tenure document, 100% of PN - ADN - BSN faculty will annually engage in professional / scholarly activities and use evidence-based practices (EBP) in his or her teaching methods / course management		
<b>Implementation</b>		
<b>Component</b>	<b>Results of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Faculty participation in scholarly activities	<p>100% of PN - ADN - BSN faculty completed the annual professional review process.</p> <p>ADN Completed            BSN completed</p> <p>100% of PN - ADN - BSN faculty participated in appropriate scholarly, professional, and/or service activities</p>	A participatory faculty performance evaluation process will continue to be utilized.

<b>2.5 Faculty (full- and part-time) performance reflects scholarship and evidence-based practice.</b>		
	ADN completed BSN completed	
Faculty access to departmental support for scholarly activities	\$10,000 faculty development funds awarded to two PN - ADN - BSN faculty members Nurse Tim was purchased with Faculty Development money. Support to faculty members Tina and Julie K for a med surg conference	Current funding process for faculty development activities will continue to be utilized.
Faculty teaching performance reflects evidence-based practice as assessed by student	<p>PN - ADN - BSN students evaluated faculty performance at the conclusion of Spring 2011.</p> <p>BSN <i>faculty evaluations</i>: Spring 2011, Questions #9 &amp; 10 Use of EBP 4.28/5.0            PN/ADN <i>faculty evaluations</i> do NOT address EBP</p> <p>EBP reflected in questions #19 of evaluation for the BSN program and # 17 for the PN/ADN <i>program evaluation</i>            PN/ADN=2.78 on 1-3 scale            BSN=3.6-4.2 range on 1-5 scale</p> <p>BSN course evaluations for spring 2011, question #15, indirectly addresses faculty performance via student access of computer resources to support EBP. 4.03/5.0</p> <p>ADN course evaluations for spring 2011, question #16, indirectly addresses faculty performance via student access of computer resources to support EBP. 3.74/5.0</p>	<p>Continue to monitor faculty performance with both student and Administration reviews            All faculty evaluations were reviewed by level coordinators with problematic evaluations referred to administration.</p> <p>Evaluation Committee will review evaluations to see if EBP needs to be included in all faculty evaluations—once the new curriculum is in place.</p>

<b>2.6 The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes.</b>		
<b>Expected Level of Achievement:</b> All Non-nurse faculty members hold appropriate credentials and experiential qualifications required to support achievement of PN - ADN - BSN program goals and outcomes.		
<b>Implementation</b>		
<b>Component</b>	<b>Results of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Non-nurse faculty credentials and experience	The PN – ADN faculty do not include non-nurse professionals BSN has one non-nurse adjunct that teaches 1.5 credit hours of lab for N3071- Cory Barton – Community Preparedness—this person has expert knowledge in the area of CERT—every semester participation	Continue to monitor and justify hiring

<b>2.7 Faculty (full – and part-time) are oriented and mentored in their areas of responsibilities</b>		
<b>Expected Level of Achievement:</b>		

<b>2.7 Faculty (full – and part-time) are oriented and mentored in their areas of responsibilities</b>		
100% of SON faculty will be provided an orientation period that provides instruction on SON processes, DCHP processes, and WSU processes. In addition, 100% of SON faculty will be provided a designated mentor in their area(s) of responsibility		
<b>Implementation</b>		
<b>Component</b>	<b>Results of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Faculty orientation to SON, DCHP, & WSU Processes	2010-2011- 4 new hires. All were assigned mentors and were invited to participate in a formal orientation at the SON, DCHP, and WSU level. If faculty did not receive such orientation, it was due to personal choice not to participate. Rieneke Holman, Melissa Neville-Swensen, Melissa Young-and Joyce Barra	
Assignment of faculty mentor to newly assigned responsibilities	100% of new SON faculty were assigned a faculty mentor to assist with course preparation and academic processes associated with the role of a SON faculty member Part time faculty orientation, July 28, 2010.  Melissa Neville- Sally Cantwell Melissa Young- Jon Kelly Rieneke Holman- Diane Leggett Joyce Barra – Kathy Sitzman	Faculty handbook is up to date. Does not include an orientation component, mostly informational.  Continue to monitor-Advisory Council will investigate possible creation of an online orientation program in the future

<b>2.8 Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.</b>		
<b>Expected Level of Achievement:</b>		
<ul style="list-style-type: none"> <li>• 100% of faculty will be annually evaluated related to teaching expertise; student advisement; program management; professional development; service; and scholarly activity</li> <li>• 100% of faculty will submit themselves to a formal peer-review within the first 6 years of employment</li> <li>• 100% of tenure track faculty will complete the formal professional review at 3 and 6 years post hire</li> <li>• 100% of faculty classroom and clinical setting performance will be evaluated by students in at least two courses per academic year</li> </ul>		
<b>Implementation</b>		
<b>Component</b>	<b>Results of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Annual Departmental Performance Review	100% of PN - ADN - BSN faculty were formally evaluated by the PN - ADN - BSN Level Directors at the End of Spring 2011	PN - ADN - BSN Level Directors will continue to formally review performance of all PN - ADN - BSN faculty
Formal Faculty Peer Review	This would have been the faculty up for tenure review. Valerie (Full), Karen, Sally	Continued participation.

<b>2.8 Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.</b>		
	(both 4years on 7year track)	
Promotion and/or Tenure Review	Three SON faculty members participated in the WSU & DCHP promotion and tenure review process during Spring 2010; the PN - ADN - BSN faculty member was granted tenure status within the DCHP reviewed January 2011 Valerie, Karen, Sally	PN - ADN - BSN faculty to continue participating in formal promotion / tenure review process, as directed by DCHP & SON policy
Faculty Performance Evaluation by Students	<p>98% of SON faculty received overall performance ratings greater than the minimum expectation of 3.0 on a scale of 1 = poor; 5 = excellent            ADN faculty received overall performance ratings greater than the minimum.            BSN all received above minimum score</p> <p>Return rate on faculty evaluations reported as 'poor'. Evaluation committee examined results from fall 2010 and spring 2011. BSN program decided to give 'extra points' to those students who completed both course and faculty evaluations in spring 2011. A significant increase -21% was reported.</p>	AC members discussed issue of granting extra credit at summer 2011 meeting in order to increase return rate on faculty and course evaluations. BSN will continue to give EC. PN and ADN level directors will discuss option with their respective faculty.

<b>2.9 Non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.</b>		
<b>Expected Level of Achievement:</b>		
•100% of non-nurse faculty classroom and clinical setting performance will be evaluated by students in at least two courses per academic year		
<b>Implementation</b>		
<b>Component</b>	<b>Results of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Periodically Applicable – One non-nurse faculty taught in the BSN Program 2010-2011	BSN: Corey Barton teaches for 3071- he was evaluated by students	
<u>Secretaries and Staff</u>	<p>WSU Policy is every 2 years--funding shortfall resulted in no evaluations for academic year 2010-2011            Rob Holt: Advising            Secretaries:            Aiko Flowers            Rebecca Rigby            Marguerite Simmons            Cindy Wagner</p>	<p>Secretaries evaluated according to employee policy. Will monitor funding position in next years</p> <p>Summer 2011, Rebecca and Cindy left positions. New hires of Monica Linford (MSN) and Tiffany Bennett (BSN)</p>

<b>2.10 Faculty (full- and part-time) engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation.</b>		
<b>EXPECTED LEVEL OF ACHIEVEMENT:</b>		
100% of faculty assigned to teach with distance education modalities will receive support designed to develop skills in online instructional methods and evaluation.		
<b>Implementation</b>		
<b>Component</b>	<b>Results of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Ongoing faculty development & online course development support provided	Twenty SON faculty participated in professional conferences and/or workshops during the 2010-2011 AY Two Webinars devoted to online topics—Legal and Strategies to Engage online learners--- Master Online Teaching Certification—4 faculty completed	Continue to monitor. Master Online Teaching Program on hold due to no new revenue. Hope to include new faculty in program when monies are available.

### Standard 3: Students

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

#### 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.

**Expected Level of Achievement:**

- Annual audit by faculty will find 100% agreement between program student policies and university student policies; variations justified relative to program needs and welfare of faculty & students
- Annual audit by faculty will find that the Student Nurse Handbook is provided to every student, is publicly accessible, current, and non-discriminatory
- Annual audit by faculty will find that 100% of Student policies are applied consistently with incidents and/or infringements documented in student and program files

**Implementation 2010-2011**

Component	Results of 2010-2011 Data Collected & Analysis	Actions for Program Development/ Maintenance/Revision
Student Nurse Handbook agreement with WSU student policies	Student Handbook is in agreement with WSU student policies.  Variations justified relative to program needs and welfare of faculty & students	Continue to monitor for WSU or DCHP policy revisions Reevaluated and editorial changes made for AY 2011-2012.
Student Nurse Handbook provided to each student	On line access to Student Handbook	Continue to distribute and retrieve Student Handbook documentation form to student at the time of each program admission cycle. Level secretaries have helped with this process.
Student Handbook Policy and Procedures Publicly accessible, and non-discriminatory	PN - ADN - BSN Students provided online access to PN - ADN - BSN Student Handbook and program specific information  Student policies and procedure in agreement with the WSU student policies and procedures pertaining to non-discrimination	Continue to review, and update as necessary, PN - ADN - BSN Student Handbook and distribute to students.

#### 3.2 Student services are commensurate with the needs of students pursuing or completing the practical nurse, associate degree, and BSN nursing programs, including those receiving instruction using alternative methods of delivery.

**Expected Level of Achievement:**

- 100% of WSU Nursing students will be informed of availability of student support services upon orientation to program/campus
- Upon graduation, a minimum of 80% of students will evaluate student support services as "satisfactory" or better Where's the evidence of this?

**Implementation**

Component	Results of 2010-2011 Data Collected & Analysis	Actions for Program Development/ Maintenance/Revision
Student Nurse Handbook containing information related to WSU Student	100% of SON students informed of availability of student support services through the Student Nurse Handbook and at new student orientation. ADA statement in all SON	Distribute and retrieve Student Handbook documentation form following orientation fall

<b>3.2 Student services are commensurate with the needs of students pursuing or completing the practical nurse, associate degree, and BSN nursing programs, including those receiving instruction using alternative methods of delivery.</b>		
Services provided to each student	Syllabi. All scholarships and financial resources are shared with students as they become available.	2010. But handbooks are not distributed. BSN students are expected to read the handbook on their own. We do not distribute a copy to them. We review the contents of the handbook in orientation.
Student Health Center & Counseling Center	" None of these services were evaluated for 20101-2011 academic year	These student service areas were not evaluated in WSU graduation surveys either. AC or Evaluation Committee should decide if they need to be addressed.
Academic Advisement and Assistance	"	
Career Counseling and Placement	"	
Financial Aid Services	"	
Qualifications of Professionals offering services	"	
Library services	<b>BSN:</b> rated 3.9/5.0 for spring 2010 <b>PN/ADN:</b> rated 3.82/5.0 spring 2010	Comparable results from both programs.

<b>3.3 Student educational and financial records comply with the policies of the governing organization and state and federal guidelines.</b>		
<b>EXPECTED LEVEL OF ACHIEVEMENT:</b>		
<ul style="list-style-type: none"> <li>• 100% of WSU student educational records will be maintained and stored in compliance with FERPA guidelines of privacy and protection of student information</li> <li>• 100% of SON student educational records will be maintained and stored in compliance with FERPA guidelines of privacy and protection of student information</li> <li>• 100% of WSU student financial records will be maintained and stored according to university, state, and federal guidelines</li> </ul>		
<b>Implementation</b>		
<b>Component</b>	<b>Results of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Current student educational record	PN - ADN - BSN student files maintained in a secure & locked location  Electronic records maintained within a password protected computing system	No action required. Continue to monitor compliance with FERPA guidelines.
Archival format of student educational record	Not applicable	Monitor process of long-term storage of student educational records
WSU student financial records	No documentation of student violation of financial aid regulations	Continue to monitor

<b>3.4 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.</b>	
<b>Expected Level of Achievement:</b>	
3.4.1 100% of WSU SON students receiving financial aid are provided a written, comprehensive program that provides information regarding student loan information; counseling;	

<b>3.4 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.</b>		
monitoring, cooperation with lenders; and informs them of their ethical responsibility regarding financial assistance.		
3.4.2 100% of WSU SON students are informed of their ethical responsibilities regarding financial assistance by the financial aid department.		
<b>Implementation</b>		
<b>Component</b>	<b>Results of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Student loan process and policies	WSU Financial Aid Office maintains Title IV eligibility and certification  The University's official federal loan cohort default rate for 2006 is 1.8, fiscal year 2007 is 1.9, and fiscal year 2008 is 1.7 2009 will be posted Sept 2011	No action required - Monica checked with the FA department to verify this information.

<b>3.5 Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.</b>		
<b>Expected Level of Achievement:</b>		
100% compliance with the following components:		
<ul style="list-style-type: none"> <li>- Policies and procedures are published for all educational activities that have implications for the health and safety of clients, students, and faculty.</li> <li>- Published documents about the program are an accurate representation of the program to its public(s), current, accurate, clear, and consistent.</li> <li>- SON &amp; PN - ADN - BSN Program documents reflect mission and philosophy; admission policies; tuition and fees; financial aid; graduation requirements; program length; licensing and credentialing requirements; academic policies; academic calendar; and student services.</li> <li>- Program documents clearly represent program and career opportunities in program advertising; website, recruitment; admission materials, and course syllabi</li> <li>- Program documents clearly state accreditation status including results of accreditation reviews</li> <li>- Program documents accurately state ratio of clock hours to credit hours (lecture; clinical practice; independent study); and specific credit hours required for each course</li> <li>- National League for Nursing Accrediting Commission name, address, and telephone number appears in school catalog</li> </ul>		
<b>Implementation</b>		
<b>Component</b>	<b>Results of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
All published documents relative to WSU SON & PN - ADN - BSN Program are clear and accurate	All SON publications in either print or online format are in compliance with Standard 3.5 Rob Holt, Enrollment Director, reviews the general admission criteria for all programs each year and makes the necessary changes with input from the directors, both online and in writing. Marguerite keeps the nursing bulletin board. Jill is the SON Web Master who makes sure that all information related to admission is posted correctly.	Continue to monitor

<b>3.6 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.</b>		
<b>Expected Level of Achievement:</b>		
100% of PN - ADN - BSN students will receive timely notification of any changes in policies/procedures.		

<b>3.6 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.</b>		
<b>Implementation</b>		
<b>Component</b>	<b>Results of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Student notification of changes in policy / procedure	All PN - ADN - BSN program related communications were distributed to students through WSU student email accounts. Class announcements were used as well as the student bulletin board The BSN program has done this by email and snail mail.  Example of notification: New incentive policy for completing course and faculty evaluations communicated to students via email with acceptable results.	Continue to monitor

<b>3.7 Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.</b>		
<b>Expected Level of Achievement:</b> 100% of students will be provided an opportunity to participate in a online and/or face-to-face training / orientation to technology associated with the online component of the PN - ADN - BSN program delivery modality (online and hybrid format)		
<b>Implementation</b>		
<b>Component</b>	<b>Results of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Student orientation to online learning technology	At the end of BSN orientation each semester, a session for students who need additional assistance is provided All online students were brought to campus in August 2010 for an online and ATI Orientation. On campus orientation includes online and ATI orientation.	Continue to monitor

<b>3.8 Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.</b>		
<b>Expected Level of Achievement:</b> All Information distributed to students related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.		
<b>Implementation</b>		
<b>Component</b>	<b>Results of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Information related to technology requirements and policies specific to distance education	WSU Online technology requirements and policies available to the public via WSU homepage.	Continue to monitor

## Standard 4: Curriculum

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

### 4.1 The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes.

**Expected Level of Achievement:**

The PN - ADN - BSN Program outcomes are congruent with the established professional standards & curriculum guidelines as defined by the NLN 2000 Educational Competencies for Graduates of Associate Degree Nursing Programs, NLNAC 2008 Accreditation Manual, NAPNES 2007, "Standards of Practice and Educational Competencies of Graduates of Practical/Vocational Nursing Programs"; American Association of Colleges of Nursing (AACN) 2008: The essential of baccalaureate education for professional nursing practice, and the 1998 PEW Commission Report on Healthcare – 21 Competencies for Nursing.

**Expected Level of Achievement:**

Using end of program data, students will report 3.0 or above on all components of this criteria.

Implementation		
Component	Results of 2010-2011 Data Collected & Analysis	Actions for Program Development/ Maintenance/Revision
Integration of the Curriculum with SON & PN - ADN - BSN Program philosophy & conceptual framework	The decision to move to a concept based curriculum was made in October of 2010 and work was begun to review the entire curriculum at that point. A new Curriculum Review Committee was formed Spring 2011. The committee was chaired by Tamara Chase and had broad representation from the SON.	
Integration of the curriculum with professional standards, curriculum guidelines	The new curriculum will reflect QSEN competencies, NLN competencies and AACN outcomes... Curriculum committee will make decision on the frequency of curriculum review by Fall semester 2011.	QSEN competencies and new evaluation criteria will be developed over the 2011-2012 academic year.
Curriculum Design: Assessment of knowledge and skill in Critical Thinking	Spring 2011 End of program surveys for PN/ADN students Spring 2011 Question #14 2.73/5.0  Spring 2011 End of program surveys for BSN students do not contain a question on critical thinking  Rating scale 1=poor; 5 = excellent	
Curriculum Design: Assessment of knowledge and skill in interpersonal and professional communication	Spring 2011 End of program surveys for PN/ADN students Spring 2011 Question #15 2.55/5.0  Spring 2011 End of program surveys for BSN students Spring 2011 Questions #15 & 16: Verbal-2.53/5.0 and Written-2.61/5.0  Rating scale 1=poor; 5 = excellent	PN/ADN scores below the 3.0 (average) score—Level Directors will discuss at their level meetings  BSN scores below 3.0 also-Level Directors will discuss at level meetings
Curriculum Design: Promotes a professional environment that incorporates interdisciplinary collaboration	Spring 2011 PN/ADN course evaluations question #12 3.77/5.0  Spring 2011 BSN course evaluations question #11 3.96/5.0	Scores for both programs above the 3.0 benchmark  Continue to monitor course evaluation data

	The Spring 2010 course evaluation tool included an item for evaluating the promotion of interdisciplinary collaboration. Rating scale 1=poor; 5 = excellent	relative to the promotion of interdisciplinary collaboration.
Course Syllabi	Course Chairs and Course Committees annually reviewed all PN - ADN - BSN course syllabi & content. All of the PN - ADN - BSN course syllabi contain the required components. Spring 2011 PN/ADN course evaluations question #2 Effectiveness of syllabus: 3.78/5.0  Spring 2011 BSN course evaluations question #1 Effectiveness of syllabus: 3.97/5.0  Rating scale 1=poor; 5 = excellent	<u>Course Chairs and Course Committees</u> to continue the annual review of PN, AD, and BSN course syllabi and content. AND program to begin reviewing select courses at every monthly faculty meeting. BSN program has already been doing this.  Students in both programs were satisfied with course syllabi—no actions required.  Continue to monitor student course evaluation data.

<b>4.2 The curriculum is developed by the faculty and regularly reviewed for rigor and currency.</b>		
<b>Expected Level of Achievement:</b>		
Using bi-annual evaluation data, all full- & part-time faculty members participate in the development / revision of the nursing program curriculum.		
<b>Implementation</b>		
<b>Component</b>	<b>Results of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Curriculum developed by the faculty	First and Second year faculty meetings will include a curriculum section for review of <u>individual courses at the level program of study.</u> The SON Curriculum Committee is working on a more useful methodology for reporting yearly curriculum evaluation. New course templates are in the works.	This change will be adopted fall 2011. New course chairs for 2011-2012 AC, Sally Cantwell and Linda Forest
Curriculum design leads student to accomplish national standards & guidelines	NAPES (2007), NLN 2000, AACN 2008, NLN 2008 standards are used throughout the curriculum. The end of program surveys solicit information about students attaining the roles of the professional nurse in terms of :  <b>Spring 2011- PN/ADN</b> EBP : 2.78/3.0 Use of technology: 2.63/3.0 Participate in problem solving: 2.77 /3.0 Delivery of care: 2.82/3.0	Continue to monitor national standards and guidelines in relation to the PN - ADN - BSN course learning outcomes.

4.2 The curriculum is developed by the faculty and regularly reviewed for rigor and currency.		
	<p><b>Spring 2011- BSN</b>            EBP: 2.72/3.0            Use of technology: 2.50/3.0            Leadership: 2.67/3.0            Delivery of care: 2.67/3.0</p> <p>New concept based curriculum is being designed based on national standards and guidelines. (QSEN, NCLEX, NLN Competencies, AACN Outcomes.)</p>	
Curriculum evaluated by PN - ADN - BSN faculty	PN - ADN - BSN faculty determined PN - ADN - BSN Courses meet appropriate rigor for an undergraduate level program, and the content is current and relevant. Annual course reviews completed by course chairs are kept by the level directors.	Linda and Sally will be co-directors of SON Curriculum Committee for 2011-2012

4.3 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.		
<b>Expected Level of Achievement:</b>		
<ul style="list-style-type: none"> <li>Under the direction of the CRC (curriculum revision committee) all faculty will track new courses to verify that the curriculum is organized around the program outcomes (competencies), that instruction is derived from the outcomes, as are learning activities and that all evaluation processes include the same outcomes.</li> </ul>		
Implementation		
Component	Result of 2010-2011 Data Collected & Analysis	Actions for Program Development/ Maintenance/Revision
Curriculum Design: Information literate & evidence-based approach	<p>As defined by Spring 2009, Fall 2009, and Spring 2010 student grades, the PN - ADN - BSN students successfully achieved the level-specific PN - ADN - BSN Program / course outcomes: Assessment of knowledge and skill in research, information literacy, and evidence-based practice. Course evaluation?</p> <p>Student evaluation data relative to knowledge and skill in research, information literacy, and evidence-based practice was rated at "3" or higher with a rating scale 1=poor; 5 = excellent) Course evaluation??</p>	<p>Continue to monitor student course evaluation data relative to information literacy &amp; evidence-based practice.</p> <p>Tamara will work with her BSN faculty to review test question development and analysis.</p> <p>Tracking of these concepts will occur in the future with the new concept based curriculum.</p>

4.4 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regionally, national, or global perspectives.
<b>Expected Level of Achievement:</b>
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**4.4 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regionally, national, or global perspectives.**

- 100% of all course syllabi will include threads related to cultural, ethnic, and social diversity.
- Students will rate the inclusion of curricular cultural and ethnic diversity concepts above 3.0 on course and faculty evaluations.

<b>Implementation</b>		
<b>Component</b>	<b>Result of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Curriculum Design: Culturally and ethnically diverse global society	<p><b>BSN:</b> Course evaluations- question #9, understanding diverse populations- students scored 3.97/5.0            Faculty evaluations –question #6, faculty taught and modeled cultural sensitivity- students scored 4.20/5.0</p> <p><b>PN/ADN:</b> Course evaluations- question #10, understanding diverse populations- students scored 3.89/5.0            Faculty evaluations –question #16, faculty were respectful of diversity and individuality- students scored 1.02 with 1=yes and 2=no</p>	<p>All courses in process of review for inclusion of these concepts. Currently the course and faculty evaluations address these concepts directly and indirectly. We will need to review these threads during the curriculum revision process.</p> <p>Sharon Brady took a group to Guatemala for an international experience.</p>

**4.5 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.**

**Expected Level of Achievement:**

- 100% of PN - ADN - BSN Program courses use varied evaluation methods that reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.
- A minimum course evaluation rating of 3.0 relative to effectiveness of evaluation methodologies to support achievement of student learning & program outcomes

**Implementation**

Component	Result of 2010-2011 Data Collected & Analysis	Actions for Program Development/ Maintenance/Revision
Evaluation tools and methods	Review of evaluation tools and methods happens continuously throughout the year at level meetings. New section in faculty handbook appendix identifies leveling of test questions according to Bloom's taxonomy and with given percentages for each academic level. ATI includes self- assessment and practice exams and student learning and study suggestions.  <b>BSN:</b> End of program survey; Questions #6,7 addressed evaluation methods-score of 4.01/5.0 for theory and 3.94/5.0 for lab <b>ADN:</b> End of program survey; Questions #6,7 addressed evaluation methods-score of 3.83/5.0 for theory and 3.76/5.0 for lab	Continue to monitor PN - ADN - BSN courses relative to evaluation methodologies.  End of Program results acceptable but need to be trended over time.

**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.**

**Expected Level of Achievement:**

The PN - ADN - BSN curriculum and instructional processes will make use of relevant educational theories, engage interdisciplinary collaboration in the design of learning activities, reflect current research and best practice standards, and employ innovative and flexible learning modalities.

**Implementation**

Component	Result of 2010-2011 Data Collected & Analysis	Actions for Program Development/ Maintenance/Revision
Course design & instructional processes: Utilizes relevant educational theories	PN - ADN - BSN courses were designed using appropriate theoretical frameworks related to adult learning / education & online and hybrid learning modalities.	Continue to evaluate new PN - ADN - BSN courses & existing courses for utilization of theoretical framework.
Course design & instructional processes Interdisciplinary Collaboration	All PN - ADN - BSN courses incorporated student exploration / engagement with a variety of disciplines.  New curriculum review will reassess all non-nursing prerequisite courses.	Continue to evaluate course content for appropriate use of interdisciplinary collaboration The interim program director will set up yearly meetings with the Gen Ed faculty to solicit input related to nursing student performance in

<b>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.</b>		
		Gen Ed courses. 1 <sup>st</sup> meeting to take place??
Course design & instructional processes: Research & best practice standards	PN - ADN - BSN curriculum learning outcomes & Program outcomes are in agreement with the national standards of practice. Annual course reviews contain presence of research utilization and best practice standards.	Level Directors will oversee the inclusion of research and best practices in their respective courses.
Employs innovative and flexible learning modalities	<p>100% PN - ADN - BSN faculty &amp; students indicate that the innovative and technology enhanced learning strategies support achievement of learning &amp; program outcomes.</p> <p>See annual course reviews.            All new courses being developed will include lesson plans with evidence based teaching suggestions and options.</p> <p><b>BSN:</b> Student course evaluation questions #2, 3 address learning activities and assignments. Students rated 3.98 and 3.91 on this criteria  <b>PN/ADN:</b> Student course evaluation questions #3, 4 address learning activities and assignments. Students rated 3.82 and 3.88 on this criteria</p>	<p>Continue to monitor faculty &amp; student input relative to new learning technology.</p> <p>The new curriculum chairs will need to review the annual course reviews for inclusion of this criteria.</p>

<b>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.</b>		
<b>Expected Level of Achievement:</b> Program length will provide adequate time for students to learn and achieve program outcomes as determined by the Utah State Board of Regents		
<b>Implementation</b>		
<b>Component</b>	<b>Result of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/Maintenance/Revision</b>
Length of Program	New Changes to be implemented fall 2012. BSN Program will move from 37 credits to 25 credits.	Continue to aggregate and trend student completion data and student evaluation data

<b>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 student. In addition, student clinical experiences are evidence based and reflect contemporary practice.</b>
<b>Expected Level of Achievement:</b> <ul style="list-style-type: none"> <li>100% of clinical agencies comply with state regulations and are appropriate to support the achievement of student learning and program outcomes.</li> </ul>

**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 student. In addition, student clinical experiences are evidence based and reflect contemporary practice.**

- WSU and 100% of clinical agencies used for student placement will have a current written agreement specifying expectations for all parties and ensures the protection of the student.
- 4.8.1** 100% of clinical agencies are evaluated by PN - ADN - BSN faculty & students relative to the agency's ability to provide a learning environment that reflects evidence-based & contemporary practices. 80% are satisfied with the practice learning environment.
- 4.8.2** Students will evaluate lab facilities at 3.0 or higher.

<b>Implementation</b>		
<b>Component</b>	<b>Result of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Practice Learning Environments	<p>No student evaluations found for clinical facilities, 2010-2011.</p> <p>Faculty evaluations collected and in appendix. Faculty reported a mean of 4.72/5.0 for fall 2010 and 4.67/5.0 spring 2011</p> <p>100% of the clinical agencies used for student placement had a current written agreement on file that ensures the protection of the student. Files kept by Marguerite and reviewed for accuracy and timeliness by her.</p> <p>Lab evaluations on end of program survey: <b>PN/ADN:</b> 3.93/5.0 spring 2011</p>	<p>Continue to annually and often as indicated; monitor the adequacy of practice learning environments.</p> <p>These evaluations are a problem. Faculty eval of 2010 -2011 AY needs to be completed at the opening SON meeting in August 2011. Then at end of semester faculty meetings each semester.</p> <p>Student eval of facility to be completed when the student has their final clinical evaluation or final clinical day. Pam and Kathy to follow up.</p> <p>Faculty generated evaluations very acceptable.</p> <p>Student evaluation of lab facilities acceptable.</p>

<b>4.9 Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.</b>		
<b>Expected Level of Achievement:</b>		
100% of PN - ADN - BSN courses are designed for classroom, online, and hybrid delivery format; with specifically designed learning activities, instructional materials, evaluation methodologies, and appropriate support to achieve student learning outcomes.		
<b>Implementation</b>		
<b>Component</b>	<b>Result of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/Maintenance/Revision</b>
<b>Level Directors will gather course evaluation data and break out the data by delivery format.</b>	<b>Summary data will be shared with the course managers for review and revision at the end of each semester.</b>	
Online and hybrid delivery format: Learning activities Question #2 on BSN course evaluations	<b>BSN Hybrid:</b> 3.54/5.0 on department level assessment of learning activities <b>BSN Online:</b> 3.98/5.0 on departmental level assessment of learning activities	Continue to monitor advanced in online learning technology and recommended practices.  Continue to monitor PN - ADN - BSN course evaluation data.
Online and hybrid delivery: Instructional materials Question #4 on BSN course evaluations	<b>BSN:</b> 3.74/5.0 on department level assessment of instructional materials	Continue to monitor advanced in online learning technology and recommended practices.  Continue to monitor PN - ADN - BSN course evaluation data.
Online and hybrid Delivery: Evaluation Methods Question #5 on BSN course evaluations	<b>BSN:</b> 4.02/5.0 on department level assessment of rubrics for grading criteria	Continue to monitor advanced in online learning technology and recommended practices.  Continue to monitor PN - ADN - BSN course evaluation data.
Overall satisfaction with hybrid and online formats	<b>A review of 7 BSN ONL</b> courses demonstrated a score of 4.0 at the department level and an average of <b>4.08</b> at course level A review of <b>6 BSN Hybrid</b> courses demonstrated a score of 3.51 department level and an average of <b>3.52</b> at course levels	It would appear from the 6-7 courses reviewed that the ONL program has a better stated overall satisfaction than the hybrid format. This is something that should be trended and discussed at level meetings.

## Standard 5: Resources

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

### 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.

**Expected Level of Achievement:**

- 100% of faculty will agree that administrative resources are adequate to meet the operational needs of the nursing education unit.
- 100% of faculty will agree that fiscal allocations from institutional funds, not including grants, gifts, and other restricted sources, are comparable with other units in the institution; and sufficient for the program to achieve its goals and objectives
- The nurse administrator has responsibility and authority in nursing education unit budget preparation
- 100% of faculty will agree that they have involvement in nursing education unit budget preparation
- 100% of faculty agree that resources are adequate to support faculty development, research, instruction, practice activities, and community/public service

#### Implementation

Component	Result of 2010-2011 Data Collected & Analysis	Actions for Program Development/ Maintenance/Revision
Administrative Resources	Administrative resources adequate to meet operational needs of the PN - ADN - BSN Program.	Continue monitoring the adequacy of the SON administrative resources.
Fiscal Allocation	Fiscal allocation deemed equitable and sufficient to meet SON & PN - ADN - BSN Program operational needs.	Continue to monitor equity & adequacy of allocated funds
SON nurse administrator has responsibility & authority in nursing education unit budgetary preparation	SON Administrator submitted operational budget to Dean's office for review and approval prior to commencement of the academic year.	Continue to monitor
Nurse faculty involvement in nursing education unit budget preparation	PN - ADN - BSN faculty were provided input, however, they did not submit request for additional program budgetary resources to PN - ADN - BSN Program Directors.	Continue to seek PN - ADN - BSN faculty input relative to projected program budgetary resource needs
Resources adequate to support faculty development, research, instruction, practice activities, & community/ public service	SON and PN - ADN - BSN faculty access to and receipt of college-wide faculty development funds is adequate – majority of requested funds awarded.	Continue to monitor distribution and equity of DCHP faculty development funds
Clerical resources	Replaced BSN secretary and the MSN and Outreach secretarial positions were combined to one full time secretarial position. 3 work study students to support secretaries and faculty.	Annually evaluate adequacy of budgeted resources for PN - ADN - BSN secretarial support
Informational Technology support	Kit Improvenit has been hired as a Facilities Tech Advisor.	DCHP Technology Committee will continue to

	Responsibility for classroom related IT support reassigned to the DCHP IT Specialist and IT staff.	monitor adequacy of the IT support within the DCHP
Online technical support	<b>BSN:</b> End of program survey question #14 technical support for online resources 3.88/5.0	Continue to monitor WSU Online student evaluation data relative to perceived adequacy of WSU Online support services.

**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.**

**Expected Level of Achievement:**  
 Physical facilities, instructional and non-instructional, are adequate for the PN - ADN - BSN nursing education unit

- Classrooms/ Conference rooms: rated as 3.0 or higher on end of program surveys
- Nursing Practice Laboratories: rated as 3.0 or higher on end of program surveys
- Technology enhanced resources: rated as 3.0 or higher on end of program surveys
- Faculty office space
- Student computing resources??

Implementation		
Component	Result of 2010-2011 Data Collected & Analysis	Actions for Program Development/ Maintenance/Revision
Classroom space/conference facilities	Classroom space & technology adequate to meet program needs but getting more difficult to find space as program grows. ADN end of program surveys rated these areas as 4.0/5.0 #9 on survey BSN end of program surveys rated these areas as 3.8/5.0 #8 on survey	Continue to monitor
Nursing Practice Lab (NPL)	Facilities, equipment and supplies are adequate to meet the goals of the PN - ADN - BSN student learning needs  On End of Program surveys: PN/ADN students ranked 3.99/5.0 on assistance in lab (question #5) and 3.95/5.0 on overall satisfaction BSN students ranked 3.89/5.0 on student satisfaction with lab (question #9) and 3.88/5.0 on assistance and supervision in lab (question #4)  Equipment and inventories adequately maintained by NPL Director and/or faculty	1.) medDispense automated medication dispensing system (similar to Pyxis) - purchased with the Segue grant funding. There is one each at Davis campus, Logan (WSU/USU) campus, DATC, and 2 at Ogden campus (1 for each side of the lab). Snow purchased their own and WSU bought three (3) for OWATC.  2.) METI PNCI (Program for Nursing Curriculum Integration) software - PNCI consists of 100 evidence-based simulated clinical experiences, NCLEX-RN focused learning, an Integration Roadmap, instructional documentation, and faculty development education and consultation. A site license was

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.		
		<p>obtained so that the PNCI is available to all campuses including the newly affiliated OWATC. There was a one-day training session provided that was attended by 13 faculty.</p> <p>3.) iPad Touch devices were purchased with Segue grant money. These will be used in the clinical setting as electronic resources. Student lab fee money was used to purchase the Nursing Central software downloads for the devices. Nursing Central download includes Davis's Drug Guide, Taber's Medical Dictionary, Diseases and Disorders, Davis's Laboratory and Diagnostic Tests, and MEDLINE Journals. Clinical faculty on each campus site will have a set of ten devices for students to use during clinical.</p> <p>4.) An agreement was signed with McKesson &amp; IASIS to get access to their EMR (electronic medical record). This agreement was negotiated through the Development Office. Our IT people are working locally with Davis Hospital to set-up the infrastructure that will be needed for the DCHP students (not only nursing) to securely access the training database. For nursing, we purchased new laptops to be used for bedside documentation once access to the EMR is accomplished. Since the agreement was just recently signed the implementation has not yet been completed but hopefully will be ready for at least the second half of the semester.</p>
PN - ADN - BSN Program technology enhanced resources	Multi-media adequate to support PN - ADN - BSN Program learning outcomes ADN end of program surveys rated these areas as 3.63/5.0 #13 on survey BSN end of program surveys rated these areas as 3.8/5.0 # 12 on survey	Continue to monitor

<b>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.</b>		
Conference rooms	Departmental Conference room facilities were available and accessible to nursing faculty, students, and constituent groups	Continue to monitor
Faculty & staff office space	PN - ADN - BSN Program office space meets the needs of faculty, staff, and students. Due to increasing faculty numbers some members are required to share offices.	Continue to monitor

<b>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.</b>		
<b>Expected Level of Achievement:</b>		
<ul style="list-style-type: none"> <li>• 100% of the faculty agrees that library resources are sufficient to meet the needs of the nursing program.</li> <li>• Students will rate online services as 3.0 or higher on end of program surveys</li> <li>• Simulated learning resources—ELA to be determined</li> <li>• Students will rate the library at 3.0 or higher on end of program surveys</li> </ul>		
<b>Implementation</b>		
<b>Component</b>	<b>Result of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Faculty have input into the development and maintenance of learning resources	PN - ADN - BSN faculty had input into the development and maintenance of library and other learning resources.	Continue to monitor process through Curriculum Committee minutes.
Faculty computing Resources	All PN - ADN - BSN faculty & staff have access to a personal, current (within 2-3 years) Dell laptops for use in both the office & the classroom.  DCHP IT Specialist and IT staff available Monday-Friday, 7am – 5pm.  WSU Online support provided software support, limited hardware support, and is available to staff, faculty & student on a 24/7 basis.	Continue to monitor adequacy of staff & faculty computing resources.
Student satisfaction with online resources	WSU Student Computer Laboratories available 24/7 at either the main campus or one of the WSU satellite campus location throughout Weber & Davis County.  A full-range of software applications installed on WSU Student computers.  WSU Online support available 24/7 and provided students WSU Online technical support, software support, & limited hardware support. End of Program surveys: BSN students ranked technology support for online resources as 3.88/5.0	Continue to monitor adequacy of student computing resources.

<b>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.</b>		
Simulated Learning Resources and methods appropriate with adequate level of technical support	Simulated learning resources and technical / online support adequate to support the achievement of PN - ADN - BSN Program outcomes	Continue to monitor Student evaluation of simulation has not been a priority. One study was piloted in 2005 and that data is available in the appendix to this report. As simulation grows, more faculty will be developing evaluation tools in conjunction with the NLL coordinator.
Current and comprehensive informational learning resources meet nursing education unit purposes	End of program surveys: PN/ADN students ranked library resources as 3.69/5.0 BSN students ranked library resources as 3.92/5.0	Continue to monitor adequacy of WSU informational learning resources.

<b>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.</b>		
<b>Expected Level of Achievement:</b> Distance education students and faculty will have sufficient fiscal, physical, technological, and learning resources required to ensure achievement of the nursing programs' learning outcomes		
<b>Implementation</b>		
<b>Component</b>	<b>Result of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/Maintenance/Revision</b>
Fiscal Resources	Fiscal resources sufficient to meet the operational needs of the outreach campus program (distance education). In addition to the SON Statewide Nurse Coordinator funds, private funding provided by multiple healthcare organizations throughout Utah provided the fiscal resources required to support additional outreach sites.	Fiscal resources sufficient. Continue to annually monitor funding needs and fiscal resources.
Physical Resources	Physical resources met the faculty and student teaching/learning needs. Hospitals located in the community in which the program was based provided classroom and nursing practice laboratory resources.	Physical resources sufficient. Continue to annually monitor the availability and adequacy of outreach physical resources with both ongoing and new outreach programs.
Learning & Technological Resources	Learning & Technological resources are sufficient to meet the needs of the outreach faculty and students.  Outreach program nursing faculty and students are provided access to equivalent learning resources (NPL equipment, electronic media, computing software, online testing, etc.) as those located on the main campus, co-operative campus, and contractual campus locations. In addition, the outreach program faculty and students, upon request, are provided dedicated access to the simulated nursing practice learning equipment.	Continue to annually monitor the access and adequacy of the outreach campus faculty and students to learning and technology resources  No additional resources were allotted to distance education for 2010-2011.

**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.**

Outreach faculty and students have equivalent access to the WSU Online technical support services as the faculty and students located on the main campus, co-operative campus, and contractual campus locations.

Outreach students have full access to the WSU Stewart Library electronic databases and services.

Outreach faculty have input into the identification, review, and selection of learning resources through personal and/or representative participation on the SON Curriculum Committee and DCHP Technical Resources committees.

## 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.

**6.1 Program assessment is ongoing and findings demonstrate the achievement of the student learning and program outcomes of the nursing education unit and NLNAC standards.** The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of student learning and program outcomes of the nursing education unit and NLNAC standards

**Expected Level of Achievement:**

100% achievement of following components:

- PN - ADN - BSN Program evaluation, as defined by the institution and the SON, demonstrates how and to what extent the program is attaining NLNAC standards and criteria and achieving the PN - ADN - BSN Program outcomes.
- Systematic plan for program (SPE) evaluation tool reports aggregated data, analysis of data, and program responses to the evaluation data with reference to ongoing program development, maintenance, or revision

### Implementation

Component	Result of 2010-2011 Data Collected & Analysis	Actions for Program Development/ Maintenance/Revision
Ongoing Systematic Program Evaluation and Assessment of Educational Outcomes	The 2010-2011 SPE, referred here as the Annual Report, was completed in August of 2011 and was reviewed by all Level Directors and the Interim Program Director for accuracy and completeness.	Continue to monitor evaluation data using processes & assessment methods as outline in the PN - ADN - BSN Program SPE  Make recommended revisions as reported in PN - ADN - BSN Program's SPE Implementation sections.  SPE will be reviewed as the year progresses by Evaluation Committee Completed review of 2010-2011 SPE Oct. 2011

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

**Expected Level of Achievement:**

SPE evaluation data is aggregated, analyzed, and provided to PN - ADN - BSN Program Curriculum & Evaluation Committees for review and action yearly.

### Implementation

Component	Result of 2010-2011 Data Collected & Analysis	Actions for Program Development/ Maintenance/Revision
Evaluation findings used to improve student learning outcomes	Course Completion data for spring 2011 in appendix <b>PN/ADN:</b> -no failures fall 2010 or spring 2011—one withdrawal <b>BSN:</b> 2 failures in NSG 3035	Continue to monitor evaluation data. Make recommended revisions as reviewed and approved by PN - ADN - BSN Program

<b>6.2 Aggregated evaluation findings inform program decision making and are used to maintain or improve student-learning outcomes.</b>		
Course Pass rates Course Evaluations ATI Results NCLEX Results... <u>Employer Evaluations</u> Facility Evaluations	Course evaluation data shared with faculty via curriculum meetings ATI data shared with PN/ADN faculty. Data was compiled and delivered to Institutional Research for analysis Oct. 2011. NCLEX results shared with all faculty by Program Director No employer evaluations available Facility evaluations shared with Level Directors and will be shared at faculty meetings	governance committees.  Improved data gathering and dissemination is the goal for the Evaluation Committee for 2011-2012

<b>6.3 Evaluation findings are shared with communities of interest.</b>		
<b>Expected Level of Achievement:</b>		
100% of communities of interest will be provided the opportunity to participate in program processes and decision-making.		
<b>Implementation</b>		
<b>Component</b>	<b>Result of 2010-2011 Data Collected &amp; Analysis</b>	<b>Actions for Program Development/ Maintenance/Revision</b>
Advisory Board	The 2011 NLNAC site visit resulted in a recommendation that the SON develop a meaningful advisory board with which to share program information and to solicit community feedback.	Interim Program Director has begun to establish an Advisory Board that will reflect the local community and have representatives from multiple health care and non-health care agencies. Invitations have been extended to multiple parties. The new board will begin to meet 2011 fall.
NLNAC	Self-Study Report (SSR) submitted to NLNAC fall 2010-Site visit occurred in February 2011. Non-compliance with Standards 4 & 6 was noted.	Enrollment Director submitted annual report to NLNAC January 2011
Dumke College of Health Professions Dean	Spring 2009 SON Annual Report submitted to DCHP Dean	Continue to submit annual report and seek DCHP Dean feedback. Published in Dean's Annual Report concerning all programs from Allied Health.
Dumke College of Health Professions Community Advisory Council	DCHP Advisory Committee met April 2010. Dean provides status / activity report relative to SON to members of committee. Advisory Council feedback positive	Continue to participate in Advisory Council meetings and monitor annual feedback
Health Care Facilities and Community Agencies	Nurse Administrator and Program Directors met with nurse leadership from healthcare facilities. SON activities and status reported to nurse leadership. Nurse leadership provided feedback to SON leadership relative to clinical placements / student performance. Facility feedback positive.	Continue to conduct annual meetings between SON leadership and that of the SON.
Weber State University Academic	DCHP Dean summarized SON annual report, in combination with the other programs	Upon request, submit summary of evaluation

6.3 Evaluation findings are shared with communities of interest.		
Affairs	within the DCHP, and submitted the summary the Office of the Provost.	outcomes

**6.4 Graduates demonstrate achievement of competencies appropriate to role preparation.**

- Expected Level of Achievement:**
- 100% of program graduates will demonstrate achievement of competencies appropriate to role preparation as demonstrated by achievement of a minimum grade of B- in coursework.
  - ADN students will demonstrate a clinical performance evaluation of "satisfactory," and a "passing" score on Nursing Practice Lab and simulation lab psychomotor skill check-off exams.

Implementation		
Component	Result of 2010-2011 Data Collected & Analysis	Actions for Program Development/ Maintenance/Revision
Achievement of knowledge and skills identified in the national and state PN, AD, and BSN standards for education and practice competencies	<ul style="list-style-type: none"> <li>BSN Core competencies Spring 2011 question #19 on student course evaluations               <ul style="list-style-type: none"> <li>ONL 4.29/5.0</li> <li>WSU 3.51/5.0</li> </ul> </li> <li>ADN Core competencies Spring 2011 question #20 on student course evaluations               <ul style="list-style-type: none"> <li>ONL 3.81 /5.0</li> <li>WSU 3.99/5.0</li> <li>USU 3.99/5.0</li> <li>WSD 4.27/5.0</li> </ul> </li> <li>BSN clinical courses, 3031, 3051, 4041, 4061 were rated 3.42/5.0 in overall quality of the lab course</li> <li>NCLEX exams scores – Refer to 6.5.1 for 2010-2011 results</li> <li>Second year composite ATI results were 71.7% indicating a probable pass rate on RN board exams of 91-93%. Weber campus only.</li> </ul>	<p>Continue to monitor graduate achievement of knowledge and skills.</p> <p>WSU campus demonstrated an 88% and 89% NCLEX pass rate which was slightly below the predicted pass rate of 91-92%</p>

**6.5 The program demonstrates evidence of achievement in meeting the following program outcomes: Performance on licensure exam; Performance on certification exams; Program completion; Student & Employer program satisfaction; Professional/Job placement.**

PROGRAM OUTCOMES SUMMARY				
Plan for Evaluation			Resulting Action(s) Taken / To be Taken With 2010-2011 Time Frame for Implementation	
Required	Expected Level of Achievement	Actual Level of Achievement	Actions(s)	Time Frame

6.5 The program demonstrates evidence of achievement in meeting the following program outcomes: Performance on licensure exam; Performance on certification exams; Program completion; Student & Employer program satisfaction; Professional/Job placement.				
PROGRAM OUTCOMES SUMMARY				
Plan for Evaluation			Resulting Action(s) Taken / To be Taken With 2010-2011 Time Frame for Implementation	
Required	Expected Level of Achievement	Actual Level of Achievement	Actions(s)	Time Frame
6.5.1 PN & RN Program graduates performance on licensure exams for entry-level PN & ADN programs	At or above national mean	<b>PN-NCLEX</b>  <b>3rd quarter 2010</b> WSU 98.95 National Mean 84.9%  <b>4<sup>th</sup> quarter 2010</b> WSU: ?? National: 86.35%  <b>2010 Overall:</b> <b>WSU 99.1</b> <b>National 87.4%</b>  <b>1<sup>st</sup> quarter 2011</b> WSU:100% National Mean 87.6  <b>2<sup>nd</sup> quarter 2011</b> OWATC – 100 DATC- 100 WSU-100 National Mean: 82.08	Excellent PN results—no action required	Discussions as to the future continuance of the PN program discussed with administration. No decisions as of this report.
		<b>RN-NCLEX</b>  <b>3rd quarter 2010</b> WSU 80.9% National Mean 84.9%  <b>4<sup>th</sup> quarter 2010</b> WSU: 90%	Pass rates discussed with faculty—improvements seen in overall pass rate but more analysis of the failures needs to take place. Pam H has created an outcomes analysis for the AND students that will be examined and discussed with	Continued monitoring and refinement of the program outcomes over the next academic year.

**6.5 The program demonstrates evidence of achievement in meeting the following program outcomes: Performance on licensure exam; Performance on certification exams; Program completion; Student & Employer program satisfaction; Professional/Job placement.**

**PROGRAM OUTCOMES SUMMARY**

Plan for Evaluation			Resulting Action(s) Taken / To be Taken With 2010-2011 Time Frame for Implementation	
Required	Expected Level of Achievement	Actual Level of Achievement	Actions(s)	Time Frame
		National: 81.74%  <b>2010 Overall:</b> <b>WSU 90.3%</b> <b>National 87.4%</b>  <b>1<sup>st</sup> quarter 2011</b> WSU 88.24% National Mean 89.32%  <b>2<sup>nd</sup> quarter 2011</b> WSU 90.16 National Mean: 91.44	the appropriate faculty.  Tables below show program pass rates broken down by campus.  Spreadsheet is attached to the Annual Report	

**Weber State University School of Nursing  
 Summary Report Breakdown of RN-NCLEX Campus Pass Rates  
 From 04/01/2011 to 06/30/2011**

Campus	Total # of Students Taking Boards on Specified Campus	Total # of Students Passing Boards on Specified Campus	Total # of Students Failures on Specified Campus	Pass Rate for Specified Campus in %
Ogden Campus	84	75	9	89.2%
USU Campus	32	30	2	93.7%
Snow Campus	20	16	4	80%
DATC Campus	1	1	0	100%
Re-entry	1	1	0	100%
<b>Total Traditional</b>	<b>138</b>	<b>123</b>	<b>15</b>	<b>88.9%</b>
Outreach				
RN Completion	15	13	2	86.6%
Mountain Star	28	27	1	96.4%

**6.5 The program demonstrates evidence of achievement in meeting the following program outcomes: Performance on licensure exam; Performance on certification exams; Program completion; Student & Employer program satisfaction; Professional/Job placement.**

**PROGRAM OUTCOMES SUMMARY**

Plan for Evaluation				Resulting Action(s) Taken / To be Taken With 2010-2011 Time Frame for Implementation	
Required	Expected Level of Achievement	Actual Level of Achievement		Actions(s)	Time Frame
Total Online	43	40	3	93.0%	
Total	181	163	18	90.06%	

**Weber State University School of Nursing  
 Summary Report Breakdown of RN-NCLEX Campus Pass Rates  
 From 01/01/2011 to 03/31/2011**

Campus	Total # of Students Taking Boards on Specified Campus	Total # of Students Passing Boards on Specified Campus	Total # of Students Failures on Specified Campus	Pass Rate for Specified Campus in %
Ogden Campus	26	23	3	88%
USU Campus	2	1	1	50%
Snow Campus	1	1	0	100%
DATC Campus	38	35	3	88%
Re-entry	0	0	0	0
Total Traditional	67	60	7	89.5%
Outreach				
RN Completion	0	0	0	0
Mountain Star	0	0	0	0
Total Online	0	0	0	0
Total	67	60	7	89.5%

6.5.2 Levels of Achievement: Program Completion within 1.5 length of program	Eighty percent of students will graduate from their program within 1.5 times the length of the program (6 semesters)	Greater than 98% of PN, AD, and BSN students graduated within the prescribed program length and time limits for completion. Waiting on data	No action required Continue to monitor annually	
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**6.5 The program demonstrates evidence of achievement in meeting the following program outcomes: Performance on licensure exam; Performance on certification exams; Program completion; Student & Employer program satisfaction; Professional/Job placement.**

**PROGRAM OUTCOMES SUMMARY**

Plan for Evaluation			Resulting Action(s) Taken / To be Taken With 2010-2011 Time Frame for Implementation	
Required	Expected Level of Achievement	Actual Level of Achievement	Actions(s)	Time Frame
		for 2011.		

Department of Nursing Programs  
 Student and Faculty Statistical Summary  
 (data provided by Institutional Research)

	2009-10	2010-11
<b>Student Credit Hours Total</b>	13,023	13,308
<b>Student FTE Total</b>	434.10	443.60
<b>Student Majors</b>		
Nursing	1,708	1,855
<b>Program Graduates</b>		
Certificate	13	12
Associate Degree	347	327
Bachelor Degree	119	123
<b>Student Demographic Profile</b>	1,708	1,855
Female	1,409	1,568
Male	299	287
<b>Faculty FTE Total</b>	37.65	NA
Adjunct FTE	5.16	NA
Contract FTE	32.49	NA
<b>Student/Faculty Ratio</b>	11.53	NA

6.5.3 Program satisfaction-graduating and alumni with the PN - ADN - BSN Program	Eighty percent of graduates will express satisfaction, reported as 3.0 or higher, with the PN - ADN - BSN Program on the Program Evaluation Survey	<u>2010-2011 PN / AD graduates</u> Return rates on End of Program surveys varied from 17-72% depending on campus. Overall program satisfaction was 3.92/5.0 Narrative comments shared with Level Directors  <u>2010-2011 BSN graduates</u>	Student responses will be aggregated and trended starting with Spring 2011  Program satisfaction data both PN/ADN & BSN was reported to faculty at 2011 Faculty retreat.	See attached data results
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6.5 The program demonstrates evidence of achievement in meeting the following program outcomes: Performance on licensure exam; Performance on certification exams; Program completion; Student & Employer program satisfaction; Professional/Job placement.				
PROGRAM OUTCOMES SUMMARY				
Plan for Evaluation			Resulting Action(s) Taken / To be Taken With 2010-2011 Time Frame for Implementation	
Required	Expected Level of Achievement	Actual Level of Achievement	Actions(s)	Time Frame
		Return rates on End of Program surveys varied from 53-89% Overall program satisfaction reported as 3.92/5.0 Narrative comments shared with Level Directors  No alumni survey this academic year	Continue to share both qualitative and quantitative data  Next scheduled alumni survey Spring 2012.	
6.5.3 Employer satisfaction with PN - AD - BSN Program graduates	Eighty percent of employers will express satisfaction with the PN - ADN - BSN Program	Evaluation Schedule states that the next employer survey goes out spring 2012	Continue to monitor employer satisfaction with SON graduate competencies every other year. Next employer satisfaction survey to be distributed Spring 2012.	Need to discuss whether this information should be obtained more often than every other year—due to the changing nature of nursing and the challenges of health care.  Susan T to bring up to Administrative Council 10/27/2011
6.5.4 Percentage of PN - ADN - BSN Program graduates employed in PN - ADN - BSN role-related practice	Eighty percent of those seeking employment will be involved in role-related professional practice at one year post-graduation. Still trying to find this data—not sure if it was sent out—that would be the 1 year alumni survey.	PN/ADN End of Program survey for Spring 2011 revealed that nearly all graduates were currently employed in nursing. Reported as YES (1) and NO (2) 1.47 was the result  BSN End of Program survey for Spring 2011 revealed that nearly all graduates were currently employed in nursing. Reported as YES (1) and NO (2) 1.04 was the result	Continue to monitor every other year.	2011-2012
				2011-2012

<p><b>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.</b></p>
<p><b>Expected Level of Achievement:</b>          The distance student learning and achievement of program outcomes are measured using the same processes and standards applied to traditional student learning and achievement of program.</p>
<p><b>Standard 6.1:</b> WSU SON SPE standards and evaluative process are implemented, using the same methods and measurement tools, throughout all off-site and non-traditional programs.</p>
<p><b>Standard 6.2:</b> SON program evaluation data is aggregated, analyzed, and provided to PN - ADN - BSN faculty and administrators for action (maintain, revise, develop), and plan for implementation. With the exception of the NLNAC determined Program Outcomes, the SON's non-traditional and off-site evaluation data is aggregated with that of the traditional Ogden Campus program evaluation data.</p>
<p><b>Standard 6.3</b> Members of the DCHP Advisory Committee include healthcare professionals and facility representatives from throughout the north and south Wasatch Front.</p>
<p><b>Standard 6.4</b> The non-traditional and off-site SON program students receive the same curriculum as students attending the traditional, Ogden-campus students. In addition, the non-traditional and off-site SON program evaluation methods and strategies of student achievement of course and program outcomes/competencies are the same evaluation methods and strategies as those used with students attending the traditional, Ogden campus programs.</p>
<p><b>Standard 6.5</b> The program demonstrates evidence of achievement in meeting the following program outcomes: Performance on licensure exam; Performance on certification exams; Program completion; Student &amp; Employer program satisfaction; Professional/Job placement.</p>
<p style="text-align: center;"><b>Standard 6.6 Non-traditional / Off-site Campus PROGRAM OUTCOMES SUMMARY</b></p>
<p>The WSU SON Systematic Plan for Evaluation encompasses students enrolled in distanced education. The data reported in 6.1 through 6.5 is inclusive of all program types, campus locations, and delivery modalities.</p> <p>This is going to take a lot of work to cull out the ONL and offsite courses to compare student results!! In addition we should be looking at the difference in delivery format for all courses. The data is there—will just take time.</p> <p>ADN: Online Course &amp; faculty Evaluations, End of Program Evaluations, alumni survey</p> <p>BSN: Online Course &amp; faculty Evaluation, End of Program Evaluations , alumni survey</p> <p>The Evaluation Committee will begin this work fall 2011 and continue it on throughout the program.</p>