

Dr. Ezekiel R. Dumke College of Health Professions

College Mission and Goals

Mission

The Weber State University Dr. Ezekiel R. Dumke College of Health Professions, in cooperation with affiliated clinical facilities and other departments on campus, offers an expanding program for the education and training of health care professionals. The programs emphasize an integration of basic sciences, discipline-specific skills and knowledge, clinical experiences, and liberal arts, which enable the graduate to make a maximum contribution to patient care as a member of the health care team.

Through the organization of the health science educational programs in one college, a common core curriculum is operational which fosters the team concept of health care and the integration and application of the basic biomedical sciences to meet patient needs.

Goals

- Further improve the visibility of the Dumke College of Health Professions
- Maintain the most current technology available
- Increase the number of upper-division students in the college.
- Continue to strengthen UCAT partnerships
- Increase funding available to the Dumke College of Health Professions and its individual departments
- Increase faculty scholarship endeavors
- With input from department chairs, faculty, staff, and students of the Dumke College of Health Professions, develop a draft document for the planned expenditure of the Dumke endowment as part of an overall strategic plan.
- Remain in the forefront as a leader of online distance learning in the health professions.

University Program/ Accreditation Review

The following table indicates the schedule of University Program/ Accreditation Review for each program:

Standard 2: Table XLIV. Dr. Ezekiel R. Dumke College of Health Professions University Program/Accreditation Review.

Department/Program	University Program/Accreditation Review	
	Last	Next
Clinical Laboratory Sciences	2000-01	2006-07
Dental Hygiene	2003-04	2009-10
Emergency Care and Rescue	2001-02	2006-07
Health Administrative Services/ Long-Term Care	2003-04	2008-09
Health Information Management	2003-04	2006-07
Health Information Technology	2003-04	2008-09
Nursing	2003-04	2010-11
Radiologic Sciences	2001-02	2005-06
Respiratory Therapy	1998-99	2008-09

Student Statistics

The following table shows enrollment and degrees for 2002-03:

Standard 2: Table XLVI. Dr. Ezekiel R. Dumke College of Health Professions Student Statistics.

	Fall 2002	2002-03	2002-03	2002-03 Degrees		
	Enrollment	SCH	Annual FTE	Associate	Bachelor	Master
Clinical Laboratory Sciences	159	2,683	89	25	22	0
Dental Hygiene	213	1,567	52	13	32	0
Emergency Care & Rescue	65	2,170	72	4	0	0
Health Administrative Services	204	13,637	455	15	30	0
Health Sciences	N/A	9,063	302	N/A	N/A	N/A
Nursing	1,115	10,634	354	278	84	0
Radiological Sciences	649	17,112	570	37	59	0
Respiratory Therapy	96	2,135	71	35	16	0
Total	2,501	49,938	1,665	407	243	0

Faculty/Staff Statistics

The following table shows the number of full- and part-time faculty and staff:

Standard 2: Table XLVII. Dr. Ezekiel R. Dumke College of Health Professions Faculty/Staff.

Department/Programs	Full-Time Faculty	Part-Time Faculty	Full-Time Staff	Part-Time Staff
Clinical Laboratory Sciences	4	7	2	
Dental Hygiene	5	3	2	1
Emergency Care and Rescue	4	20	1	2
Health Administrative Services	4	10		
Health Sciences	2	1	1	
Nursing	37	16	6	
Radiological Sciences	7	3	2	
Respiratory Therapy	5	45	1	
Total	68	105	15	3

Standard 2: Table XLVIII. Dr. Ezekiel R. Dumke College of Health Professions Faculty Review by College/Department.

Faculty Status	How Often	Source of Evidence Status				Decision		
		Dean/ Chair	Peer	Student	Self	Improvement/ Development	Retain/ Release	Promotion /Tenure
Tenure								
Clinical Laboratory Sciences	Each Term	X		X	X	X	X	X
Dental Hygiene	Each Term	X		X	X	X	X	X
Emergency Care and Rescue	Each Term	X		X	X	X	X	X
Health Administrative Services	Annual	X	X	X	X	X	X	X
Nursing	Each Term	X	X	X	X	X	X	X
Health Sciences	Each Term			X	X	X	X	X
Radiological Sciences	Annual	X	X	X	X	X	X	X
Respiratory Therapy	Annual	X	X	X	X	X	X	X
Term								
Clinical Laboratory Sciences	Each Term	X		X	X	X	X	X
Dental Hygiene	Each Term	X		X		X	X	X
Emergency Care and Rescue	Each Term	X		X		X	X	X
Health Administrative Services	Annual	X			X	X	X	
Nursing	Each Term	X	X	X	X	X	X	X
Health Sciences	Each Term	X		X	X	X	X	X
Radiological Sciences	Annual	X	X	X	X	X	X	X
Respiratory Therapy	Annual	X	X	X	X	X	X	X
Part-Time								
Clinical Laboratory Sciences	Each Semester	X	X	X		X	X	
Dental Hygiene	Each Semester	X		X		X	X	
Emergency Care and Rescue	Each Semester	X	X	X		X	X	
Health Administrative Services	Each Semester	X		X	X	X	X	X
Nursing	Each Semester	X	X	X	X	X	X	
Health Sciences	Annual	X		X	X	X	X	
Radiological Sciences	Annual	X	X	X	X	X	X	
Respiratory Therapy	Annual	X	X	X	X	X	X	X

Advising

We have an Academic Advising Center liaison as well as two full-time college advisors (one with a 12-month appointment and one with a 9-month appointment). We also have an advising secretary and several student workers.

Advising occurs by two different processes, depending on whether the student has been accepted into one of our programs:

- Students who have not yet been accepted go to our Office of Admissions Advisement (staffed as noted above). Here they are advised, their transcript is evaluated, and articulation issues are discussed, (such as what previous courses satisfy current requirements). The Admissions Advisement Office assists throughout the application process and ultimately collects student applications and forwards those to the appropriate program.
- Faculty in those programs advises students who have been accepted into DCHP programs. In most programs, faculty is assigned specific advisees. Our nursing program, as of March 2003, has its own advisor to assist nursing faculty with their large number of students. In addition to standard advising duties, all advisors are careful to provide off-campus students with services that are equivalent to those received by on-campus students.

The resources shown in Table XLVIII below are available to students and advisors. Table XLIX on page 113 shows advising content. For more specific information on advising processes in each department, see the individual department self-study.

Standard 2: Table XLIX. Dr. Ezekiel R. Dumke College of Health Professions Advising Resources.

Department/Programs	CLS	DH	ECR	HAS	HS	N	RS	RT
Student Support								
Department/Program Orientations	X	X		X	X	X	X	X
Course Embedded Advising	X			X		X	X	X
Individual Advising (Faculty, Staff, Students)	X	X	X	X	X	X	X	X
Electronic Advising (Interactive Advising Web Page)	X	X	X	X			X	X
Advising Forms (Contracts, Worksheets, Handbooks)	X	X	X	X	X	X	X	X
Feedback solicited from students on advising effectiveness	X			X	X	X	X	X
Advisor Support								
Advisor Training Sessions	X	X	X	X	X	X	X	X
Reassigned Time				X				
Access to Student Records through the Student Information System	X	X	X	X	X	X	X	X
Defined Advisor Responsibilities (Policies and Procedures)	X					X	X	X

Key:

CLS: Clinical Laboratory Sciences
DH: Dental Hygiene

ECR: Emergency Care and Rescue,
HAS: Health Administrative Services,
HS: Health Sciences

N: Nursing
RS: Radiologic Sciences
RT: Respiratory Therapy

Standard 2: Table L. Dr. Ezekiel R. Dumke College of Health Professions Advising Content by Department.

	Chair/ Program Director	Faculty	Staff Advisor (College/ Department*)	Secretary	When
Major Declaration in (SIS) Student Information System	CLS, ECR HAS	HAS	CIS, DH, ECR,HAS, N, RS, RT	CLS, DH, N, RT, RS, HAS, CLS	RT-Feb., RS – Spring DH- Start of year Has, N, CLS, ECR-Ongoing
Program Planning					
A. Admissions Criteria to Restricted Enrollment Programs	CLS, DH ECR, N RS, RT	CLS, ECR N, RS TR	CIS, DH, ECR,HAS, N, RS, RT	CLS, DH ECR, RS RT	CLS – May All others - ongoing
B. General Education and Other Degree Requirements	CLS, DH, ECR, HAS, RS	CLS, HAS, N, RS, RT	CIS, DH, ECR, HAS, N, RS, RT	DH HAS	All programs - ongoing
C. Major/Minor Program (Monitoring Progress, Degree Requirements, Transfer Credits, Course Selection, Electives, Internships, Practicums and Clinicals)	CLS, DH HAS, RS	CLS, HAS, N RS, RT	N	HAS RT	All programs - ongoing
Scholarships (Department and Programs)	CLS, DH HAS, RS RT, ECR	CLS, HAS N, RS RT		CLS, DH N, RS, RT	All- ongoing
Referrals to University Resources and Services	All	All	CIS, DH, ECR, HAS, N, RS, RT	All	All- ongoing
Employment Advising (Interviewing, Credentialing, Licensure, Graduate and Professional Schools, Career Paths)	CLS, DH, ECR, HAS RS, RT	CLS, DH, ECR, HAS RS, RT	N, RH	DH, ECR, RT	All- ongoing
Graduation Clearance in the Student Information System (SIS)	CLS, DH ECR, HAS, RS, RT	HAS, N, RS	N	DH, ECR, N, HAS RS	RT –End of term All others - ongoing

*College advisor advises students in all departments/programs with exception of Nursing. Department advisor advises all students, in all programs, in the Department of Nursing.

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College-Wide Student Learning Outcomes

Graduates of the Dumke College will:

- Be respectful of all colleagues and patients regardless of ethnicity, age, sexual orientation, or socioeconomic status.
- Maintain the highest ethical standards, personal integrity, and compassion in the practice of their profession.
- Demonstrate basic competence in their specific professions including cognitive and psychomotor skills, critical thinking, and a commitment to lifelong learning.
- Be capable of working in a collegial manner with all members of the health care team as well as patients and their families.
- Demonstrate the knowledge and judgment necessary to become leaders in their respective professions.
- Have excellent personal, integrative, written, and oral communication skills.

Departments

- Clinical Laboratory Sciences
- Dental Hygiene
- Emergency Care and Rescue (EMT and Paramedic)
- Health Administrative Services
- Health Sciences
- Nursing
- Radiologic Sciences
- Respiratory Therapy

Degrees Offered

- Bachelor of Arts or Bachelor of Science
 - Clinical Laboratory Sciences
 - Advanced Dental Hygiene
 - Health Administrative Services/Health Sciences
 - Nursing
 - Radiologic Sciences
 - Respiratory Therapy

- Associate of Science
 - Dental Hygiene
 - Nursing
 - Respiratory Therapy
- Associate of Applied Science
 - Clinical Laboratory Technology
 - Emergency Care and Rescue
 - Health Information Technology
 - Nursing
 - Radiologic Technology
 - Respiratory Therapy

Interdisciplinary Studies

We work with the Master's of Business Administration program to provide a Health Administrative services emphasis.

Budget

In addition to state legislative appropriations, we are supported by federal appropriations, student fees, student lab fees, private, corporate, and governmental donations, internal and external grants, and endowments.

The information that follows describes the departments and programs within the Dr. Ezekiel R. Dumke College of Health Professions.

Clinical Laboratory Sciences

I. Purpose/Description

Mission

Our mission is to educate quality clinical laboratory practitioners who will improve the health, quality of life, and well being of those they serve. We provide continual development of a cost-effective, contemporary curriculum with both traditional and distance learning programs.

Goals/Objectives

We set specific department goals to enhance our mission. For example, in 2002, our goals included:

- Continue to provide state-of-the-art education by updating our curriculum, teaching materials, and methodology
- Support faculty by providing opportunities for continuing education and faculty development
- Continue to provide input and support to administration
- Keep communication lines open among faculty, students, community partners, and rural Utah

Student Learning Outcomes Assessment and Planning:

Outcomes Results:

We have 28 extremely detailed student outcomes such as performing analytical tests on biological specimens, employing a clinical-grade binocular microscope to discriminate among fine structural and color differences of microscopic specimens, moving freely and safely about a laboratory, and clearly instructing patients, nurses, and other non-laboratory personnel prior to specimen collection. We use written examinations, National Board examinations, clinical and laboratory evaluations, and practical exams to measure these outcomes.

Changes Based on Outcomes Results included adding a preparatory session and study group sessions, administering mock national exams, modifying the employer survey, and adding extra questions to routine course exams.

Specialized Facilities/Equipment

We have and maintain excellent physical laboratory facilities including six student laboratories for on-campus simulation of clinical facilities.

II. Significant Changes Since 1994

Significant changes include:

- Increased student enrollment due to active student recruitment and nationwide reputation of department
- Made advising mandatory
- Standardized annual outcomes assessment

III. Strengths and Challenges

Strengths include:

- Infrastructure and support from Distance Education and WSU Online to provide two complete online B.S. and A.A.S. degree programs
- Strong learning outcomes, assessments, planning, and evaluation
- Effective academic advising process
- Tailor-made math and statistics courses for our students
- Employment placement rate of 100 percent

Challenges include:

- Keeping up with changes in technology
- Finding funds to upgrade equipment

IV. Next Steps/ Action Items

- Continue to provide quality programs and set examples with innovative and technologically enhanced methods of delivery
- Collaborate with healthcare workforce to keep updated
- Explore funding avenues
- Encourage and assist our students in original research projects
- Recruit diverse population of students

Dental Hygiene

I. Purpose/Description

Mission

Our mission is to prepare individuals who meet the needs of the dental hygiene profession and are instructed in psychosocial, biophysical, and technical elements. These individuals are knowledgeable of public affairs, capable of making decisions, and guided by an internalized code of ethics.

Goals/Objectives

We set specific department goals to enhance our mission. For example, in 2002, our goals included providing students with:

- Biophysical, psychosocial, and dental hygiene knowledge requisite for a comprehensive understanding of dental hygiene practice
- Technical skills, both fundamental and advanced
- Reasoning and judgment skills
- Theoretical bases, research, and communication skills necessary for acquisition, advancement, and dissemination of knowledge
- Leadership and initiative essential to assuming roles of responsibility
- Moral habitude

Student Learning Outcomes Assessment and Planning:

Outcomes Results:

Our faculty developed outcome standards using various methods of assessment such as commercially prepared written exams, faculty prepared written exams, portfolio analysis, and case studies. The outcomes measured were:

- Necessary biophysical, psychosocial and dental hygiene knowledge requisite for a comprehensive understanding of dental hygiene practice
- The technical skills essential to practice dental hygiene
- The reasoning and judgment skills necessary to engage in problem-solving behavior
- The theoretical bases, research and communication skills necessary for the acquisition, advancement and dissemination of dental hygiene knowledge
- The leadership capabilities essential for assuming roles of responsibility within the dental hygiene profession
- The moral habitude requisite for the effective performance of responsibilities within dental hygiene practice

Changes Based on Outcomes Results

included enhancing modules within courses, increasing business office information taught during last semester of the program, enhancing students' understanding of strategies to personalize oral hygiene aids in patient education, and following up with graduate survey regarding graduates' on-going community service participation

Specialized Facilities/Equipment

We have and maintain specialized equipment for the teaching and practice of dental hygiene such as a clinic facility with 16 dental operatories, sterilization areas, radiology facilities, and teaching mannequins.

II. Significant Changes Since 1994

Significant changes include:

- Increased enrollment to 30 students each year with corresponding increased space, faculty, and capital equipment

- Changed name of B.S. degree to B.S. in Dental Hygiene rather than in Health Sciences
- Added computer specialist to help with programming, maintaining, and using computers

III. Strengths and Challenges

Strengths include:

- Strong learning outcomes, assessments, and planning since program beginning
- Well-maintained, state-of-the-art equipment
- Accreditation with the Joint Commission on Dental Accreditation.

Challenges include:

- Increasing workloads that affect advisement
- Finding fully qualified faculty

IV. Next Steps/ Action Items

- Train all faculty and staff in aspects of advisement
- Become more active in educating legislature and local leaders about health professions education
- Encourage current students to continue education to master's level

Emergency Care and Rescue (EMT and Paramedic)

I. Purpose/Description

Mission

Our mission is to provide competent entry-level emergency medical service providers to

serve the medical needs of the Intermountain West. We utilize the latest technology to deliver programs to an extended campus.

Goals/Objectives

We set specific department goals to enhance our mission. For example, in 2002, our goals included to educate students in:

- Personal behaviors consistent with professional and employer expectations
- Comprehension, application, and evaluation of clinical information
- Technical proficiency in all necessary skills
- Knowledge of anatomy, physiology, and pathophysiology necessary to perform patient assessment, field diagnosis, and proper treatment plan

Student Learning Outcomes Assessment and Planning:

Outcomes Results:

We have detailed student learning outcomes involving the affective, cognitive, and psychomotor domains. These outcomes are assessed using employer surveys, quizzes and exams, capstone presentations, physician oral examination, and National Registry certification testing.

Changes Based on Outcomes Results

included eliminating flexible entry/exit and extensively updating and conversion of online delivery

Specialized Facilities/Equipment

We have and maintain specialized equipment for the teaching and practice of dental hygiene such as a clinic facility with 16 dental operatories, sterilization areas, radiology facilities, and teaching mannequins.

II. Significant Changes Since 1994

Significant changes include:

- Added National Registry test as mandatory for graduates
- Changed program philosophy and recruiting tactics to support private students working on A.A.S. degree
- Provided Bill McBride Scholarships to students

III. Strengths and Challenges

Strengths include:

- Long-standing tradition of program quality
- Excellent field-seasoned faculty
- Well-rounded curriculum including additional sciences, algebra, and general education

Challenges include:

- Making prompt curriculum and evaluative programmatic changes as required by NWAC and CoAEMSP
- Keeping faculty salary and benefits at parity level

IV. Next Steps/ Action Items

- Continue to update and convert Health Sciences 1115 to online delivery mode
 - Continue to expand program to include private A.A.S. students
-

Health Administrative Services

I. Purpose/Description

Mission

Our mission is to prepare traditional and non-traditional students for management and leadership in health services, provide technical skills in health information, and promote healthy lifestyles.

Goals/Objectives

We set specific department goals to enhance our mission. For example, in 2002, our goals included to:

- Establish student portfolios
- Develop and maintain alumni relations
- Use community advisory boards for health information management, health administrative services, and long-term care administration

Student Learning Outcomes Assessment and Planning:

Outcomes Results:

We have detailed student learning outcomes involving an understanding of and practice in a variety of areas such as data content and structure, analysis, interpretation, presentation, legal and regulatory environments, and release of information. These outcomes are assessed using professional practice experience, student exit surveys, employer surveys, and national exam results.

Changes Based on Outcomes Results

included adding more practical and hands-on exercises and course restructuring.

II. Significant Changes Since 1994

Significant changes include:

- Focused advising for specific majors
- Added a variety of online courses
- Changed several courses from two-hour credit to three-hour credit

III. Strengths and Challenges

Strengths include:

- Strong faculty commitment
- Sincere, committed students

Challenges include:

- Hiring enough faculty to meet needs
- Keeping alumni informed and involved



“Nurses know how to listen, how to reach out, how to respect.”

— Corneilo Sommarugo

IV. Next Steps/ Action Items

- Strengthen student and employer surveys to provide better feedback
- Find funding to meet increased student enrollment
- Implement graduate certificate program

ulated ladder approach, and provide nursing education to a diverse population of students.

Goals/Objectives

We set specific department goals to enhance our mission. For example, in 2002, our goals included:

- Successfully complete Total Program NLNAC accreditation self study with 8-year accreditation status for the PN and BSN programs

- Maintain program RN-NCLEX pass rate at or above NLNAC benchmark rate of 85%
- Maintain program PN-NCLEX pass rate at or above NLNAC benchmark rate of 85%
- Increase number of nursing faculty either holding or pursuing a doctorate
- Increase number of upper-division student credit hours

Nursing

I. Purpose/Description

Mission

Our mission is to prepare graduates for the practice of nursing in a variety of health care settings, offer career mobility through an artic

Student Learning Outcomes Assessment and Planning:

Outcomes Results:

Our student outcomes are monitored and maintained through the program components identified in the NLNAC Standards and Criteria. We also use graduation rates, licensure/certification pass rates, job placement rates, and program satisfaction surveys to provide outcomes data.

Changes Based on Outcomes Results included redesigning curriculum, adding a concentrated one-on-one supervised clinical experience, designing two-component courses with theory and a companion clinical course, and increasing minimum admission standards.

Specialized Facilities/Equipment

We have and maintain specialized equipment for the teaching and practice of nursing including nursing practice laboratories, clinical practice models and mannequins.

II. Significant Changes Since 1994

Significant changes include:

- Added a student affairs coordinator
- Revised title of program to "PN to RN Program" to avoid confusion
- Redesigning program administrator structure to redistribute release time
- Reintroduced AS degree option for ADN students
- Added new faculty orientation

III. Strengths and Challenges

Strengths include:

- Strong program evaluation using NLNAC evaluation criteria
- High-quality supportive health care practice facilities and staff
- Nationally recognized outreach program currently serving 11 outreach sites

Challenges include:

- Maintaining adequate faculty-to-student ratio for clinical supervised learning experiences
- Maintaining adequate legislative funding for growth
- Meeting nursing shortage needs

IV. Next Steps/ Action Items

- Provide equity salary funding (2002-07)
- Develop timeline to steer ethnically and culturally diverse faculty and students to program
- Provide funding for growth and development of program

Radiologic Sciences

I. Purpose/Description

Mission

Our mission is to serve the needs of the medical community by assisting students in the development of their potential as technologists and human beings.

Goals/Objectives

We set specific department goals to enhance our mission. For example, in 2002, our goals included:

- Use resources to equip students with knowledge and skills needed to live effectively and render quality health care services
- Broaden students' knowledge within the professional discipline and maintain professional competency

Student Learning Outcomes Assessment and Planning:

Outcomes Results:

We have very specific student learning outcome objectives that are measured both internally and externally with a variety of data collection methods. For a detailed list of our outcomes assessment and planning, see our self-study.

Changes Based on Outcomes Results included redesigning curriculum, reassigning teaching loads and hiring new faculty, further developing and refining lab courses, and establishing a computer lab.

Specialized Facilities/Equipment

We have and maintain excellent facilities and equipment including three energized radiographic labs, an ultrasound lab, and an ultrasound simulator system.

II. Significant Changes Since 1994

Significant changes include:

- Redesigned laboratory teaching methods
- Fine-tuned curriculum for semester conversion
- Added clinical faculty coordinator to advise on clinical competency system

III. Strengths and Challenges

Strengths include:

- Dedicated faculty and staff
- Innovative curriculum
- Responsive to community needs

Challenges include:

- Informing legislators, regents and trustees about our programs
- Finding qualified faculty
- Keeping up with technology

IV. Next Steps/ Action Items

- Participate in the development and implementation of a college marketing plan
- Strengthen faculty development opportunities

- Continue to pursue additional sources of support to update technology

Respiratory Therapy

I. Purpose/Description

Mission

Our mission is to provide our students with the knowledge, skills, and ethical foundation to successfully practice the profession of respiratory care.

Goals/Objectives

We set specific department goals to enhance our mission. For example, in 2002, our goals included:

- Prepare competent entry-level and advanced-level respiratory care practitioners who demonstrate appropriate knowledge, skills, and behaviors and meet employer expectations
- Develop and utilize appropriate selection methods so that attrition is minimized and graduate success meets program competency goals
- Balance program enrollment appropriately and match employment needs

Student Learning Outcomes Assessment and Planning:

Outcomes Results:

We assess a variety of student outcomes. We gather data from national credentialing exams, graduate surveys, employer surveys, and faculty evaluations.

Changes Based on Outcomes Results included evaluation of distribution of academic

load and the possibility of extending the required credit hours over five semesters rather than four. We also made curriculum changes incorporating sleep medicine, pediatric and neonatal medicine, and diversity elements.

- Expand marketing efforts
- Promote a clinical faculty compensation program that will allow use of six credits at any state institution
- Develop a student-to-student mentoring program

Specialized Facilities/Equipment

We maintain two student practice laboratories with a variety of respiratory care equipment including pressurized gas systems.

II. Significant Changes Since 1994

Significant changes include:

- Made assessment information more widely available
- Increased recruitment activities to enhance and increase applicant pool
- Included a diversity component

III. Strengths and Challenges

Strengths include:

- Well-qualified faculty who are current in the clinical practice of their discipline
- Supportive and active community advisory board
- Programs meet or exceed national performance standards

Challenges include:

- Recruiting and replacing faculty
- Keeping proprietary programs from intruding into our market
- Keeping faculty workloads reasonable

IV. Next Steps/ Action Items

- Develop incentives to facilitate faculty recruitment/replacement