



DNP Program Initial Accreditation
Self-Study Visit
September 14-16, 2021

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SECTION I: PROGRAM INFORMATION

- **Candidacy Approved:** July 1, 2020
- **Program Type(s): DNP Degree**
 - Bachelor of Science in Nursing –Doctor of Nursing Practice (BSN-DNP)
 - Family Nurse Practitioner
 - Post Master of Nursing Science-Doctor of Nursing Practice (MSN-DNP)
 - Leadership
- **Name and address of the governing organization:**
 Weber State University
 3850 University Circle
 Ogden, UT 84408-3912
 801-626-6000
- **Chief Executive Officer:**
 Brad Mortensen, PhD
 President, Weber State University
 3850 Dixon Pkwy Dept. 1001
 Ogden, UT 84408-1001
president@weber.edu
 (801) 626-6001
- **ACEN accreditation history (date of initial accreditation, previous date of review, and current accreditation status):**
 - 1966 – [Initial Accreditation](#)
 - 2011 – Previous Date of Review for RN and RN-BSN programs
 - 2014 - MSN Continuing Accreditation Visit
 - 2015 – MSN-FNP focused visit
 - 2019 – Continuing Accreditation Visit
 - Associate of Science in Nursing (RN)
 - Licensed Practical Nurse to RN (PN-RN)
 - AS to Bachelor of Science in Nursing (RN to BSN)
 - **Current Status** – All Nursing Programs are Accredited
- **Name of governing organization’s accrediting body and accreditation status:**
 Northwest Commission on Colleges and Universities (see Appendix 1.0)
 Fall 2014 Reaffirmed – Visit schedule October 2021
 No recommendations
- **Name and address of nursing education unit/program:**
 Annie Taylor Dee School of Nursing
 3875 Stadium Way Dept. 3903
 Ogden UT, 84408-3903

- **Name, credentials, title, of the administrator of the nursing education unit:**
 Sally Cantwell, PhD, RN
 Professor and Chair Annie Taylor Dee School of Nursing
 3875 Stadium Way Dept. 3903
 Ogden, UT 84408-3903
sallycantwell@weber.edu
 (801)626-7858
- **Name of State Regulatory Agency:**
 No State Board of Nursing oversight in the State of Utah
- **Programs and Year Nursing Programs were established:**
 - 1953 - Associate of Science in Nursing (RN)
 - 1963 – PN to RN
 - 1987 - RN to BSN
 - 2008 – MSN – Educator and Executive emphases
 - 2015 – MSN-NP
 - 2019 – DNP Program - BSN-DNP (FNP) and Post MSN-DNP (Leadership) emphases
- **The Number of Full and Part-Time Faculty at each Location:**
 - Program Specific
 - RN only – 13 fulltime faculty, 3 part-time(adjunct) faculty
 - RN to BSN only – 5 fulltime faculty, 4 part-time(adjunct) faculty
 - MSN (Educator, Executive, & FNP) – 6 fulltime faculty, 5 part-time (adjunct) faculty
 - Post BSN to DNP - shared
 - Post MSN to DNP - shared
 - Shared
 - 30 fulltime faculty
- **Student numbers by program type, and disaggregated by program options:**
 - **Program type:**
 - PN to RN – 187 Students
 - ADN – 238 Students
 - RN to BSN – 486 Students
 - MSN (FNP, Educator and Executive) – 70 Students
 - BSN-DNP (FNP) - 19
 - Post MSN-DNP (Leadership) – 12
 - **Total – 1012 Nursing Students**
- **Method of delivery and percentage of nursing credits delivered by distance education for all program options:**
 - MSN (Educator/Executive)

- Online 100%
 - RN to BSN
 - Hybrid 50%
 - Online 100%
 - PN to RN
 - Online 100%
 - RN (ADN)
 - face to face
 - Post Masters to DNP (Leadership)
 - Online 100%
 - Post BSN to DNP (FNP)
 - Hybrid 50%
- **Length of Programs in credits and number of academic terms, inclusive of prerequisite courses, for all programs options:**
 - RN (ADN) Program
 - Four semesters
 - 73 Credits
 - PN to RN Program
 - Two semesters
 - 48-51Credits
 - RN to BSN Program
 - Two semesters
 - 120 Credits
 - MSN (Educator/Executive)
 - Four semesters
 - 39 Credits
 - MSN-NP
 - Five semesters
 - 50 Credits
 - Post BSN to DNP (FNP)
 - 7 Semesters with an optional 8th semester
 - 75 Credits
 - Post Masters to DNP (Leadership)
 - 5 Semesters with an optional 6th semester
 - 31 Credits
- **Program location delineated by location classification (branch campus or off campus instructional site and number of credit hours for program of study taught at each location: (specify address))**
 - **WSU Main Campus**
 - RN (ADN) – 73 Credits
 - PN-RN – 48 – 51 Credits
 - RN – BSN – 120 Credits
 - MSN (Executive/Educator) – 39 Credits
 - Post BSN-DNP (FNP) – 78 Credits
 - Post Masters to DNP (Leadership) – 31 Credits

- **WSU Davis Campus**
 - RN (ADN) – 73 Credits
 - RN – BSN 120 Credits
- **Bridgerland Technical College Campus**
 - PN – RN 48-51 Credits
- **Ogden/Weber Technical College Campus**
 - PN – RN 48-51 Credits
- **Davis Technical College Campus**
 - PN – RN 48 – 51

***ACEN 2017 Accreditation Standards and Criteria used to prepare the DNP Initial Accreditation Self-Study**

HISTORY

In the 1950s, a nursing shortage plagued the U.S. health care system. An experimental program based at Columbia University sought to train nurses in two years instead of three or four. Weber College was one of only seven schools in the nation selected to pilot this revolutionary associate degree model of nursing education. In September 1953, Weber College opened its first nursing classes to 36 women. The students gained practical experience by caring for patients at The Dee. In 1955, the Dee Hospital School of Nursing was phased out, and students were integrated into Weber College's program. The iconic Dee Hospital passed into history on July 12, 1969, when patients were moved into Ogden's new McKay-Dee Hospital.

Over 65 years later, the Annie Taylor Dee (ATD) School of Nursing (SON) has gained a national reputation for excellence and flexibility and continues to provide the State of Utah with highly trained Registered Nurses who provide quality care in both urban and rural settings around the region, state, and nation. The Weber State University ATD SON has developed a nationally recognized reputation for excellence in nursing education based on the school's commitment to this stackable credentialing approach. The School of Nursing offers an Associate Degree in Nursing (ADN), a Bachelor's Degree in Nursing (BSN), and a Master of Science in Nursing (MSN) with student selected concentrations in nursing administration, education, and Family Nurse Practitioner. In 2019, The Utah State Board of Regents approved the first doctoral program at Weber State University, a Doctor of Nursing Practice (DNP), which will be offered in two emphasis areas: Family Nurse Practitioner (FNP) and Leadership. The ATD SON accepted its first cohort of 29 nursing students into these doctoral programs. With this new DNP degree, Weber State will now provide education for every level of the nursing student, from the practical nurse to the registered nurse to the doctoral-prepared nurse.

The School of Nursing is comprised of four educational levels: Associate Degree Nurse (ADN) this includes a PN to RN, a Registered Nurse to Bachelor of Science in Nursing (RN-to-BSN), Master of Science in Nursing (MSN), and Doctor of Nursing Practice (DNP). Each of these programs is designed to articulate with the preparatory degree, supporting the ATD SON commitment to student career mobility and articulated nursing education. What began with a director, a handful of educators, and 36 nursing students, now has a SON Chair, Associate Chair, Graduate Director, RN-BSN Director, ADN Director, and multiple coordinators. There are currently over 60 full-time faculty and staff and educates over 1,000 nursing students each year. The key to the program's success is its flexibility and the ability to deliver nursing education to the student and the community using the stepladder approach. The School of Nursing will now offer four nursing program levels: associate's, bachelor's, master's and doctoral with a selected focus on administration, education or leadership. This format provides nursing students with the option to enter or exit the program at different times or levels in their education. Utilizing the stackable credentialing approach to nursing education, the ATD SON provides nursing students with the option to enter or exit the program at different times based on their level of completion within their educational pursuits. Each level of nursing education fulfills a distinct community needs in a complicated and changing

health care environment. The results of the SON nursing programs continue to have significantly benefited and influenced the health care outcomes for individuals and families within the community for over 65 years.

The Annie Taylor Dee School of Nursing faculty has always taken pride in responding to the changing healthcare needs and demands of the local community as well as the more rural parts of Utah. This is evident in the way WSU ATD SON education is being delivered throughout Utah. While the majority of the education takes place on campus, programs are also offered online for distance learners, those who live in areas as distant as Richfield and the Uintah Basin. Classes are also available in a “hybrid” format as the student progresses to the BSN level, which is a combination of face-to-face and online learning.

The School of Nursing has strengthened ties in the community by joining forces with Davis Applied Technical College, Ogden Weber Applied Technical College, Mountain Land Applied Technology College, and Bridgerland Applied Technical College, to provide opportunities for a Licensed Practical Nurse to advance to a Registered Nurse using WSU’s ATD School of Nursing curricula and the ATC’s facilities. Besides, online programs have been offered to rural communities throughout the state and have provided rural hospitals and healthcare facilities with much-needed skilled nursing care.

The nursing program at WSU continues to be unique from the majority of nursing schools in that it provides the state with three levels of health care providers: The Registered Nurse, the Baccalaureate Nurse, and the Master in Nursing. Throughout the years, nurse educators at Weber State University have built on a foundation of innovation and flexibility – incorporating technology, challenging learners, developing educators, and transforming health care in our community and worldwide.

Associate Degree in Nursing Program

The ADN program was granted continuing accreditation by ACEN in 2019. WSU's Associate Degree Nursing program (ADN) is designed to prepare the student for entry-level clinical practice as a registered nurse. Students who complete the first year of the Associate Degree Nursing program are eligible to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN®), Graduates of the Associate Degree Nursing program are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®).

Bachelor of Science in Nursing (RN-BSN) Program

The RN-BSN Program was granted continuing accreditation by ACEN in 2019. The RN-to-BSN Program is designed to provide ADN and Diploma graduates, as well as entry-level registered nurses within the community, an opportunity to gain the professional knowledge and skills required to assume positions to advance their careers. It is designed to build upon the ADN level nursing skills and knowledge by introducing higher-level concepts of nursing theory, research, critical thinking, therapeutic nursing

intervention, communication, leadership, management, community-based nursing, and professional accountability.

Except for the RN and the BSN Program Director, the RN and BSN faculty are assigned to teach in the PN to RN, the RN, RN-BSN, and MSN Programs. The Program Directors voluntarily assume teaching assignments relative to their area of research when needed. Twenty-one faculty are doctorally prepared and seven faculty are in a doctoral program.

Master of Science in Nursing Program

The MSN program was granted accreditation in 2015. The MSN Program is designed for baccalaureate-prepared registered nurses to assume the advanced roles of the nurse administrator, an academic nursing faculty, and a nurse educator employed within healthcare institutions. The MSN Program requires 39 credit hours for completion and is designed to be completed in four, full-time academic semesters (two academic years), and reflects the educational and professional scope and standards for practice as published by the American Nurses Association, the National League for Nursing and the AACN Master's Essentials.

The Post Master's Certificate Program prepares graduates for certification in nursing education or nursing administration. The post-master's certificate (PMC) programs consist of 15 credit hours' and can be completed in three semesters of part-time only study.

The existing MSN-FNP program is scheduled to be phased out with a final student cohort graduating in December 2020. This program will be replaced with the BSN to DNP Program. The MSN-FNP Program was granted continuing accreditation by ACEN in 2016.

Doctor of Nursing Practice Program

Weber State University's DNP degree prepares nurses to be expert leaders who focus on the application of evidence to inform nursing practice through the creation and implementation of innovative strategies that improve health systems and influence health consumer outcomes. Building on the American Association of Colleges of Nursing (AACN) Essentials, the DNP is the highest practice-focused degree in nursing and is designed to prepare experts in specialized advanced practice nursing.

The Post Bachelor of Science to Doctor of Nursing Practice (Post BSN to DNP) and Post Masters to Doctor of Nursing Practice in Leadership (Post Masters to DNP) began accepting students in 2019. With the addition of these DNP degrees, Weber State University (WSU) will now provide education for every level of nurse, from the practical nurse to the registered nurse to the doctoral-prepared nurse. The DNP degree in Family Nurse Practitioner and Nursing Leadership are the culmination of years of hard work and dedication by nursing faculty, community experts, and staff. WSU has always believed in and promoted the stackable-credentials model to enhance the workforce and

provide the best educational choices. This degree is just another example of how WSU serves the healthcare community.

Post BSN to DNP-FNP

The Post-BSN to DNP – FNP prepares the graduate to provide direct and indirect patient care at the highest level of nursing practice. Nurse Practitioners (NPs) improve individual and population health and health care outcomes. NPs analyze, translate, apply, and evaluate evidence for clinical settings. The Post-BSN-DNP is a 7 to 8 semester degree program of study consisting of 78 credit hours'. As part of this program of study, there are 660 nurse practitioner clinical practice hours', 190 laboratory hours', and 300 DNP practicum hours for a total of 1170 hours'. Currently, 19 students are scheduled to graduate from the Post BSN to DNP in Fall Semester 2021. The ACEN program candidacy process began in December 2019.

Post Masters to DNP - Leadership

The Post Masters to DNP degree prepares the graduate for the highest level of nursing practice to improve health and health care outcomes. The DNP leadership program focuses on the translation of new science, its application, and evaluation across various healthcare settings. The Post Masters to DNP in Leadership consists of 31 credit hours' and is completed in 5 semesters with an optional 6th semester of study. A total of 1000 DNP practice hours are included in the degree requirements. Currently, 12 students are scheduled to graduate from the Post BSN to DNP in Spring Semester 2021. The ACEN program candidacy process began in January 2019.

SECTION II: REPORT NARRATIVE

STANDARD 1: MISSION AND ADMINISTRATIVE CAPACITY

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

Introduction

The Annie Taylor Dee School of Nursing (ATD SON) has qualified administrators that strive to work in conjunction with the university and college to provide excellence in education. The ATD SON has partnerships in the community that enrich our profession and provide nurses at all levels of educational preparation to meet community needs. We are sensitive to our community members and students' feedback and endeavor to evolve continually to maintain that excellence in nursing education.

1.1 The mission and philosophy of the nursing education unit are congruent with the core values, mission, and goals of the governing organization.

The Weber State University's *Annie Taylor Dee* School of Nursing (SON) [SON Mission & Vision](#) is part of the Dr. Ezekiel R. Dumke College of Health Professions (DCHP) [DCHP Mission & Vision](#). The SON's mission and governance are consistent with those of WSU [Mission](#) and Vision and the DCHP. This is monitored by the SON Administrative Council as an ongoing process at the annual leadership retreat in May 2021. The Administrative Council also monitors the effectiveness of the SON organizational structure based on experiences and informal feedback from faculty and administrators. Clear relationships are present between components of the SON, DCHP administration, and support units of Weber State University.

	WSU	DCHP	SON	Congruence
Mission	Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity,	The Dumke College of Health Professions <i>provides excellence in: education for our students,</i> support for our faculty, resources for our healthcare	The mission of Weber State University Annie Taylor Dee School of Nursing is <i>to provide quality and safety education for nursing students</i> who have the knowledge, skills and attitudes in the following:	The key factor in all three entities is quality of student learning and excellence in education.

	<p>the university provides <i>excellent educational experiences for students</i> through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.</p>	<p>partners, and partnerships with our local and global communities.</p>	<ul style="list-style-type: none"> • Patient-Centered Care • Teamwork and Collaboration • Evidence-Based Practice • Quality Improvement • Patient Safety • Informatics 	
Vision	<p>Our vision and values describe the university we aspire to be. <i>The vision extends from our traditions and institutional authority and is our proclamation of how we intend to achieve greatness among universities. The core values set a standard for personal and interpersonal behaviors that shape the culture of Weber State.</i></p>	<p>The Dumke College of Health Professions will be the premier healthcare college for students, faculty, staff, and community by meeting their evolving needs through traditional and innovative methods.</p>	<p>The vision of the SON is to educate and prepare distinguished nursing professionals who are recognized for excellence and passionately engaged in the profession of nursing.</p>	<p><i>All three entities focus on excellence in education and meeting the needs of students, faculty, and community. The Core Values of Learning, Access, and Community are congruent throughout.</i></p>

1.2 The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.

WSU, DCHP, and SON governance are accomplished by appointing faculty, administrators, and students to governance committees at every level (refer to Table 1.2 below for examples of faculty involvement). SON faculty and students have direct or indirect input through representation into the University, College, and SON governance. This action is carried out to ensure that all internal shareholders have the opportunity to participate in program governance. Changes in program governance are initiated by faculty, students, or staff through the Administrative Council members when the need is identified. An ad hoc committee may be established to evaluate the need for change and propose changes in structure. A majority vote must approve changes to the SON faculty policies.

Dr. Cantwell is involved in the College Executive Committee (CEC) and is on university faculty development, university digital fluency, university student engagement, retention, transition success (SERTS), university curriculum committee, university faculty senate, and tenure standards committee at the college level. All of these committees' interface with university administration to incorporate governance issues and changes across the university. Dr. Cantwell has been on hiring committees for the college and school.

At an organizational level, nursing faculty participate in a variety university committees. (Table 1.2.1) Three members of the nursing faculty currently serve on Faculty Senate. Other committees that nursing faculty currently serve on are Admissions, Standards, and Student Affairs Committee; Appointment, Promotions, Academic Freedom, and Tenure Committee; Research, Scholarship, and Professional Growth; and Constitutional Review, Apportionment, and Organization Committee. A list of the university faculty senate standing committees is available in Appendix 1.2.1.

Students are invited at orientation to be student representatives. Students are encouraged to participate as representatives and fill out faculty and course evaluations to obtain feedback at multiple levels. Student representatives are invited to attend faculty meetings to present concerns and offer feedback, with attendance recorded in the meeting minutes (Appendix 1.2.2). Previous student representation occurred during Advisory Board meetings. A spring 2021 DNP-Leadership Graduate will begin attending advisory board meetings beginning September 2021 Appendix 1.2.3). Students can participate at a university level by becoming involved in the WSU Student Association and Student Senate [WSU Student Involvement and Leadership Center](#).

Table 1.2.1 Examples of University and College Committee Service

University or College Committee	Name of nursing faculty	Years served
Admissions, Standards, and Student Affairs Committee	Holli Sowerby Kristy Baron	2016-19 2016-18
Appointment, Promotion, Academic Freedom, and Tenure Committee University Evaluation Ad-Hoc of APAFT	Melissa Neville (Chair, 18-21) Melissa Neville (Co-Chair 2019-2021) Cynthia Beynon	2015-2021 2021-present
Constitutional Review, Apportionment and Organization Committee	Tamara Berghout Amy Buckway (Chair, 18-20 and Executive Committee liaison 21-22) Mary Anne Reynolds	2016-19 2016-2022 2020-current
Research, Scholarship, and Professional Growth Committee	Rachel Ardern Tiffany Hood	2018-21 2021-2024
Environmental Issues Committee	Kathleen Cadman Jon Kelly Carrie Jeffrey Jaylynn Bryson	2014-2016 2016-20 2019-2020 2020- current
Center for Community Engaged Learning- Engaged Learning Series	Kristy Baron Heather Clark Cathy Harmston	2015-2018 2018-current 2019-current
General Education Improvement & Assessment	Rieneke Holman (Interim Chair Fall 2020)	2018-21
Teaching, Learning, and Assessment Committee	Valerie Gooder	2017-2022

Faculty Senate from Dumke College of Health Professions	Alex Hansen Rieneke Holman Amy Buckway Tressa Quayle Ann Rocha Kris Williams	2014-17 2016-19 2016-19 2021-2024 2021-current 2018-2021 2020-current
Digital Fluency	Sally Cantwell	2018-Current
SERTS (STUDENT ENGAGEMENT, RETENTION & TRANSITION SUCCESS)	Sally Cantwell (Chair 2020-2021) Ann Rocha	2019-2021 2019-2021
University Curriculum Committee (UCC)	Carrie Jeffrey	2021-2024
University Undergraduate Research Curriculum Committee (OUR)	Jamie Wankier	2019-Current
Faculty Senate Assessment Ad Hoc Committee	Tressa Quayle	2020-2021
Faculty Testing Advisory Committee	Tressa Quayle	2019-current
WSU Faculty Library Advisory Committee	Kristy Baron	2019-2021
WSU Emergency Planning Committee	Valerie Gooder London Draper Lowe	2006- present
WSU Pandemic Committee [Sub-Committee of WSU Emergency Planning Committee]	Valerie Gooder London Draper Lowe	2006-present

WSU COVID Vaccination Task Force	Valerie Gooder London Draper Lowe Sally Cantwell	2020-present
WSU Faculty Staff Association	Jamie Wankier (President)	2015-Present 2017-2019
WSU COVID-19 Task Force	Valerie Gooder	2020-current
WSU Equity, Diversity and Inclusivity Ad Hoc Committee	Kathleen Cadman	2019- Current
WSU Military Outreach & DCHP Military Advisory Board Member	London Draper Lowe	2015-2017
WSU Instructional Design (ID) Search Committee - WSU Online	London Draper Lowe	2016-2017
WSU Athletic Board	London Draper Lowe	2005-2012
<ul style="list-style-type: none"> ● WSU Sport Structure Sub-Committee ● WSU Title IX Sub-Committee 		2007-2012 2007-2012
Faculty Development in Online Learning Committee	Valerie Gooder	2020-current
College Committee	Name of nursing faculty	Years served
Curriculum Committee	Kristy Baron Anne Kendrick Ben Johnson Kasey Grubb Angela Page JoAnn Spencer	2015-current 2019-current 2017-2020 2020-current 2017-current 2019-current

Hearing (Due Process/Grievance) Committee	Kristy Baron Amy Stegen Mary Anne Reynolds Jon Kelly Tamara Berghout	2013-14 2015-17 2017-current 2017-current 2014-15
Graduation Committee	London Draper Lowe Tamara Dahlkemper (Chair 17-18) Holli Sowerby (Chair 2019+) Kaylene Chalmers Rachel Ardern (Co-chair 2021+)	2006-Present 2017-2019 2015-2020 2016-2019 2020-Present
Student Services Committee	London Draper Lowe	2007-2008
Marriott Professional Development Committee	Jamie Wankier	2015-Present
IRB Sub Committee	Kathleen Cadman	2016-21
Technology Committee	Julie Rhodes Valerie Gooder Julie Gee Tressa Quayle	2015-19 2015-16 2016-19 2019-21
Tenure Standards Committee	Susan Thornock Sally Cantwell	2015-17 2017-19
Undergraduate Research Committee	Collette Renstrom Rachel Ardern Jamie Wankier	2015-16 2017 + 2019 +
Rank and Tenure Committee	Deborah Judd London Draper Lowe Valerie Gooder	2015-17 2017-19 2019-2021

Interprofessional Education (IPE)	Monte Roberts Jill Daly Pam Anderson Tamara Berghout Carrie Jeffrey Monica Bottelberghe	2016-19 2016-17 2016-17 2017-21 2019-current 2019-current
Building Safety/Emergency	London Draper Lowe Toby Nishikawa Kathleen Cadman Cynthia Beynon Sally Cantwell Jaylynn Bryson	2008-2015 2015-16 2015-17 2017-19 2016-19 2020- current
Scholarship Committee	Tamara Berghout Heather Clark Tressa Quayle	2015-17 2017-19 2019-21
Communication Committee	Jeanette Harris Cathy Harmston	2017-19 2019-current
Simulation Committee	Anne Kendrick	2019-current
DCHP Equity, Diversity, and Inclusivity Committee	Kathleen Cadman	2021- current

1.3 The assessment of end-of-program student learning outcomes and program outcomes is shared with communities of interest, and the communities of interest have input into program processes and decision-making.

The *Annie Taylor Dee* School of Nursing (SON) views the following groups and/or entities as “Communities of interest” (COI) for the entire SON.

- Weber State University Administration and Faculty
- Dr. Ezekiel R. Dumke College of Health Professions administration and faculty
- ATD-SON Students & Alumni
- SON Advisory Board
- Technical College Contractual Programs
 - Bridgerland Technical College (administrators’, faculty and students)
 - Davis Technical College (administrators, faculty, and students)
 - Ogden-Weber Technical College (administrators, faculty, and students)
- Practicing Healthcare Professions within the community (nurses, physicians, allied professions)
- Healthcare Facilities and Agencies throughout Utah
- Community consumers of healthcare

The SON employs several strategies to seek feedback and input from communities of interest. These strategies include:

SON Advisory Board

The SON Advisory Board (Appendix 1.3.1) is composed of representatives from various local and state-wide health care facilities, community members, and prior students. The Advisory Board meets bi-annually to provide support and guidance to the SON. Program outcomes, end-of-program student learning outcomes, and evaluation committee reports are presented to the advisory bi-annually for feedback and discussion. Additional SON questions or community issues within the semester are also presented to the advisory board for feedback and discussion. This information can be found in the advisory board meeting minutes (Appendix 1.3.2). In addition to the comments listed above, the members have provided feedback on current state-wide hiring practices, the quality of the WSU graduate, and updates on health care delivery. The Advisory Board members have provided additional feedback on program issues such as growth, admission criteria, advertising, and present and future curriculum. The School of Nursing Evaluation Committee Chair presents program and end of program student learning outcomes at each advisory board meeting. (Appendix 1.3.3) Board members have the opportunity to provide feedback on what they are seeing in their facilities and give input on how we can update or change our EPSLOs to meet those needs.

The SON Advisory Board evaluates completion rates, receives data on the program, and provides feedback. Recent examples of data sharing were admission and evaluation reports for the DNP program emphases 2019-2021. The SON website is also current with program outcomes and examples of students' [DNP Projects](#) which are examples of assessment of end-of-program student learning outcomes.

Healthcare Facilities and the Utah Organization of Nurse Leaders – Academic Leadership Committee (UONL-ALC) keep the program abreast of changes in employment and projected needs for education across the state of Utah. An example of recent involvement with the Legislature includes a student's signature assignment addressing the barriers that Nurse practitioners have with independently practicing to the full extent of our education and training. More specifically, the limitations of the consultation and referral (CRP) plan requirement for APRNs. The Nurse Practice Act 58-31b-803 requires that Nurse Practitioners are required to abide by a "Consultation and Referral Plan" (CRP) in order to prescribe Schedule II controlled substances or practice independently (Utah, 2021). A CRP is a written plan jointly developed by an APRN, physician, surgeon, or osteopathic physician. This infringes on the Nurse Practitioner's right to practice independently. The CRP also limits the patient population's ability to access healthcare due to the shortage of primary care providers (IOM, 2011).

HB 287 was being promoted to Utah's Health Resources and Services Administration (HRSA). The bill would amend the current policy and resolve the

barrier limiting NPs practice authority and in turn, allow the public to receive much needed, safe, quality healthcare. Working in conjunction with Melissa J Hinton, President Utah Nurse Practitioners Association to see what WSU could do to help “fight the good fight.” Participation in the virtual legislative sessions and letters were written to local representatives educating them and encouraging them to vote yes to passing this bill. The bill was passed as of May 5, 2021 APRNs are allowed to practice independently and are no longer required to obtain a CRP.

1.4 Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.

The DNP Program participates in and benefits from the established SON partnerships. The partnerships listed below are the primary sources that contribute to the success of the WSU School of Nursing:

- **Intermountain Health Care**
https://intermountainhealthcare.org/?gclid=EA1aIQobChMIy5fQy6HG2QIVBnZeCho6RQroEAAYASAAEgKpZPD_BwE
 Intermountain Health Care hosts an Intermountain Deans and Directors Council Luncheon once a year. Invitees include all Deans and Directors from the 8 Public as well as the Private, and Proprietary Nursing Schools in Utah. In addition, Intermountain has an Intermountain Clinical Instructors Task Force that meets monthly. This task force includes representatives from each university to provide input on meeting the clinical needs of the nursing student population in Utah.
- **George Wahlen Veterans Home**
<https://www.avalonhealthcare.com/ogden/>
 George Wahlen Veterans Home provides clinical rotations for our students. They have included a member of our faculty on their advisory board. This advisory board meets monthly to discuss the issues of the Veterans Home and will always include open forum on matters of nursing and nursing student opportunities. They hold nursing student opportunities exclusively for ATD WSU Students.
- **Utah Organization of Nurse Leaders (UONL) and Academic Leadership Council (ALC)** This organization (UONL) and its subcommittee (ALC) are instrumental in maintaining communication between over 25 nursing programs in the State of Utah. The ADT SON Chair participates on the Council and contributes to its mission which is to “Represent and cultivate nursing leadership across the continuum to improve health care throughout Utah.” The vision of the organization is to “Shape the future of health care by elevating nursing leadership.” The current nursing administrator has participated on this committee for 3 years and is currently in her second year of chair (2019-2021). Other administrators and faculty from the SON have been involved in educational opportunities and have presented (both podium and poster) at the bi-annual conferences.

- **Sigma Theta Tau** <http://thecircle.nursingsociety.org/NuNuChapter/home>
WSU SON has been the home of the Nu Nu Chapter of Sigma Theta Tau (STTI) for over twenty years with over 720 nurses inducted over the years. The current WSU SON Chair serves as President of Sigma and several of the SON faculty serve on the board in leadership positions. The Nu Nu chapter received its 6th Key Chapter Award in 2019 www.nursingsociety.org/Awards/chapter. This is a significant award and highlights that chapters must be in good standing and have met chapter responsibilities as outlined in the bylaws. Excellence in Leadership, Knowledge, Service, Community and Sustainability are graded. Recent events include a presentation by Sister Stephanie at a knowledge event for Nu Nu Chapter members titled *The Joy of Gratitude* via Zoom for 45 minutes, followed by 15 minutes of Questions & Answers. Dr. Gladys T. McGarey spoke for 10 minutes at the Nu Nu Chapter Annual Induction on the *Joy of Sigma Membership*, telling what it has meant to her to be an honorary member. Chapter leadership later sent a link to her 20-minute Ted Talk done in December of 2020 on the philosophy of Living Medicine.
- **Utah Action Coalition for Health**
<https://campaignforaction.org/state/utah/>

The SON partners with the Action Coalition increasing the education level of nurses, developing seamless academic progression models, and increasing the diversity of our state's nursing workforce. Nurses offer a unique perspective on consumers, families, and communities. That is why nurses at all levels need to recognize the value of their distinctive knowledge and be trained for leadership roles, while community organizations, business leaders, and health care providers need to understand the crucial insights nurses bring. Encouraging nurse leaders in all areas of healthcare.

1.5 The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.

The School of Nursing (SON) Chair, Dr. Sally Cantwell, is a registered nurse (RN) holding the academic credentials of Ph.D. in Nursing. Dr. Cantwell is prepared both academically and experientially to provide leadership to the individual program directors, campus managers, SON faculty, SON staff, and students in Weber State University's School of Nursing. She has authority and responsibility to ensure the achievement of the School of Nursing program outcomes and the associated student learning outcomes (SLO). Additionally, Dr. Cantwell evaluates each of the program directors annually in April/May and collaborates biannually with campus facilitators to assess graduate level of education, legal status as a registered nurse (RN), an unencumbered license, and leadership effectiveness.

There are five stackable credential degree programs within the School of Nursing. The programs are: (1) the Associate of Applied Science (AAS), PN-RN [RN

completion] program; (2) the Nursing Associate of Science (ADN) program; (3) the Nursing RN-BSN Bachelor of Science program, (4) the Masters of Science Nursing (MSN) with an educator and executive track, and (5) the Doctor of Nursing Practice with a Post BSN to DNP-FNP and Post Masters to DNP-Leadership emphases.

1.6 The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.

Dr. Sally Cantwell, Ph.D., RN, completed her Ph.D. in 2014 with an emphasis in Higher Education Leadership. Dr. Cantwell has taught at WSU for 15 years and has served in the role of nursing chair for one year. Sally has extensive clinical experience, including an educator, registered nurse in critical care and mental health, and a peer evaluator for Accreditation Commission for Education in Nursing (ACEN). She meets all the [University requirements](#) to fulfill her administrator role based on her education and experience. (Appendix: Autobiographical)

Prior to becoming Chair, she served as Associate Program Director (2012-2019) and Associate Chair (2017-2020) for the School of Nursing. During her time, as Associate Chair, she was mentored by the former SON Chair, Dumke College of Health Professions Dean, and other university leaders.

The Dean of the Dumke College of Health Professions (DCHP) evaluates the effectiveness of the SON chair every three years. The DCHP Dean solicits anonymous information from faculty and staff assessing the SON Chair's leadership ability, advocacy, operations, and governance. The Chair of the School of Nursing was last evaluated upon her appointment to the role of chair in 2020. The evaluation documented that the SON Chair met national, state, and university administrator requirements. Legal nursing credentials and the graduate degree were verified along with her leadership qualities and proficiency.

1.7 When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.

The program director is academically and experientially qualified to lead the specific program they have stewardship over. (Appendix 1.7.1). (Table 1.7.1) (Appendix: Autobiographical)

Additional program coordinators for the DNP include Post BSN to DNP-FNP Curriculum Coordinator and Graduate Programs Clinical Coordinator. (Appendix 1.7.2; Appendix 1.7.3) (Appendix: Autobiographical)

Table 1.7.1 Nurse Administrator, Program Director and Coordinators

Program Director Name & Location	Academic Credentials	Academic and Practice Experience
Sally Cantwell	PhD, RN	Dr. Sally Cantwell is the Chair of the Annie Taylor Dee School of Nursing. Sally has been a registered nurse for 18 years and holds an active UT nursing license. She has been teaching as a nurse educator for 15 years and has her PhD in Higher Education Leadership. She is certified in BLS and as a QPR Suicide Prevention Trainer. Sally has worked in critical care, GI, mental health, and medical surgical nursing. She has been in nursing education for over 15 years and has attended the HERS Leadership Training as well as additional conferences and webinars focused on leadership. She has published multiple peer-reviewed articles and has presented at the national and international level. Sally is certified in online teaching. She is currently in a Master of Arts in Marriage and Family Therapy program to support the program in future Psych/Mental Health Nurse Practitioner strategic planning.
Melissa Neville-Norton	DNP, APRN, CPNP-PC, CNE	Dr. Melissa NeVille Norton is the Graduate Programs Director of the MSN and DNP programs. Melissa has been a registered nurse for 23 years and a certified pediatric nurse practitioner for 20 years and holds active RN and APRN licenses. She is currently practicing at the Maliheh Free Clinic in Salt Lake City, Utah. Melissa is a full professor and has been teaching as a nurse educator for 11 years and has a DNP in leadership. Melissa is also a certified nurse educator (CNE) by the national league for nursing (NLN). She has served in a variety of leadership positions in the Annie Taylor Dee School of Nursing and at the University. She recently completed a one-year leadership fellowship with the Utah Women's Leadership Exchange program, which prepares women for advanced leadership roles in higher education. She has attended additional leadership conferences

		and trainings over the past decade of service at Weber State University. She also serves as a peer evaluator for the Accreditation Commission of Nursing Education (ACEN) since 2019. She has published multiple peer-reviewed articles, textbook chapters on nursing leadership, and has presented at the regional, national, and international levels.
Ann Rocha	PhD, APRN, FNP-BC	Dr. Ann Rocha is the curriculum coordinator for the Post BSN to DNP FNP degree program of study and is nationally certified as a Family Nurse Practitioner with licensure as such in the state of Utah. As an RN for over 49 years, Dr. Rocha has extensive leadership experience and has been employed as both a clinical nurse specialist and a family nurse practitioner. As an educator for the past 7 years, Ann has taught across all degree programs including ADN, BSN, MSN, and DNP. A founding member of the DNP program committee for WSU, Dr. Rocha was instrumental in curriculum develop for both the leadership and FNP tracks. Currently, Dr. Rocha oversees the curriculum content for the Post BSN to DNP FNP program ensuring the degree plan meets AACN, AONL, QSEN, ACEN, and NONPF guidelines.
Jamie Wankier	EdD(c), RN	Jamie Wankier MSN, RN is an Associate Professor and the Graduate Programs Clinical Coordinator for Weber State University (WSU), School of Nursing in Ogden, Utah. She received her B.S. in Health Education from the University of Utah, a BSN from the University of Utah, and her MSN from Weber State University. She is currently working on her Doctorate in Education with Walden University. After a fourteen-year career as a Pediatric Nurse and Nurse Educator on the Neuroscience Trauma Unit at Primary Children's Medical Center in Salt Lake City she left to become full time faculty at WSU. She has worked for Weber State for the past fifteen years starting as Adjunct Faculty and then moving to full-time status nine years ago. She was the ADN Capstone Coordinator for three years, organizing and finding student placement for the SON ADN capstone

		students. She is the Graduate Programs Clinical Coordinator where her focus is establishing and supporting client relationships with the MSN, and DNP-FNP programs, and organizing and tracking student clinical and practicum placements.
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1.8 The nurse administrator has authority and responsibility for the development and administration of the program and has sufficient time and resources to fulfill the role responsibilities.

Dr. Sally Cantwell, a tenured faculty member who holds rank of Professor, has sufficient time and resources to perform the nurse administrative role with 100% release time. Additional resources for the SON Chair to fulfill the role are supporting the DCHP Dean and the ADT SON Program Directors. The Program Directors have adequate release time within each program to assist with duties as assigned by Chair and may vary based on annual program needs. (Appendix 1.8.1; Appendix 1.7.1; Table 1.7.1)

1.9 The nurse administrator has the authority to prepare and administer the program budget with faculty input.

Dr. Cantwell has complete control of the SON budget; however, she receives input from all program directors as needed and in preparation for her annual meeting with the Dean's office. She meets with the Dumke College of Health Professions Dean and Associate Dean every year to discuss resources. The university undergoes a budget planning cycle every year whereby College resources are determined and finalized for the year. The Dumke College Dean and Associate Dean then determine the budgets for all programs within the College of Health Professions followed by discussions with each Program Chair to review past expenditures and future needs. The WSU budget policy can be found at http://www.weber.edu/ppm/Policies/5-7_Budget.html (also available in Appendix 1.9.1).

The SON has individual program lines. The SON Chair has discretionary control to transfer funds between programs as specific program needs arise. As per the job description for the SON Chair, the SON Chair "*Plans, implements and monitors SON budgets. Creates internal budgets and regulates all major SON expenditures with input from Program Directors.*" (Appendix 1.8.1).

Within the SON, all faculty can discuss and request resources for program purposes and professional development via the Program Director. The request process is reviewed every year at the Welcome Back meeting that precedes the fall semester. The SON faculty have the opportunity to address budgetary issues at faculty meetings and in the annual Faculty Survey (distributed each spring semester). Past history verifies that faculty will usually defer to the Program Director to provide input to the SON Chair. In terms of program acquisitions to assist faculty in teaching

and learning, such as videos and conference attendance, CARES act funding, textbooks, and online resources, all requests have been approved.

Faculty have the opportunity for budgetary input at SON departmental meetings and at Program-level meetings. At the conclusion of each year faculty are sent an online, anonymous survey regarding their perceptions related to budgetary input.

Table 1.9.1 Faculty Survey: Budget

Q1 I have input into budgetary distribution resources (e.g. voice thread, Nurse Tim, Conference Support, faculty development, classroom technology)			
Response Choice	Spring 2021 (N)	Spring 2020 (N)	Spring 2019 (N)
Strongly Agree	36.36% (16)	29.73% (11)	57.78% (26)
Somewhat Agree	40.91% (18)	51.35% (19)	26.67% (12)
Neither Agree nor Disagree	18.18% (8)	10.81% (4)	8.89% (4)
Somewhat Disagree	4.55% (2)	2.7% (1)	6.67% (3)
Strongly Disagree	0% (0)	5.41% (2)	0% (0)
Total Agree	77.27% (34)	81.08% (30)	84.45% (38)
ELA	80%	80%	80%

1.10 Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the purpose and outcomes of the nursing program.

The policies of the SON are comprehensive and consistent with those of the College and University. Personnel and faculty policies are developed to protect the welfare of the faculty and staff and are accessible on the WSU Homepage (<http://documents.weber.edu/ppm/>, Sections 3 (Personnel), 8 (Appointment), and 9 (Academic Freedom) (a link is also available Appendix 1.10.2).

Faculty policies unique to the SON are found in the SON Faculty PPM and are justified by both the need to protect the faculty's health and well-being and comply with the employee practice and safety criteria established by the SON's healthcare facility/agency partners. Each nursing faculty member has access to the SON Faculty PPM (Appendix 1.10.1), and receives communication of revised and/or updated materials. Faculty policies unique to the SON faculty files include:

Castlebranch (full-time employees, physical file for adjunct)

- Autobiographical Form
- Transcripts (official or unofficial)
- Healthcare Provider CPR Certification

- Drug screen
- Current Immunization Status
- Annual PPD screen
- Criminal Background Check
- Maintenance of an unencumbered State License to practice as a RN or an APRN
- Fulfillment of practice and educational requirements to maintain advanced certifications associated with the faculty member's credentials / faculty role
- Annual OSHA training
- Biennial complete a University mandated safe-driving certification

Physical Employee File

- Employee contract (Dean's office-physical file)
- Annual Performance evaluation (physical file)

Though consistent with those of the University, the following offers a brief discussion of several university policies that have characteristics unique to the SON faculty:

Faculty Appointment: Appointment and employment policies are clearly stated in the WSU Policy and Procedure Manual (PPM Section 3 & 8) <http://weber.edu/ppm/Policies/8-Appointment.html> <http://weber.edu/ppm/Policies/3-Personnel.html> (a link is also available Appendix 1.10.2). The SON adheres to all of these policies when hiring faculty or staff. Position descriptions that outline nursing faculty teaching responsibilities are published in the SON Faculty PPM (Appendix 1.10.1) and form the basis for posted or advertised positions. However, there are additional faculty responsibilities unique to the SON. These responsibilities are also published in the SON PPM and include positions such as SON Chair, SON Program Director, Simulation Operations Manager, Committee Chair, and Course Chair.

SON Faculty appointments are made by the President of the University and ratified by the Institutional Council. The SON Administrator initiates the hiring and appointment procedure. When needed, the SON Administrator forms a faculty applicant hiring committee. The committee members are made up of program directors and SON faculty, to review and verify the qualifications of faculty candidates, and participate in candidate interviews. The SON Administrator, taking into consideration the screening committee recommendations, will make the final candidate selection. The SON Administrator then forwards the recommendation to the DCHP Dean who, through the WSU Provost, submits the faculty candidate to the University President for review and consideration.

Rank: Academic rank is held only by those faculty members in tenure-bearing and teaching departments within the seven colleges and the WSU Stewart Library. Academic rank is approved and granted by the SON Administrator and DCHP Dean at the time of appointment.

Promotion: Nursing faculty who meet published criteria for promotion are eligible for

academic rank and promotion. The University and DCHP criteria require an earned doctorate for promotion to Full Professor. At this time, nursing faculty holding a Master's Degree in Nursing are eligible to hold the rank of Associate Professor (WSU PPM 8-12 and 8-13: http://www.weber.edu/ppm/Policies/8-6_FacAppt.html).

Tenure: Tenure is extended to approved and qualified members of the SON full-time faculty. Each college develops its own tenure document that must comply with the minimum criteria set by the Faculty Senate (WSU PPM 8 <http://weber.edu/ppm/Policies/8-Appointment.html>) (a link is also available Appendix 1.10.2). This document is currently under review by the college tenure ad hoc committee.

Salary and Benefits: Salaries are determined at department and college levels and are negotiated at the time of hire by the SON Administrator. Final salary approval rests with the Provost. Benefits are clearly defined in the University PPM, Section 3 (<http://weber.edu/ppm/Policies/3-Personnel.html>), and are consistent for all University faculty. At this time, SON faculty members are not required to surrender to the University monies earned during the weekly one-day release time to maintain professional / practice competence.

Rights and Responsibilities: WSU attempts to maintain a mutually supportive role with faculty in providing and sustaining an environment conducive to sharing, extending, and critically examining knowledge and values. The PPM 9-1 to 9-8 delineates academic freedom in scholarly pursuit afforded faculty employed at WSU (<http://weber.edu/ppm/Policies/9-AcadFreedom.html>). The subscribed nursing student learning outcomes and competencies are based upon published professional standards; and as such, are not open to individual faculty interpretation and/or revision. However, the nursing faculty is free to design student learning and assessment activities according to the individual faculty member's preference.

1.11 Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

The Dumke College of Health Professions (DCHP) has been at the forefront of distance education for decades. The SON introduced distance education in 1974 when the first outreach program was offered as an associate degree program in rural Utah settings. Distance education at that time was the initiation of the ADN program in the rural settings taught by local or WSU faculty. Since then, the SON has expanded outreach to many other sites in rural Utah and included Alaska in 1994. In 1996 to meet increasing demand for LPN and ADN programs, online options were developed to meet local needs. In 1997, WSU Online was created to meet the challenge of e-delivery of learning throughout the WSU academic community. Both the Utah System of Higher Education and WSU follow course delivery options that are defined at the following link: <https://www.weber.edu/Registration/Fall2020.html> (A link is also available in Appendix 1.11.1)

The DNP programs continue their dedication to student success by offering flexible and innovative programs. The SON DNP program has two emphases, each having a different delivery option. The DNP-Leadership emphasis (DNP-L) is 100% online, and the DNP-FNP emphasis is a hybrid delivery option. In 2021, WSU developed a new definition of hybrid course delivery, which includes a combination of online, virtual synchronous, and/or face to face instruction.

The DNP-Family Nurse Practitioner (FNP) program has been using the hybrid delivery model since the program's start in 2019. All SON faculty members who teach online or hybrid are experts in online delivery and using the current learning management system, Canvas. DNP students have expressed high satisfaction with the program of learning stated in the SPE. (See Standard 6, End-of-Program Evaluation Data).

STANDARD 2: FACULTY AND STAFF

Qualified and credentialed faculty are sufficient in number to ensure the achievement of the student learning outcomes and program outcomes. Sufficient qualified staff are available to support the nursing education unit.

Introduction

Approximately eight years ago, the ATD SON adopted a cross- collaboration teaching model, where nursing faculty teach in multiple programs. This type of collaboration has been highly successful for faculty involvement, collaboration, and teaching effectiveness. Faculty workload includes teaching assignments, committee service, course chairing, and curriculum development. This means we meet the needs of our School of Nursing first; we fill our gaps and do our best to utilize our experts and try to be consistent with teaching load when possible. As an example, a faculty member may teach 9 credit hours' in the Post BSN to DNP-FNP program emphasis and then take an ADN Clinical rotation, which is 3 credit hours'. This fulfills the 12-credit hour load of a faculty member. We also have faculty who teach a combination of DNP-FNP labs (1 lab) (3 credits), a clinical rotation (5 credits), and a didactic course in the Post Masters to DNP-L emphasis (4 credits), which is a full 12 credit hour teaching load. We have found greater collaboration of expert and novice faculty and increased faculty morale with acceptance of this model of workload. There is evidence of this spread in our faculty profile table.

2.1 Full-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

Academic and experiential qualifications are reviewed and updated yearly, and information is found in the individual CV/Autobiographic forms located in Castlebranch and also in the Faculty Profile table (Appendix 2.1.1).

The academic and experiential qualifications of the full-time faculty are appropriate to meet the goals specific to the DNP Program and WSU. All faculty hold the educational qualifications and experience as required by WSU, the Division of Occupational and Professional Licensing (DOPL), DCHP, and the School of Nursing (Appendix 2.1.2). This includes holding a minimum of a master's degree, (only tenured/full professor faculty are required to have a doctorate). Currently, all faculty teaching in the DNP program have doctorate degrees except for two. One of these faculty members is currently enrolled in a Post Masters to DNP-Leadership program and is set to graduate Spring 2022. All faculty have online and face-to-face teaching experience as well as clinical experiences that support their roles as educators.

The Graduate Programs Director is nationally certified and has the responsibility of overall leadership of the DNP Program. The Post BSN to DNP-FNP Curriculum

Coordinator provides direct oversight for the DNP-FNP emphasis and is nationally certified as an FNP.

Professional, qualified faculty in the Dumke College of Health Professions provided interdisciplinary support for student outcomes through guest lectures, laboratory, and interdisciplinary experiences. Examples of these collaborations include faculty members with expertise and credentialing in pharmacology, radiology interpretation, medical laboratory science, and respiratory health. (Appendix 2.1.2; 4.11.1)

2.2 Part-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

Academic and experiential qualifications are reviewed and updated yearly, and information is found in the individual CV/Autobiographic forms located in Castle Branch and also in the Faculty Profile table when we have part-time (adjunct) teaching for us (Appendix 2.2.2).

The ATD SON has part-time faculty positions that do not differ from full-time faculty except for the number of hours' they teach in an academic year. Different from part-time at WSU, adjunct faculty are utilized as content experts to augment the curriculum. Adjunct faculty do not receive medical or dental benefits and have their own job description and contracts (Appendix 2.2.1). 100% of the SON part-time and adjunct faculty have a minimum of a master's degree. For the fall 2021 semester, the DNP Program has one part-time faculty.

2.3 Non-nurse faculty teaching nursing courses hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

Academic and experiential qualifications are reviewed and updated yearly, and information is found in the individual CV/Autobiographic forms located in Castlebranch and also in the Faculty Profile table (Appendix Document 2.3.1).

The Post BSN to DNP-FNP emphasis currently has one non-nurse faculty (who works for the Health Sciences Department in DCHP), that is a pharmacist teaching a pharmacology course in the curriculum. This individual only teaches Spring and Summer semesters based on the program of study.

2.4 Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.

The DNP program prepares graduates for a career as an advanced practice nurse with exceptional clinical and leadership skills. In the DNP program students work with

academically and experientially qualified practice experts who demonstrates accountability and responsibility for the care of patients, populations, and organizational systems. DNP-FNP clinical practice hours, DNP projects, and DNP practicum hours are intentionally designed to provide students with opportunities to collaborate with preceptors who specialize in advanced clinical practice (APRN) and healthcare leadership.

Processes are in place to ensure that clinical preceptors/project consultants are academically and experientially qualified, oriented, and monitored and have clearly documented roles and responsibilities in both the DNP-FNP and DNP-L program emphases. Clinical preceptors/project consultants are oriented to their roles by faculty, the Graduate Programs Clinical Coordinator, and are provided project/clinical preceptor handbooks (Appendix 2.4.1 & 2.4.2).

The purpose of the preceptor/faculty clinical arrangement is to provide a one-to-one relationship between an experienced APRN and/or other qualified healthcare professionals (preceptors) and a DNP-FNP nursing student in the clinical setting. Preceptors have the unique opportunity to facilitate an orientation and overview of the agency/facility and establish valuable learning experiences for students.

Each preceptor, agency and the SON will agree on the parameters of the clinical practice or project preceptor experience including the length of experience, the number of students assigned to the agency/preceptor, and any other agency requirements. A preceptor is required to provide a copy of their credentials and a professional curriculum vitae, and a signed preceptor/consultant contract (Appendix 2.4.3). A preceptor/ facility contract between the ATD SON and the respective agency are maintained and monitored by the WSU faculty, Graduate Clinical Coordinator, SON administrative Assistant, WSU legal, and the Graduate Programs Director (Appendix 4.9.1). Students may not begin a clinical rotation or project practicum hours until signed documentation is in place.

Clinical Preceptor Qualifications

The DNP-FNP preceptor is an experienced and credentialed professional (Appendix 2.4.4.) who provides specialized educational and clinical education in family practice. Preceptors are required to meet the following educational, professional, and clinical qualifications:

- A master's degree or higher in an area of advanced clinical practice.
- A current unencumbered clinical practice license appropriate for the area of practice.
- Certification and currently in practice as a nurse practitioner, physician, physician's assistant, or other qualified healthcare/medical specialty.
- Ability to facilitate, teach, and provide adequate student supervision and evaluation toward the achievement of nurse practitioner (NP) program learning outcomes and individual student learning needs.
- Ability to role model family practice, primary care, and subspecialty clinical practice.

Clinical Preceptor Responsibilities

Preceptor Responsibilities include:

- Commit to a preceptor/student/faculty negotiated number of hours' or days for precepting a student in the clinical setting.
- Orient the student to the work environment, including site safety, and evacuation plans.
- Review procedural and management protocols and expectations specific to the clinical setting.
- Outline expectations of student activities during the rotation (daily schedule, dress, responsibilities, etc.).
- Facilitate opportunities for student supervision by the preceptor or designated licensed and credentialed providers that are part of the practice or specialty group if preceptor is absent or the student is assigned elsewhere.
- Communicate general guidelines to be used for preceptor/student interactions, review and feedback regarding student performance.
- Facilitate access to a variety of patients to enhance clinical reasoning and skills. • Meet with the faculty and student at least twice during the semester and complete an online student evaluation.
- Independently validate student findings, evaluate performance, and give feedback (strengths, limitations, areas in need of continued experience, and strategies for improvement).
- Facilitate discussions that stimulate and reinforce critical thinking and clinical decision making.
- Apply leadership skills in the area of peer review, quality assurance, and community involvement.
- Encourage an environment of mutual respect for the role of preceptor, the FNP student, the clinical faculty, the advanced practice curriculum, and the nurse practitioner program.
- Provide feedback to the student through the utilization of effective models of communication.
- Educate student on the clinical site EMR system and facilitate data entry by the student as a supplement to preceptor notes.
- Ensure student compliance with HIPAA regulations as appropriate for the clinical site.
- Communicate with course faculty at any time regarding preceptor role, the course requirements, or student performance and ability to meet expectations.
- Meet with faculty at designated times towards the middle and end of the semester and as needed in between.
- Retain responsibility for the patient's final diagnosis and patient care.

Faculty Responsibilities

Faculty are assigned to the students and serve as the clinical course instructor and project faculty lead. Faculty are the first communication line with the student and preceptor in the clinical setting and are responsible for arranging meetings with the preceptor and student. This communication triad is essential for a successful project, clinical practice, and practicum experiences.

- Review clinical course expectations in the form of course syllabi, clinical requirements, etc.
- Regular check-ins with the preceptor and student, generally at midterm and towards the end of the semester.
- Communication regarding specific student needs and areas for improvement.
- Serve as a resource to preceptors, providing learning resources that will facilitate student competency development.
- Provide ongoing review and supervision of student clinical progress. This can be one-on-one meetings, phone supervision, Zoom/online meetings, and evaluation of clinical course assignments, write-ups, clinical cases, and time logs.
- Mentor students in the analysis and synthesis of meeting clinical learning objectives.
- Ensure completion of all clinical course evaluation forms.
- Review Typhon (FNP clinical) or DNP project practicum time log regularly to assure students are on track with a variety of patients with demonstrated progress toward timely completion of the clinical experience.

The DNP Project/Practicum Team

The DNP Project involves a team approach and includes the DNP Project Team Lead, DNP Project Consultant, and importantly, the DNP Student.

DNP Project Team Lead

The DNP Project Lead is at a minimum, a master's prepared faculty member of the Annie Taylor Dee SON with requisite expertise and experience to provide substantive assistance and direction to the student. The DNP Project Lead will be assigned by the Graduate Programs Director with discussion from the project course chair faculty. Every effort is made to select a Project Lead who matches the scholarly interest, clinical expertise, and/or method of inquiry identified by the student. This occurs in the first semester of study. The Project Lead will meet with the student initially to discuss and approve the DNP project idea, consultant, organizational partner, and practicum site.

DNP Project Consultant

The DNP Project Consultant is a preceptor from the organization in which the student is conducting their DNP project. It is recommended that the preceptor holds a minimum of a master's degree. Selection of a DNP Project Consultant is made in deliberation with the DNP Project Lead. The consultant will participate in formulating the project and evaluating student progress. This person acts as the liaison between the student and the clinical organization.

2.5 The number of full-time faculty is sufficient to ensure that the student learning outcomes and program outcomes are achieved.

The University Policy and Procedure Manual defines the types of faculty appointments at http://www.weber.edu/ppm/Policies/8-6_FacAppt.html The SON has three of the defined faculty appointments: full-time tenure track with academic rank, part-time non-

tenure track with academic rank, non-tenure track (instructor rank). All DNP courses are taught by full-time, part-time, or adjunct faculty. The number and specialty of all SON faculty are adequate to carry out the goals and outcomes of the programs.

Determining Faculty Teaching Assignment

The SON Program Directors, with input from the SON Chair assign faculty to teach specific courses using established program mission and vision, program needs, faculty expertise, and faculty personal goals. Faculty autobiographical forms are reviewed, and personal interviews are held with faculty, and Program Directors to determine an appropriate match of faculty expertise and interest to specific SON courses. Annual performance evaluations promote faculty articulation of interests and program needs. The DNP faculty teaching assignments are intentionally assigned based on faculty qualifications. The DNP faculty workloads are comparable to all faculty workloads in terms of faculty to student ratios and faculty credit hour assignments.

Faculty to Student Ratio

Faculty workload was sufficient to ensure EPSLOs, RSCs, and program outcomes were achieved. SON Program Directors assign faculty workload for each semester based on a 12-credit hour workload. Discussions regarding faculty teaching assignments take place with Program Directors, SON, and faculty throughout the academic year

DNP Faculty to Student Ratios

Post BSN to DNP-FNP

- 20 didactic
- 20 Online
- 5-7 clinical/lab

Post-Masters to DNP

- 15-20 Online

Faculty to student ratios are used to determine program resources so that controlled program expansion can be ensured. The faculty to student ratio has been benchmarked with comparable WSU graduate programs, regional, and national institutions. There is evidence that students are meeting EPSLOs, RSCs, and program outcomes and can be found in Standard 6.

Faculty Teaching Expectation

The SON faculty teaching credit workload is 24 credit hours per academic year for full-time faculty, and 6-12 credit hours per academic year for part-time faculty, or equivalent as determined by SON Chair. The WSU faculty teaching workload policy states, "Instructional staff are expected to carry 24 credit hours' per academic year, or its equivalent" as determined by the Department Chair

http://www.weber.edu/ppm/Policies/4-6_FacWorkLoad.html

The ratio formula used to calculate didactic teaching workload is, 1 student credit hour (as published in the catalog) multiplied by 1 credit (hour) of faculty-student interaction (1:1 ratio). This faculty teaching load policy gives flexibility to programs such as nursing

to adjust the expected WSU credit formula (1:1) to reflect the increased faculty-student interaction that may occur in the graduate coursework and clinical supervision. In addition, faculty members that are tenure track and/or academically ranked, must also maintain activity in the areas of teaching, scholarship, professional activity, and community service. An example of faculty workload is provided in Appendix 2.5.1.

Faculty overload teaching is voluntary. The WSU policy that describes the overload policy can be found at the following URL http://www.weber.edu/ppm/Policies/4-6_FacWorkLoad.html . Faculty may teach overload at a maximum of 6 credit hours per semester up to a maximum of 12 credit hours per academic years (two semesters). Overload teaching must be approved by the department chair and the dean. Department chairs and deans may restrict overload teaching to a level less than the maximums described above. DNP faculty workload was sufficient to ensure student and program outcomes were achieved.

SON Faculty Committee Service Expectation

The SON faculty members are expected to participate in Program Faculty meetings, departmental standing committees (Appendix 2.5.3), and course committees. In addition, they are required to participate in the SON General Faculty meetings and development activities. Faculty participation in additional SON, DCHP, and WSU faculty committees is at the expressed desire of each faculty member or based on tenure track appointment. Faculty participation in college and university committee service is required for tenure track faculty. This information is outlined in the Weber State University Policy and Procedure Manual (PPM) 8-11: Evaluation of Faculty https://www.weber.edu/ppm/Policies/8-11_EvalFacultyMembers.html

SON Faculty Student Advisement Expectation

The SON faculty are expected to provide academic advisement to an assigned group of students throughout their participation as a faculty member, typically 10-20 students (Appendix 2.5.2). The faculty are supported in the fulfillment of this role by the SON Enrollment Director, the program administrative assistant, the SON Faculty Development canvas course, and the WSU Faculty online student advisement tools & training opportunities (<http://weber.edu/ssc/academicadvisors.html>).

2.6 Faculty (full- and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.

A broad range of nursing specialties and professional activity is exemplified by the SON faculty. The overall expectation for faculty at WSU is that they will provide quality teaching, maintain professional activity, and contribute through service to the community. <http://weber.edu/ppm/Policies/9-AcadFreedom.html> See faculty profile table and experiential qualifications for details. Responding to the WSU Mission as a comprehensive teaching institution (WSU Mission and Utah Board of Regents designation <http://www.weber.edu/AboutWSU/WSUMission.html>), the SON's focus is the education and development of nursing students and professionals, all SON faculty members are hired with the understanding that teaching will be their primary

responsibility. DNP-FNP faculty teaching in NP clinical courses maintain currency in clinical practice.

Program Directors annually evaluate scholarly, professional activity and community service of faculty during annual faculty performance review (Appendix 2.9.1). 100% of SON faculty completed the annual professional review process. All evaluations placed in physical, private, personnel files. 100% of SON faculty maintained their credentials and area of expertise as demonstrated on faculty autobiographical documents and performance evaluation and can be found in Castlebranch and their physical file.

Faculty access to departmental support for scholarly activities is available in several ways. A Faculty Development Course is available online in Canvas to all faculty and provides a variety of development opportunities, links, and resources. Faculty are encouraged to attend a minimum of two conferences/webinars per year. The Program Directors and SON Chair review and approve all SON faculty applications for faculty development funds to support professional development and/or scholarly activities (Table 2.6.1). Faculty complete and submit a funding application for identified scholarly/professional development activities. Funding is available from both SON & DCHP sources. Results of an annual Faculty Survey (Appendix 5.1.1) faculty agree that “I have the opportunity to receive support for faculty development”, and 100% of faculty requests for scholarly activities were granted 2020-2021.

Table 2.6.1 Professional Development

Q3. I have the opportunity to receive support for educational development			
Response Choice	Spring 2021 (N)	Spring 2020 (N)	Spring 2019 (N)
Strongly Agree	88.64% (39)	91.89% (34)	86.67% (39)
Somewhat Agree	9.09% (4)	5.41% (2)	11.11% (5)
Neither Agree nor Disagree	2.27% (1)	2.7% (1)	2.22% (1)
Somewhat Disagree	0% (0)	0% (0)	0% (0)
Strongly Disagree	0% (0)	0% (0)	0% (0)
Total Agree	97.73% (43)	97.3% (36)	97.78% (44)
ELA	80%	80%	80%

Nurse Tim

- The SON continues with an ongoing Nurse Tim program license. This license initially was purchased through the Weber State University Nursing Program Faculty Organization in 2008.
- Annual renewal of Nurse Tim program license.
- All SON faculty have access to Nurse Tim for faculty development. Group debriefing of Nurse Tim education on a regular basis during faculty meetings.
- Additionally, individual faculty utilize this resource for personal development as they select from a variety of different webinar/online learning program topics pertinent to nurse educators.

- The Annie Taylor Dee SON has 24/7 access for all faculty. The site is password protected.
- Faculty choose and complete courses as suggested or from personal academic interests.
- Once course are completed, faculty have a profile that lists their professional development accomplishments within Nurse Tim website.

SON Funding for Faculty Development

- Faculty and staff encouraged to apply for funding within the SON when funds are available.
- An ongoing faculty development fund associated with the Annie Taylor Dee School of Nursing Program Faculty Organization.
 - Faculty are able to request funding of \$250-\$300 for local conferences or other educational endeavors each academic year.
- There is additional funding of \$300-\$400 in professional development money for faculty from the program level where they teach the majority of their faculty load.

Some examples of evidence-based conferences that are funded for all faculty include the Utah Nurses Association (UNA) Annual Conference and the Utah Organization of Nurse Leaders (UONL) Biannual conferences, and NONPF. Faculty may request funds to attend other local or national conferences throughout the year.

Faculty performance reflects evidence-based practice. At the conclusion of all courses, students are given the opportunity to assess faculty performance in the classroom, lab, clinical, and online settings (Standard 6). Faculty are asked to participate in a faculty peer-review process every 3-5 years, that evaluates the faculty member's pedagogy, professional expertise, and ability to teach conceptually.

SON Faculty Promotion and Tenure Review

All tenure track and /or academically ranked faculty must maintain activity in the areas of teaching, scholarship, professional activity, and community service <http://weber.edu/ppm/Policies/8-Appointment.html>. In addition to the promotion and tenure review process, nursing faculty are responsible to provide academic advisement, course-related student advisement, and at a minimum, actively participate in course, program, and department committee activities (e.g., curriculum committee, program evaluation committee). The DCHP tenure document outlines the procedures, criteria and standards used to evaluate candidates for tenure (Appendix 2.6.2). This document defines the three categories by which faculty within the DCHP are evaluated which are teaching, scholarship and administrative and/or professionally related service. Scholarship is defined as those activities that contribute to the profession and increase the individual's effectiveness as a professor.

Examples of scholarship activities include:

- a. Publications, such as books and/or articles in refereed regional or national journals.
- b. Maintenance of a peer reviewed professional clinical practice.

- c. Presentation of professional papers at international, national or regional conferences or workshops.
- d. Developmental projects, such as funded proposals, classroom and/or clinical research, ongoing professional clinical practice or other long-term professional association with a health care organization, service agency, or other field-based settings appropriate to the candidate's discipline.
- e. Professional improvement, such as additional degrees beyond the terminal degree, formal post-graduate study, certification of advanced training, and/or increased expertise through self-study.
- f. Published book reviews, published monographs, opinion papers or other professionally reviewed written material.
- g. Other scholarship activities not listed above.

Maintaining SON Faculty Academic/Practice Competency

The SON faculty select and participate in professional or scholarly/clinical practice activities designed to maintain appropriate expertise for their teaching responsibilities. The SON faculty successes in professional/scholarly activities lend to the credibility of the faculty with the students, as well as with clinical preceptors and associated facilities. To facilitate the fulfillment of this faculty expectation, full-time faculty are provided a work week that represents four days of university commitment and one day of release time for professional or scholarly/clinical practice activity.

To document that the SON faculty members are professionally qualified and maintain an appropriate expertise, all SON faculty are required to maintain a current Autobiographical Form, submit an official academic transcript to the School of Nursing, and maintain a university designed professional file located in the DCHP Dean's office. In addition, nursing faculty are required to indicate, on an annual basis, their plan for maintaining professional expertise (e.g., scholarly activities, clinical practice, and service).

The SON has a workload program that integrates scholarship, teaching and service into the yearly requirements for faculty retention. Full-time faculty members are expected to have approximately 32 hours' of on campus presence to accomplish advising, course work, meetings, continuing education, teaching, community service and scholarship. Faculty members are encouraged to take the knowledge they gain in scholarly activities and operationalize this learning in the nursing program.

Amendments to this policy occurred during the COVID19 Pandemic. Faculty office hours are now a combination of online and face to face with faculty being required to hold set and published office hours to students. A Return to Work amendment is being evaluated at this time with the probability of a 3x week in person office time.

Some examples of professional development are from Nurse Tim:

- Incivility-Ten strategies for minimizing or managing student misbehavior
- Concept based curriculum: Parts 1, 2, and 3
- Energizing faculty -Rediscovering the joy in teaching

- Creating engaging and meaningful online discussions

2.7 The number and qualifications of staff within the nursing education unit are sufficient to support the nursing program.

Support staff is evaluated following WSU Policy, they include an Office Manager, Administrative Assistants, Simulation Center operations Manager, Lab Assistants, Information Technology, and Work Study Students. They are professionally and experientially qualified based on job descriptions and have achieved high levels of faculty and student satisfaction as demonstrated by end of program surveys (See Standard 6 End of Program Survey Data).

The Annie Taylor Dee SON administrative support services, both professional and classified, are adequate to meet the goals and outcomes of the nursing education unit. There is a school of nursing office supervisor, who coordinates program level administrative assistant activities and supports the nursing Chair and Program Directors. Each nursing program level has a dedicated administrative assistant, managing specific aspects of each program and student needs. The graduate administrative assistant supports evaluation data collection and reports the DNP Program.

Staff Name & Program	Job Title/Position	Practice Experience
Freddie Sepulveda	Office Manager	Newly hired Summer 2021 Duties: Tracks office and department budgets statewide; maintains monthly statements; responsible for E&G, OSP, scholarship, residual and lab accounts; monitors, reconciles and files all department PCard transactions; reconciles department travel; prepares correspondence, letters, memos; assists students statewide on registration, Faculty Castlebranch and any other issues; PR events, accreditation, new faculty hires, and adjunct hires.
Rob Holt	Enrollment Director Undergraduate & Graduate Programs	27 years with DCHP and 17 ½ with Annie Taylor Dee School of Nursing. I do all recruitment for the School of Nursing, advise all online students and visit all of our technical college partners before students come to our university.
Lynda Blanch	Administrative Assistant – Graduate Programs	20 years of admin executive assistant experience. Hired Spring 2021 at WSU. Duties: prepares correspondence, letters, memos; assists students statewide on registration, Castlebranch, and any other

		issues; responsible for maintaining the School of Nursing Student Bulletin Board for graduate programs, inputs class schedules, orders textbooks; responsible for affiliation agreements.
Kristine Bouwhuis	Simulation Lab Operations Manager	<p>Jan 2017/ present.</p> <ol style="list-style-type: none"> 1. Assist in the development of policy for the interdisciplinary simulation center and program 2. Facilitate set-up and take down of equipment in conjunction with faculty for all labs/simulations. 3. Assist in the implementation of graduate level simulation certificate for teaching faculty/staff, graduate students, visiting staff and faculty. 4. Collaborate with the Simulation ... on the equipment needs for lab and simulation. 5. Collaborate with faculty in developing simulations. 6. Assist in lab instruction as needed. 7. Train the standardized patients to understand their role in lab and simulation. 8. Manage scheduling for all the interdisciplinary departments. 9. Promote a safe and effective learning environment for faculty, students and visiting staff. <p>Direct weekly lab/simulation pre-walk discussion with associated faculty</p>
Kaylee Richards	Simulation Lab Operations Assistant	<p>August 2020-Present</p> <ol style="list-style-type: none"> 1. Set up simulations and labs 2. Keep supplies and equipment organized and clean. 3. Keep physical space clean and neat. Restock standard supplies in the practice and simulation labs. 4. Assist with programming of video-recording and online processing software for video access for students and faculty. 5. Maintain/repair low-fidelity, mid-fidelity, and high-fidelity manikins and task trainers.

		<p>6. Provide support to faculty to coordinate the lab preparation and set-up for all scheduled skill labs and simulation sessions.</p> <p>7. Proctors all scheduled examinations for BTech students</p>
Eric Bennick	College - IT	<p>2001-Present</p> <p>The role of IT is to support effective technology development, implementation, evaluation and quality improvement. IT manages all audio and visual equipment, including installs, scenario management and recording, equipment maintenance and quality improvement. IT is responsible to assist in performing pre-simulation and post-simulation set-up and takedown, prepare video(s) for post scenario debriefing, and actively contribute in faculty and staff walk-throughs.</p>

Faculty Surveys demonstrate a high level of satisfaction with support staff (Table 2.7.1). All staff and faculty provide the SON Program with sufficient expertise to meet program outcomes as evidenced by a high level of student satisfaction with the varied SON programs. The SON office administrative staff provide five day-a-week, M-F, coverage from 7:30 AM to 5:00 PM. They assist one another to meet the needs of all SON faculty and staff.

Table 2.7.1 - Support Staff

Q4. I have adequate support from non-nursing staff (IT, admin assistants, work-study, lab aide, etc.)			
Response Choice	Spring 2021 (N)	Spring 2020 (N)	Spring 2019 (N)
Strongly Agree	59.09% (26)	54.05% (20)	68.89% (31)
Somewhat Agree	34.09% (15)	27.03% (10)	17.78% (8)
Neither Agree nor Disagree	4.55% (2)	13.51% (5)	6.67% (3)
Somewhat Disagree	2.27% (1)	5.41% (2)	6.67% (3)
Strongly Disagree	0% (0)	0% (0)	0.00% (0)
Total Agree	93.18% (41)	81.08% (30)	86.67% (39)
ELA	80%	80%	80%

2.8 Faculty (full and part-time) are oriented and mentored in their areas of responsibility.

New Faculty Orientation and Mentoring

The SON administrators and faculty view the orientation and mentoring of both new and current SON faculty as invaluable to the development and retention of experienced and effective nursing faculty (Table 2.8.1). Ongoing strategies designed to advance all faculty, full time and part-time, teaching effectiveness include: 1) assigning an experienced formal faculty mentor to new faculty or those seeking development, 2) encouraging participation and collaboration with non-formal faculty for new faculty and those seeking development, 3) participation in the offered Faculty development Canvas course, 4) participation in required nursing faculty education as assigned each year by administration or the SON Faculty Development Committee, 5) encouraged participation in local and national nursing faculty conferences, workshops, and seminars, and 3) technical support relative to the online portions of the hybrid teaching modality.

The following is a list of current faculty mentoring resources:

- WSU New Faculty Retreat (offered annually prior to the beginning of Fall Semester)
 - Training Tracker required courses: Ethics, Disability, FERPA, Canvas, Chitester, etc.
- SON New Faculty Orientation process
 - All new hires attend a face-to-face orientation the first, second and third year of employment.
 - All new hires are matched with Course chairs and Course committees for course, clinical, and lab training.
 - SON Faculty Development Canvas Course for New Hires and existing Faculty <https://weber.instructure.com/courses/311355>
 - New Faculty section covering all aspects for the new hire
 - Existing Faculty section covering faculty requirements, tenure, travel, publication, conferences, suggested education and technology resources.
 - Mandatory Concept Based Teaching course offered within the Canvas Course
- Formal Mentors assigned to all new hires with an additional mentoring program and workshops offered during the first three years following hire. (All information found in Faculty Development Canvas Course)
- Informal Mentoring relationships encouraged in all new faculty and supported with New Hire workshops.
- WSU Teaching and Learning Forum <http://programs.weber.edu/tlf/>
- SON Policy and Procedures (Appendix 1.10.1)

Table 2.8.1 – Faculty Orientation and Mentoring

Q5. I have been oriented and mentored in my areas of responsibility			
Response Choice	Spring 2021 (N)	Spring 2020 (N)	Spring 2019 (N)
Strongly Agree	70.45% (31)	51.35% (19)	71.11% (32)
Somewhat Agree	20.45% (9)	40.54% (15)	17.17% (8)
Neither Agree nor Disagree	2.27% (1)	2.7% (1)	6.67% (3)
Somewhat Disagree	6.82% (3)	2.7% (1)	4.44% (2)
Strongly Disagree	0% (0)	2.7% (1)	0% (0)
Total Agree	90.9% (40)	91.89% (34)	88.89%(40)
ELA	80%	80%	80%

2.9 Faculty (full- and part-time) performance is regularly evaluated in accordance with the governing organization’s policy/procedures, and demonstrates effectiveness in assigned areas(s) of responsibility.

Annual Performance

The measurement of performance in faculty (full and part-time) is designed to provide feedback to faculty relative to their success in fulfilling the university and SON defined role of a faculty member. The information obtained not only identifies areas requiring further development, but also identifies areas of faculty strength.

The information gathered through the SON Faculty Performance Review (Appendix 2.9.1) process also provides the SON Chair and Program Directors information relative to the general developmental needs of the faculty. This information helps the administrators allocate SON faculty development funds, advocate for the distribution of DCHP faculty development funds, and plan continuing education offerings that have the potential to be meaningful and supportive to both the individual and total SON faculty.

The SON Chair and Program Directors systematically evaluate the SON faculty member’s performance using the following processes:

- Student evaluations
 - Copies found in Chitester and reviewed by the faculty at the conclusion of each semester and reviewed by program directors annually
- Faculty implementation of evidence-based pedagogy and teaching effectiveness
- Faculty Performance Goals discussed and found in Annual faculty performance review conducted by assigned program director

The Annual Faculty Performance Evaluation tool is reviewed every five years by the SON Administrative Council with Spring 2020 being the most recent review.

Adjunct Faculty

Adjunct faculty are reviewed differently than full and part-time faculty. Adjunct faculty are often used within the nursing program for both clinical and didactic positions for which they are experientially qualified. Adjunct faculty are routinely evaluated and have

the opportunity to give feedback as well. Listed below are the ways that adjunct faculty are included and evaluated:

- Student Faculty and Course Evaluations
- Course Meetings occur throughout and at the end of each semester
- School of Nursing Opening and Closing Meetings
- School of Nursing Feedback and Evaluation

Full-time faculty are reviewed on an annual basis. However, since a contract with adjunct faculty is semester based, we created a survey process that is new as of Fall 2017. We are aware that our adjuncts do not routinely attend our monthly faculty and end of semester faculty meetings, so we wanted to provide them with a more accessible way to have input. Adjunct faculty now have the opportunity at the end of each semester to provide feedback and evaluate their experience (Appendix 2.9.2).

Peer Review

A peer review process began in fall 2014 and has constantly been improving to support faculty. The peer review process (Appendix 4.3.5) is intended to assess the implementation of the concept-based curriculum begun in 2012. The mission of the Peer Review Task Force, composed of SON faculty and created in 2013, was to investigate the literature related to peer review and to create a WSU SON Peer Review Process and Peer Review Evaluation Tool. A faculty selected Peer Review Committee began training and orientation to peer review in 2013. It was followed by pilot classroom observations in February 2014 to establish inter-rater reliability and refinement of the peer evaluation tool. The process has been in place since 2014 with success and a new training program for peer assessment will be starting in the Fall of 2018. This customized peer evaluation adds another level of faculty mentoring to the SON and the process is constantly being reviewed for quality improvement and best practice.

Tenure-Track Faculty

All tenure track faculty participate in a 2nd, 3rd and 6th year post-hire formal peer review. Utilizing DCHP peer review process, faculty generate recommended documentation confirming competency in pedagogy; scope and current knowledge of specialized field of expertise; professional and community service; scholarly activity; and practice. A committee of three peer faculty independently review documentation and evaluate documentation on a scale of 1 = does not meet expectations; 4 = exceeds expectations Administrator of the committee tabulates committee review and provides feedback and guidance related to future professional development and suggested actions.

Promotion and/or Tenure review procedures outlined in WSU Policy and Procedure Manual. Faculty responsible to assemble documentation which confirms fulfillment of minimum criteria which either suggests adequate progression toward tenure and promotion; or as in the 6th year, adequate progression worthy of tenure and promotion. Faculty members' professional files receive three independent committee reviews: Department, College, and Dean.

Faculty Recognition

WSU and the DCHP recognize faculty teaching, service, and scholarly excellence. Examples of these recognitions and awards include:

- Dumke College of Health Professions
 - Teacher-of-the-Year Award
 - Dee Wade Mack (financial assistance with completing graduate degrees)
- Weber State University
 - Faculty Governance
 - Exemplary Collaboration Award
 - John S. Hinckley Fellow Award
 - John A. Lindquist Award
 - George & Beth Lowe Award for Innovative Teaching
 - Presidential Distinguished Professor Award
 - Hemingway Faculty Vitality Award
 - Hemingway Prize

2.10 Faculty (full and part-time) engage in ongoing development and receive support for instructional and distance technologies.

The Teaching & Learning Forum

The Teaching & Learning Forum was created by a group of faculty in 1992. The Forum offers retreats, book groups, workshops, collaborative projects, and other initiatives in support of faculty development. Activities are directed by the [Teaching, Learning, and Assessment \(TLA\) Committee](#), a standing committee of the Faculty Senate, and the appointed coordinator who also serves as chair of the TLA Committee. Forum offices are located in Room 57 of the South lower level of the Stewart Library. The Teaching & Learning Forum offers classes in I Pedagogy, Brown Bag discussions on a variety of teaching topics including online and hybrid learning formats, and has a Technology Library where faculty can check out Kindles, iPads and Clicker classroom sets. The Forum is open to all faculty and includes a Professional Learning Group for new faculty and is constantly being updated for best practice. (Standard 5)

Online Instructional Methods and Evaluation

The WSU Online Faculty Support Services Department (WSU Online Faculty Support) offers multiple courses designed to teach the School of Nursing faculty best practices relative to the technical and pedagogical aspects of facilitating online education (Table 2.10.1), many are self-paced.

(<http://departments.weber.edu/it/css/faculty/default.asp>). The following provides an overview of these courses:

<http://guides.instructure.com/> Canvas Help Center

<http://ced.weber.edu/wsonline/> Canvas Guides

<http://weber.edu/tlf> Teaching and Learning Forum

Table 2.10.1 – LMS Satisfaction

Q16. I feel that Canvas (Learning Management System) is sufficient to meet program outcomes.			
Response Choice	Spring 2021 (N)	Spring 2020 (N)	Spring 2019 (N)
Strongly Agree	75% (33)	78.38% (29)	89.13% (41)
Somewhat Agree	20.45% (9)	18.92% (7)	6.52% (3)
Neither Agree nor Disagree	2.27% (1)	2.7% (1)	2.17% (1)
Somewhat Disagree	0% (0)	0% (0)	2.17% (1)
Strongly Disagree	2.27% (1)	0% (0)	0% (0)
Total Agree	95.45% (42)	97.3% (36)	95.65% (44)
ELA	80%	80%	80%

Online Teaching Expertise

WSU Online offers an E-Learning certificate program to all WSU interested faculty. Faculty members apply to the two-semester program every summer and are selected by the WSU Instructional Design Department. Many of the SON faculty have participated in this certificate program. In addition, WSU Online offers a variety of professional development opportunities for all faculty including courses related to online learning. <http://departments.weber.edu/ce/distancelearning/default.aspx>

Support for technology is available from various entities on campus depending on the need.

- WSUOnline-<https://continue.weber.edu/wsuvonline/> or 801-626-6499 (support for LMS and related software) Available 24/7
- WSU Information Technology – <https://www.weber.edu/ITDivision/> or 801-626-7777 available 24/7
- DCHP Technical Support has three technicians available by phone or email M-F 7:30am to 6:00pm

Dumke College of Health Professions Professional Resources

The DCHP website provides faculty and staff with resources for support within the college. There is information for faculty and staff professional or career development. Faculty are encouraged to attend academic focused conferences and/or practice or expertise conferences pertinent to nursing role.

Marriott Professional Development Funds

- Faculty have access to Marriott and Dee Wade Mack funds for faculty development.
- Faculty can request funding of \$2500 annually. 100% of funding requests are granted if there are sufficient funds in the funding cycle. Rare exceptions to this occur intermittently dependent on the funding cycle and number of health professions applicants.
- Sorenson funds for faculty development are available intermittently.

Faculty and Staff Resources

Weber State University Academic Affairs supports a university faculty and staff resource page directing faculty or staff to a variety of A-Z university links important to those working at the university under the faculty and staff resource link (<https://weber.edu/>).

Human Resources

WSU is committed to excellence in the employment of faculty and staff. The University is an equal employment opportunity employer providing opportunities without regard to race, color, religion, gender, national origin, age, disability, or marital status. As an affirmative action employer, we encourage application from women and minorities (<https://www.weber.edu/humanresources>).

Stress Relief Center

The WSU Stress Relief Center has been designed to give faculty and students options of effective tools that work to reduce stress and promote better health and wellness (<https://www.weber.edu/relax>).

WSU Software Resources for Faculty and Staff

Weber State University offers a variety of software that faculty might use in teaching or other faculty endeavors such as adobe office suite and zoom. WSU provides specific software for all campus users and can provide volume licensed software to campus users if software is purchased through Weber State contracted vendors. Software is distributed based on the user's needs and campus availability.

WSU Teaching and Learning Forum

The teaching and learning forum (TLF) offers retreats, book groups, workshops, collaborative projects, and other initiatives in support of faculty development. The TLF provides a variety of other scheduled courses to enhance teaching and satisfy higher education academic requirements for faculty. TLF opportunities include education on topics such as civility, FERPA, disability, ethics, legal issues, student success, information security awareness, health and wellness, and leadership. There are regular student success discussions, a lunch and learning series where faculty from the university share a variety of academic pearls, optional biannual book clubs that read and discuss literature to support university collegiality and academic ideas. Many of the presentations are archived for those who are not able to attend. Support faculty success in teaching and tenure (<https://www.weber.edu/tlf>).

STANDARD 3: STUDENTS

Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

Introduction

Students are our priority and the Annie Taylor Dee School of Nursing (SON) strives to ensure quality through equitable and consistent policies and procedures that facilitate student learning and program outcomes. The SON policies are consistent with Weber State University policy and procedures and have variations only when necessitated by industry or clinical requirements. Changes are made based on student, faculty, and community feedback or program need and are communicated in multiple ways and in a timely manner. The university has numerous support services for students, which students have reported high levels of satisfaction on their end of program surveys.

This standard is reviewed annually in June by the SON Chair, Program Directors, and SON faculty. The SON Administrative Council (AC), with subsequent approval by faculty, reviews student policies as outlined in the Student Handbook annually. Concerns regarding student policies are discussed in course committees, at level meetings, and in AC meetings.

3.1 Policies for nursing students are congruent with those of the governing organization as well as the state, when applicable, and are publicly accessible, non-discriminatory, and consistently applied; differences are justified by the end-of-program student learning outcomes and program outcomes.

SON and WSU Student Policies

SON student policies are congruent with those of Weber State University (WSU). Student policies that differ from WSU or the DCHP are justified by the SON mission, vision, and outcomes, and the nature of the discipline of nursing requiring industry and clinical agency requirements. The following SON student policies differ from that of the University or are in addition to the University student policies and are found in the DNP Student Handbook:

Program Admission

- Minimum admission GPA differs from general WSU policies but is congruent with WSU Graduate Admissions Policies https://www.weber.edu/ppm/Policies/11-1_GraduatePrograms.html
- Applicant selection process

Program Requirements

- Clinical agency requirements
- Dress code

- Student health: Immunization status & OSHA training
- Drug screening
- Criminal background check
- Attendance Requirement

Progression and Dismissal

- Grading scale
- Minimum passing grade for course progression
- Withdrawal and /or Leave of Absence from admitted program
- Termination from admitted program

Program Admission

All SON applicants must meet the general admission requirements of WSU as outlined in the WSU Catalog: <http://weber.edu/admissions/>. The SON admission policies and procedures are consistent with both available resources and program outcomes. Application and admission information is available online, in brochures, or students may speak directly with the Enrollment Director by phone, email, or face-to-face. Specific program information is found online at <https://www.weber.edu/Nursing/DNP.html>. The DNP Program admission process is comprehensive. Requirements for DNP program emphasis application are available in Appendix 3.1.1. Once the applications are complete, a graduate faculty admissions team in conjunction with the Graduate Programs Director reviews student applications. Upon admission student program documentation and clinical paperwork requirements are uploaded by students to an electronic screening and compliance tracking system i.e. Castlebranch (CB). Each program has specific admission and healthcare agency requirements (Appendix 3.1.2).

Student Handbooks

Policies and procedures that apply to the SON students in programs requiring clinical assignment include complying with OSHA regulations and the WSU Bloodborne Pathogen Exposure Control Plan by [Environmental Health & Safety \(weber.edu\)](http://weber.edu/EnvironmentalHealthSafety). The SON requires a national criminal background check and drug screening in response to stipulations made by some healthcare facilities throughout the state. Student-specific program requirements are found in the SON student handbook (Appendix 3.1.3) under DNP part C (Appendix 3.1.4). For example, DNP students are required to have a WSU identification badge with a professional photo. DNP FNP students are required to wear a white lab coat over professional clothing at all clinical sites.

Progression and Dismissal

SON students must maintain a minimum grade of B- (80%) in all nursing courses for progression through the program. An 80% course grade minimum is a proficiency benchmark to indicate that students meet acceptable academic and clinical preparation for healthcare practice. Students may be dismissed for violation of nursing policies related to academic failure, behavioral or professional misconduct, substance abuse, criminal activity policies, or violation of the WSU student code is found in Part B of the student handbook (Appendix 3.1.3).

Publicly Accessible

Weber State University's policies and procedures (PPM) includes a section on student services, which are publicly accessible and are available online at <https://weber.edu/ppm/Policies/6-StudentServices.html>. SON and DNP program-specific policies are available in Parts A, B, & C of the student handbook. All handbooks are publicly accessible online under the SON website under the student resources tab at <https://weber.edu/Nursing/StudentHandbooks.html>. Upon acceptance to the program, students are provided with an electronic copy of the student handbook, which is reviewed at new student program orientation. All students are required to read their program-specific Student Handbook and return a signed affidavit indicating that they have received the handbook and they have read and understand the information contained in the handbook, which is uploaded in Castlebranch (began fall semester 2020). Any changes to student policies in the handbook are conveyed to students via their WSU student email accounts.

WSU Non-Discrimination Policy Statement

WSU is committed to protecting the personal rights of all students and employees by providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, veteran status, sexual orientation or preference, or gender, including sexual/gender harassment. <https://www.weber.edu/nondiscriminationandaccessibility> . WSU offers specialized support services through the office of Services for Students with Disabilities (<http://weber.edu/ssd>). Students who believe they have been discriminated against are directed to the Office of Affirmative Action/Equal Opportunity at Weber State University. <http://www.weber.edu/aaeo>.

3.2 Public information is accurate, clear, consistent, and accessible, including the program's accreditation status and the ACEN contact information.

Primary sources of WSU information are available online. The WSU homepage: <https://www.weber.edu/> is accessible to students and visitors and is easy to navigate. The WSU homepage provides up-to-date information about the University, campus admissions, academics, student life & safety, and provides critical campus information.

The WSU catalog provides accurate and up-to-date information about all nursing programs, courses and degrees.

https://catalog.weber.edu/preview_program.php?catoid=19&poid=9685

Primary sources of SON program information are online and located on the SON home page: <https://www.weber.edu/nursing/>. From this site, students and visitors can easily access degree and program information, current programs of study, advising, and student resources. The "*student resources*" tab:

<https://weber.edu/Nursing/Students.html> will link students to up-to-date SON and program-specific bulletin boards, announcements, student handbooks, study abroad opportunities, student scholarships, job opportunities, and professional organizations.

Printed materials such as brochures, social media platforms such as Facebook, and electronic billboards, as well as in-person venues, are used for advertising and recruitment. News-worthy stories and activities associated with the SON are found on the WSU News & Archive site: <https://www.weber.edu/wsutoday/> as well as local news sources. DNP student spotlight:

https://www.weber.edu/WSUToday/032321_BrianMaynard.html . Post Masters to DNP Leadership Brochure:

https://apps.weber.edu/wsuiimages/Nursing/CurrentFiles/BrochureDNP-LeadershipNursing.pdf?_ga=2.3805940.579941894.1622406869-146551354.1615488677.

Post BSN to DNP-FNP brochure:

https://apps.weber.edu/wsuiimages/Nursing/CurrentFiles/BrochureDNP-FNP Nursing.pdf?_ga=2.3805940.579941894.1622406869-146551354.1615488677

Program Accreditation Status and Publication of ACEN Contact Information

Weber State University is accredited by the Northwest Commission of Colleges and Universities (NWCCU) <https://weber.edu/accreditation/institutional-accreditation.html>. The Annie Taylor Dee School of Nursing Programs are accredited by the Accreditation Commission for Education in Nursing (ACEN). Accreditation information is found on the nursing homepage under the “About the Department” tab <https://weber.edu/Nursing/Accreditation.html>. ACEN material is also found on all recruitment and informational documents. The name, address, telephone numbers, and web address of the Accreditation Commission for Education in Nursing (ACEN) is published in the WSU Catalog at:

https://catalog.weber.edu/preview_entity.php?catoid=19&ent_oid=3499&returnto=6782. Information relating to the DNP Program candidacy for initial accreditation is found in the WSU catalog

https://catalog.weber.edu/preview_program.php?catoid=19&poid=9685.

All program outcome information can be found on nursing’s webpage under the Graduate Programs Outcomes tab at <https://weber.edu/Nursing/Accreditation.html>

3.3 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

Student Notification of Changes in Policy/Procedures

Changes in WSU policies are communicated to students through the campus student email (wildcat) system and the WSU Student Announcements. All accepted nursing students are able to receive communication through the following methods: WSU student email accounts; program-specific bulletin boards, and Canvas courses communication tools.

DNP program-specific policies and/or procedures changes are initiated at the Program level approved by the SON Chair, the Graduate Program Director, and faculty. The Program director then communicates changes to the students in an electronic format via

email delivery using WSU student email accounts and the student Bulletin Boards. <https://weber.edu/Nursing/BulletinBoard.html>. Any new changes are then updated in the DNP Program student handbook for the following year.

A recent example of a program procedure change was the adoption of Portfolium for all graduate students. In 2020-2021 students began use an e-portfolio product called Portfolium for showcasing student signature assignments, the DNP project, accomplishments, and other artifacts (Appendix 6.1.5). Faculty and student policies were developed by a graduate portfolium task force made up of graduate faculty to determine the student portfolio elements (Appendix 6.1.6). The student portfolio also serves as a professional repository that students can use when seeking future employment (Appendix 6.1.7). The implementation of Portfolium was communicated to students by WSU email and in Canvas courses. In addition, an online training module in Canvas was created for students to provide a thorough orientation of the product and its designed use for graduate nursing students. The course was very well received by students and the first DNP-L graduating cohort was able to successfully complete all of the required portfolio elements by graduation in spring semester, 2021. The student portfolio also serves as a professional repository that students can use when seeking future employment (Appendix 6.1.7). Two DNP-L student examples are available at <https://portfolium.com/MindyRobert/portfolio> and <https://portfolium.com/emilyostarcevic/portfolio>

Changes in criteria that affect potential students prior to admission are communicated by revised program brochures, revised printed inserts included with program mailings, online updates to the WSU catalog and online updates to the program information available on the SON homepage (<http://www.weber.edu/Nursing/default.html>). In addition, the SON Enrollment Director verbally alerts prospective program applicants that contact the SON directly. Course-related communications are distributed to students through WSU student email, SON bulletin boards, and Canvas.

3.4 Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.

WSU Student Services is comprehensive and under the direction of the Vice President of Student Affairs. Qualified professionals administer and implement all student services. <https://www.weber.edu/StudentAffairs/contact.html>. The WSU Academic Affairs Office monitors the qualifications of the Student Services personnel. WSU provides diverse student support services and provides reasonable access to all WSU students with easy access through the Student Affairs website: <https://weber.edu/StudentAffairs/staff.html>

During the pandemic, there was a combined effort by all student affairs to provide all information to one website for ease and clarification for students. <https://www.weber.edu/coronavirus>

Services frequently used by the SON students include academic advisement, student health and counseling, financial aid and scholarships, and career services. Students are

made aware of student services during orientation and are covered within all student handbooks.

WSU Academic Advisement

Following admission to the DNP Program, each student is assigned a SON faculty advisor (Appendix 2.5.2). Faculty advisors are encouraged to contact students within the first three (3) weeks of each semester that the student is enrolled. Advisors enter advising notes in the WSU Cat Tracks, an application that helps to monitor student's progression through the program by the faculty advisor and the program director (Appendix 3.4.1). Program Student handbooks outline the student advisement policy and graduation requirements for each program.

Graduates overall satisfaction, as it relates to Academic Advisement, is assessed annually through the End of Program Evaluation Instrument (question #11) and is as follows:

Table 3.4.1

Overall Satisfaction with the WSU with Academic Advisement:

Likert Scale of 1-5: with 1 being poor and 5 being excellent; ELA >3;

Question 11: Overall Satisfaction with Academic Advisement					
Year	Program	Semester	Face-to-Face Hybrid (DNP-NP) ELA > 3	All Online (DNP-L) ELA>3	Return Rate % ELA (70%)
2020-2021	DNP-L 1 st class	Spring 2021		4.50	12/12 100%
2020-2022	DNP-FNP 1 st class	Fall 2021			

WSU Student Health Center & Counseling Center

The WSU Student Health Center provides wellness care, medical care for minor illnesses, immunizations, some laboratory tests and prescriptions, and referrals at no or low charge to students. The Health Center is located on the WSU main campus.

<https://www.weber.edu/healthcenter/>. The Counseling Center provides short-term counseling, crisis intervention, and consultation to students. Services are offered online and on-campus. <https://www.weber.edu/CounselingCenter/default.html>. Students are made aware of the health center resources through the Student Handbook and the University's student services web page: <https://www.weber.edu/studentaffairs>

Graduates overall satisfaction, as it relates to Student Health Center & Counseling Center, is assessed annually through the End of Program Evaluation Instrument (question #10) and is as follows:

Table 3.4.2
Overall Satisfaction with the WSU Health & Counseling Center

Likert Scale of 1-5: with 1 being poor and 5 being excellent; ELA>3;

Question 10: Overall Satisfaction with Student Health & Counseling Center					
Year	Program	Semester	Face-to-Face Hybrid (DNP-NP) ELA > 3	All Online (DNP-L) ELA>3	Return Rate % ELA (70%)
2020-2021	DNP-L 1 st class	Spring 2021		4.44	11/12 92%
2020-2022	DNP-FNP 1 st class	Fall 2021			

WSU Financial Aid and Scholarships

Weber State University offers more than \$90 million in federal financial assistance and offers walk-in, online, and phone assistance for all students.

<http://www.weber.edu/GetIntoWeber/ScholarshipsFinancialAid.html>. In addition to WSU Financial Aid Services, there are scholarships available to ATD-SON students.

Nursing Scholarship information is found on the program's Student Bulletin Board.

<https://weber.edu/Nursing/Scholarships.html>

Graduates overall satisfaction, as it relates to Financial Aid and Scholarships, is assessed annually through the End of Program Evaluation Instrument (question # 13) and is as follows:

Table 3.4.3
Overall Satisfaction with the WSU Financial Aid Services:

Likert Scale of 1-5: with 1 being poor and 5 being excellent; ELA>3;

Question 13: Overall Satisfaction with Financial Aid Services					
Year	Program	Semester	Face-to-Face Hybrid (DNP-NP) ELA > 3	All Online (DNP-L) ELA>3	Return Rate % ELA (70%)
2020-2021	DNP-L 1 st class	Spring 2021		4.22	11/12 92%
2020-2022	DNP-FNP 1 st class	Fall 2021			

Career Counseling and Placement

Job postings are emailed to students and posted on the nursing bulletin boards.

<https://weber.edu/Nursing/Students.html>. Formal career counseling is located on the Ogden campus. <https://www.weber.edu/careerservices/>

Graduates overall satisfaction, as it relates to Career Counseling and Placement, is assessed annually through the End of Program Evaluation Instrument (question #12) and is as follows:

Table 3.4.4**Overall Satisfaction with the WSU Career Counseling and Placement:**

Likert Scale of 1-5: with 1 being poor and 5 being excellent; ELA>3;

Question 12: Overall Satisfaction with Career Counseling and Placement					
Year	Program	Semester	Face-to-Face Hybrid (DNP-NP) ELA > 3	All Online (DNP-L) ELA>3	Return Rate % ELA (70%)
2020-2021	DNP-L 1 st class	Spring 2021		4.04	11/12 92%
2020-2022	DNP-FNP 1 st class	Fall 2021			

Standard 3.4 is reviewed each spring by the SON Evaluation committee, program directors, and the SON chair.

3.5 Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.

FERPA and Title IV Regulations

WSU and the SON administrators monitor practices for maintenance of Family Education Rights and Privacy Act (FERPA) rules and regulations.

<http://weber.edu/registrar/ferpa.html>. All faculty and staff are required to attend FERPA training upon hire and every 3 years. The office of the Registrar provides these trainings and maintains records of attendance. As reported by the SON chair annually, there were no FERPA complaints for 2017-2021, and monitoring is ongoing.

Current Student Educational Record

To protect the privacy of the SON student education records, the following SON actions are implemented: (http://www.weber.edu/ppm/Policies/4-19a_RetentionRecords.html)

Electronic student records are encrypted and stored using a password-protected computing system. The SON uses the following platforms Canvas, Castlebranch, Typhon, and Portfolium to store student records and files electronically. All platforms ensure confidentiality.

- Castlebranch is used to store student documents required for program requirements like immunization records. <https://discover.castlebranch.com/privacy-policy/>
- Typhon is used to document and track DNP FNP clinical activities. Access must be granted by the Graduate Program director. <https://typhongroup.com/privacy-policy/>
- Instructure provides both the Portfolium and Canvas platforms. <https://www.instructure.com/policies/intl-privacy>
- Portfolium is used by students as a platform to share their professional profiles and achievements. Public access requires permission from each student.

- Canvas is the learning platform for all of WSU classes. Access to Canvas requires a 2-factor authentication that can only be accessed by a currently enrolled student.
- Departmental communication to students are distributed via the University's password protected email systems (WSU student email and WSU Online learning system email).
- Faculty communication (course progression, assignment feedback, etc.) are given directly to the student via the University's password protected email systems (WSU student email and WSU Online learning system email).
- Following graduation from the nursing program, student records are stored online in Castlebranch and physical files are stored in nursing administrative offices, which are locked.

Personal and Financial Information

WSU Financial Aid Services complies with University, state, and Title IV Regulation 690.80 federal guidelines, and FERPA, as documented in the WSU policy and procedures. There were no identified incidences of violations regarding SON student personal or financial aid. Monitoring is ongoing.

<https://www.weber.edu/IR/Disclosures.html>

3.6 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits.

Students applying for federal academic loans are required to complete an application online prior to coming to Financial Aid Office.

<https://www.weber.edu/financialservices/studentloan.html>. The WSU Financial Aid Office maintains compliance with the Higher Education Reauthorization Act Title IV eligibility and certification. Students receive pre-loan counseling, including types of loan, conditions of loans, repayment options, written information presented to the student at the time of pre-loan counseling, and exit counseling, which includes balance outstanding on loan(s) and number of payments remaining. WSU cohort default rate for 2020 was 5.9% (reflecting from 2017-2020), below the national average of 9.7%. Default rates specific to nursing are not reported.

https://www.weber.edu/wsuiimages/IR/CDR_With%20Attachment_562021.pdf. The financial Aid Office undergoes both a financial audit and a compliance audit annually in cooperation with the WSU Department of Accounting services.

3.6.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

Information about student loans is available at:

http://www.weber.edu/GetIntoWeber/about_financial_aid.html. Students applying for federal academic loans are required to complete an application online prior to coming to Financial Aid Office. When a SON student receives a student loan, they are required by WSU to sign a student loan counseling form. The WSU Financial Aid Office maintains compliance with the Higher Education Reauthorization Act Title IV eligibility

and certification. All students receive pre-loan counseling, including types of loan, conditions of loans, repayment options, written information presented to the student at the time of pre-loan counseling, and exit counseling, which includes balance outstanding on loan(s) and the number of payments remaining.

3.6.2 Students are informed of their ethical responsibilities regarding financial assistance.

Students have been informed of their ethical responsibilities regarding financial assistance. The University Financial Aid Office <https://www.weber.edu/financialaid> provides both pre-and post-loan counseling.

3.6.3 Financial aid records are in compliance with the policies of the governing organization, state, and federal guidelines.

Financial aid records are maintained in compliance with the policies of the governing organization, state, and federal guidelines. Records are maintained and audited annually by the Utah State Auditors Association. WSU Maintains financial aid records in compliance with state and federal guidelines. Records retention is found in policy PPM4-19a. https://www.weber.edu/ppm/Policies/4-19a_RetentionRecords.html. Graduation records are maintained for future degree evaluation.

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

Due Process and Resolution of SON Complaints and Grievances.

WSU due process policy is available at: http://www.weber.edu/ppm/Policies/9-9_DueProcess.html. WSU grievance policy is available at: <https://www.weber.edu/complaint>. SON policies explaining due process related to complaints and grievances are described in the parts A & B of the student handbook (Appendix 3.1.3). Students are given a copy of the student handbook at orientation. SON student grievances are reported to the appropriate Program Director and the SON Chair, then taken to SON Admissions/Advising Committee. Any further grievance process then proceeds to the DCHP grievance committee and WSU grievance committee. A grievance committee, consisting of the Enrollment Director, Department Chair, and Program Directors are available to review any student grievances (Appendix 2.5.3). Unresolved grievances are then forwarded to the College and University as needed. Proposed changes to the grievance policy or nursing processes are presented to AC council and faculty at general faculty meetings and program meetings. The SON chair reviews student and faculty files for documentation of due process and complaint or grievance resolution as necessary. There are no DNP student grievances to report.

3.8 Orientation to technology is provided, and technological support is available to students.

Orientation to Technology

At WSU, Online, under the *student resource tab* provides overall WSU online information about getting ready for classes, tuition, how to register, computer requirements, and Canvas how-to's, and other online related topics.

<https://continue.weber.edu/wsOnline/default.aspx#>

All students enrolled in the nursing program and registered for nursing classes have access to WSU Canvas, the online learning management system (LMS) used at Weber State University. Nursing courses are offered as face-to-face, hybrid, virtual, and online. Each course section has an assigned Canvas course. Orientation to Canvas (tutorials) are available for students. Canvas technical support is available by phone 24/7 at 877-215-0831 or a Canvas live chat or in person on the Ogden Campus in Lampros Hall, Room 215. Canvas has a HELP option embedded in each WSU course that allows students to locate answers to most online issues. When Canvas support is not available, there is 24/7 IT support that can help (see below). <https://guides.instructure.com/>.

Informational Technology Support

The WSU Computing Support Services provides all nursing students' technical support with WSU Online software and general networking concerns. Students that require computing or technology support may contact the 24/7 computing and technical resource hotline (801-626-7777). Computing support is also available online, where a student can "chat" with a support technician 24/7 (<http://help.weber.edu/>). The technical specialists that staff the computing and technical resource hotline assist callers with a wide range of computer and technical issues and concerns. These issues and concerns include general questions related to the caller's computing hardware as well as questions related to accessing and using WSU online resources, user problems with the software applications supported by the WSU Information and Technology Center. Questions related to WSU's online educational software (Canvas) is supported by a Help button within each course that offers a 24/7 Live chat, a 24/7 Canvas Support Hotline (877-215-0831) as well as Canvas guides and student tutorials. <https://guides.instructure.com/>.

Graduates overall satisfaction, as it relates to Technology Enhanced Learning is assessed annually through the End of Program Evaluation Instrument (question #8) is as follows:

Table 3.8.1 Student Satisfaction with Technology Enhanced Learning

Likert Scale of 1-5: with 1 being poor and 5 being excellent; ELA >3;

Question #8: Overall Satisfaction with Technology Enhanced Learning Resources (such as Canvas)					
Year	Program	Semester	Face-to-Face Hybrid (DNP-NP) ELA > 3	All Online (DNP-L) ELA > 3	Return Rate % ELA (70%)
2020-2021	DNP-L 1 st class	Spring 2021		4.54	12/12 100%
2020-2022	DNP-FNP 1 st class	Fall 2021			

Graduates overall satisfaction, as it relates to Technical Support for Online Resources, is assessed annually through the End of Program Evaluation Instrument (question #9) and is as follows:

Table 3.8.2 Student Satisfaction with Technical Support

Likert Scale of 1-5: with 1 being poor and 5 being excellent; ELA>3

Question 9: Overall Satisfaction with Technical Support for Online Resources Advisement					
Year	Program	Semester	Face-to-Face Hybrid (DNP-NP) ELA > 3	All Online (DNP-L) ELA>3	Return Rate % ELA (70%)
2020-2021	DNP-L 1 st class	Spring 2021		4.56	12/12 100%
2020-2022	DNP-FNP 1 st class	Fall 2021			

3.9 Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.

WSU online technology requirements and policies are available to the public at <https://continue.weber.edu/wsionline/computerrequirements.aspx> All entering nursing students are made aware of the program delivery format and are advised of the importance of personal technology needs at program orientation. Information, technology requirements, and policies specific to nursing students are provided in each program Student Handbook is found online at: <https://weber.edu/Nursing/StudentHandbooks.html>.

STANDARD 4: CURRICULUM

The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.

Introduction

The Weber State University (WSU) Annie Taylor Dee (ATD) School of Nursing (SON) curriculum is concept-based and developed by faculty to support the end-of-program student learning outcomes (EPSLOs) and role-specific competencies (RSCs) to facilitate safe practice in healthcare. Differentiated end-of-program student learning outcomes are influenced by the Quality and Safety Education for Nurses (QSEN) Competencies and are updated and leveled as needed to align with national standards and guidelines. The curriculum is continuously refined based on changes in current practice and feedback from the community (Appendix 1.3.2). Faculty are encouraged and supported to maintain skills through participation in clinical practice, conferences, and reading current literature to support curriculum development.

In preparation for the Doctorate of Nursing Practice (DNP) candidacy and future accreditation visit, a DNP faculty committee convened in January of 2018 (Appendix 4.0.1). The team reviewed doctoral and professional standards and guidelines to develop EPSLOs and RSCs for the Post Masters to DNP-Leadership (DNP-L) and Post BSN to DNP Family Nurse Practitioner (DNP-FNP) programs. The DNP committee used the most recent report from the American Association of Colleges of Nursing (AACN), DNP Essentials: Current Issues and Clarifying Recommendations (AACN, 2015), and the National Organization of Nurse Practitioner Faculties (NONPF) recommendations for Family Nurse Practitioners to guide them. The DNP committee convened periodically over 2018-2019 to revise and refine the program (Appendix 4.0.2). The WSU DNP courses were compared with other university programs of study, NONPF core competencies, QSEN, and AONL (Appendix 4.0.3) to determine appropriate curricular content. DNP EPSLOs were created to align with the WSU SON EPSLOs (available in criterion 4.1). The Graduate Programs Director and graduate faculty continue to refine all DNP program course reviews at scheduled curriculum, evaluation, graduate faculty, and nurse practitioner faculty meetings (Appendix 4.0.4; Appendix 4.0.5).

4.1 Consistent with contemporary practice, the curriculum is congruent with established standards for clinical doctorate programs, including appropriate advanced nursing practice competencies, role-specific professional standards and guidelines, and certification requirements, and has clearly articulated end-of-program student learning outcomes.

The SON DNP-L and DNP-FNP programs are designed to prepare students to fulfill their future roles and responsibilities. The dynamic curriculum incorporates current standards, guidelines, and competencies from the following organizations to ensure that the curriculum is current and grounded on evidence-based practice: The Quality and Safety Education for Nurses (QSEN), the American Association of Colleges of Nursing (AACN), the American Organization for Nursing Leadership (AONL), and the National

Organization of Nurse Practitioner Faculties (NONPF). (Appendix 4.0.3). Professional standards are woven throughout the programs, as evidenced in Course Map B (Appendix 4.1.1) for each course. In addition, faculty participate in local and national conferences and collaborates with local health care agencies concerning best practices based on established professional standards.

The DNP program utilizes a concept-based curriculum and conceptual teaching based on the Institute of Medicine recommendations from 2010. The SON concepts (Appendix 4.1.2) were identified by the faculty and are based on evidence; they are incorporated throughout the curriculum and can be found in course maps, syllabi, and instructional units.

The WSU ATD SON has adopted QSEN as the cornerstone of their SON Student Learning Outcomes (SLOs) and end-of-program student learning outcomes (EPSLOs). The six competencies include patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. The ATD SON SLOs are leveled to meet degree-specific requirements in each program and guide course development. While the EPSLOs are the same for both DNP programs of study, the outcomes based on the role-specific competencies (RSCs) differ in each focus. All EPSLOs and RSCs were developed using professional standards and guidelines (Appendix 4.0.3). The EPSLO/RSCs Table (Table 4.1.1) demonstrates this curricular alignment.

Table 4.1.1
DNP EPSLO/RSC Table

WSU SON EPSLOs, DNP EPSLOs, DNP Role Specific Competencies by Program			
Annie Taylor Dee School of Nursing EPSLOs	DNP EPSLOs	Post BSN to DNP-FNP Role-Specific Competencies	Post Masters to DNP Leadership Role Specific Competencies
Patient-Centered Care			
Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for the patient's preferences,	Employ care delivery models and/or strategies of health promotion, risk reduction, and illness prevention for individuals, families, and diverse populations across health care settings.	Implement indirect and direct care strategies for autonomous practice and/or care delivery models for individuals and diverse populations across health care settings.	Employ system-wide standards and practices for the care of patients/populations.

values, and needs.			
Teamwork & Collaboration			
Function effectively within nursing and inter-professional teams, fostering communication, mutual respect, and shared decision-making to achieve quality patient care.	Collaborate with interprofessional teams associated with complex practice and organizational issues by mentoring and leading in order to provide high-quality and safe health outcomes.	Engage in shared decision-making with interprofessional teams for complex patients, practice, and organizational collaboration.	In collaboration with other system leaders, implement strategies for the continuing development of interprofessional relationships.
Evidence-Based Practice (EBP)			
Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.	Practice at the highest quality/level of nursing, supported by/ based on current scientific evidence, organizational and systems thinking, leadership principles, health policy, informatics, equity in health care, and ethics.	Establish standards utilizing evidence-based practice as the foundation of nursing practice and patient care delivery.	Establish processes to adopt, monitor, and evaluate the translation of evidence into practice.
Quality Improvement			
Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously	Transform practice to impact the quality of health care and outcomes.	Develop efficient patient care models and policies that ensure high-quality care and compliance with regulatory requirements.	Lead quality improvement programs at the systems level.

improve the quality and safety of healthcare systems, including participating in healthcare policy.			
Patient Safety			
Minimize risk of harm to patients and providers through both system effectiveness and individual performance.	Influence health care policy relating to finance, access, safety, and quality, as it applies to practice regulation and consumer advocacy.	Establish a culture of safety and transparency within members of the interdisciplinary team.	Contribute as an interprofessional content expert to appraise system-wide patient safety programs.
Informatics			
Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.	Evaluate quality improvement initiatives through the use of information systems and technology.	Advocate for information technologies that support the use of evidence in nursing practice.	Lead the advancement of informatics activities to improve the quality of healthcare systems.

Competency Reference: "Quality and Safety Education for Nurses" (QSEN). Retrieved from <http://qsen.org>
National League for Nursing. (2012). The scope of practice for academic nurse educators: 2012 revision. New York: NLN.

The DNP program at Weber State University is a practice-focused doctorate. Admission to the Post BSN to DNP-FNP program of study (Appendix 4.1.3) requires completing a minimum of a Bachelor of Science degree in nursing (BSN). Admission to the Post Masters to DNP-Leadership program of study (Appendix 4.1.4) requires a BSN and a Master's degree in Nursing (MSN), health administration (MHA), public health (MPH), or business administration (MBA). The program's focus is to prepare nurses to be leaders within their chosen specialty, including nurse executives, advanced practice nurses, and nurse educators. The DNP curriculum was created from professional standards and guidelines to ensure that nursing knowledge, skills, and behaviors are based on best practice, current research, and professional standards. Professional, competency-based EPSLOs in the DNP program were derived from national standards and guidelines. In particular, the learning competencies of the DNP degree are based on the National Organization of Nurse Practitioner Faculty (NONPF) Nurse Practitioner

Core Competencies, the American Organization for Nursing Leadership (AONL), and the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice (Appendix 4.0.3). The AACN DNP Essentials and competencies, as mentioned above, were utilized in the development of the DNP curriculum and illustrate how role-specific competencies are tied to end-of-program student learning outcomes. Course learning outcomes, unit learning outcomes, and assignment outcomes connect course content to EPSLOs, RSCs. The AACN DNP Essentials are noted in Course Maps A & B (Appendices 4.1.5 & 4.1.1) for each course.

DNP course syllabi reflect EPSLO/RSC alignment with course content (Appendix 4.1.6). Abbreviated syllabi for the DNP core leadership courses and DNP FNP-specific courses can be found in the virtual evidence folder. Students completing the Post BSN to DNP-FNP program of study are prepared to sit for the Family Nurse Practitioner Certification examination through either the American Nurses Credentialing Center (ANCC) or the American Association of Nurse Practitioners (AANP). The state of Utah requires proof of national certification as an FNP through either organization before licensure is granted.

4.2 The end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.

The WSU DNP EPSLOs are derived from the WSU SON EPSLOs, and graduate-level national standards and guidelines provided by the organizations outlined in criterion 4.1. These outcomes drive curriculum organization, delivery of instruction, learning activities, and assessments (Table 4.1.1).

The WSU DNP curriculum is organized using backward curriculum design, with the SON and DNP EPSLOs as a foundation. At the course level, Course Maps A and B (Appendix 4.2.1) are designed by faculty to organize, plan, and implement course content and concepts. These maps illustrate the curricular alignment of the SON and DNP EPSLOs, RSCs, and course/unit/assignment SLOs. For example, faculty use SON and DNP EPSLOs to determine course and unit outcomes. These unit outcomes are then used to create assignment outcomes, learning activities, instructional methods, and assessment strategies. Examples of course plans and content can be found in Course Map B, and Course Map A illustrates how course outcomes relate to the WSU and DNP EPSLOs (Appendix 4.2.1).

Courses are structured to foster the attainment of DNP Program EPSLOs through the use of a variety of instructional techniques and learning activities, including digital learning and literacy. Course outcomes are organized consistently across the three types of didactic, clinical, and skills laboratory. Each course is administered through Canvas® Learning Management System (LMS) and utilizes online, virtual (synchronous), hybrid, and/or face-to-face delivery of instruction. For example, the DNP-L courses are entirely online and structured to meet working professionals' needs. The DNP-FNP emphasis is hybrid program emphasis with didactic courses being online, face to face (lab/clinical), or virtual (synchronous). The development of APRN clinical skills are designed to meet national guidelines and RSCs, and are offered face-to-face (Appendix 4.2.2).

Assignments and learning activities are designed to address and measure the achievement of course outcomes specifically. Learning activities, unit content, and student work are organized in Course Map B (Appendix 4.1.1) to demonstrate alignment with course SLOs, EPSLOs, and RSCs. Learning activities include presentations by content experts, discussion activities, lectures, video educational resources and assignments, selected readings, and signature assignments. The DNP projects are an additional example of this alignment (see criterion 4.4).

DNP courses and course sequencing are designed to increase in complexity to provide student growth throughout the curriculum. The curriculum is designed to progressively move students towards increased competency through their learning experiences that culminates with the mastery of the Program EPSLOs and RSCs as demonstrated in their DNP projects. For example, DNP-FNP students take NRSG 7001 Transition to Nursing Practice I at the beginning of the program, which provides a foundation for building knowledge and culminates in NRSG 7002 Transition to Practice II in their final semester. Students in both programs take NRSG 7010 Scholarly and Ethical Foundations, which prepares them to advance through the project courses. Students build on previous knowledge through increasingly complex stages of a scholarly project (NRSG 7801, 7802, etc.) (Abbreviated Syllabi).

Individualized DNP plans of study for the Post Masters to DNP and Post BSN to DNP are logically structured and sequenced with appropriate selection to build students' knowledge, skills, and abilities at the doctoral level. The DNP-FNP program of study is designed to have students take didactic, lab, and clinical courses sequentially to build APRN competence, culminating in NRSG 7904 FNP Clinical Immersion (Appendix 4.1.3). The DNP EPSLOs and RSCs are fully integrated into the curriculum and mapped across the program to ensure these are met by the end of graduation through the didactic courses, practicum experience, and scholarly projects (Appendix 4.0.3). Course activities move students toward achievement of course outcomes as evidenced in curriculum course maps A and B (Appendix 4.2.1).

4.3 The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.

Since the inception of the DNP program, faculty in the SON have been actively involved in developing, implementing, and maintaining the nursing curriculum (Appendix 4.0.1). Faculty teaching responsibilities include planning, preparing, and organizing a variety of relevant teaching-learning strategies and instructional material for classroom and clinical laboratory. Faculty members evaluate teaching materials and methods for currency and relevancy and then suggest revisions during course and program meetings. In consultation with the SON curriculum chair, faculty members modify curriculum and/or teaching style based on Program EPSLOs/RSCS from assessment results. Faculty also establish instructional standards following SON and [Weber State University curriculum policies](#) (a link is also available in Appendix 4.3.0). Faculty also assess student academic achievement, and modify teaching techniques according to assessment feedback (Appendix 4.3.1; Appendix 4.3.2).

The SON reviews nursing curriculum in four different ways: 1) faculty peer review, 2) curriculum committee course review, 3) course committee review, and 4) course chair faculty meeting presentations. These four review processes ensure integrity, rigor, and currency. Through active participation in the SON curriculum committee (Appendix 4.3.3), graduate program curriculum meetings (Appendix 4.0.4), and course level meetings (Appendix 4.3.2), faculty members participate in planning, implementing, evaluating, and revising the program curriculum. Additional program curriculum meeting minutes specific for the DNP-FNP and DNP-L emphases are available in Appendix 4.3.4 a-c. Faculty members maintain an awareness of new instructional technology and advances in teaching and learning theory. Faculty also acquire new skills for program enhancement and development and apply these new technologies and skills where appropriate. Faculty members plan, prepare, and organize a variety of relevant teaching-learning strategies and instructional materials for DNP-FNP clinical and laboratory experiences, evaluate clinical teaching resources and lab materials for currency and relevancy, and suggest revisions (Appendix 4.3.2).

An additional SON sub-committee to the Faculty Development Committee, is the Peer Review Committee. Peer Review Committee reviews faculty members using a standardized process (Appendix 4.3.5) that evaluates faculty integration of concept-based pedagogical strategies in teaching and builds evidence-based characteristics of effective teaching strategies in faculty members. The SON attempts to review all faculty members every four to five years. The Peer Review findings assist faculty members in expressing concerns about the nursing curriculum, reflecting on their role in the development of curriculum, and making meaningful changes to the course curriculum (Appendix 4.3.6). The Peer Review Committee then makes recommendations to the Faculty Development Committee for development opportunities based on the findings Appendix (4.3.7).

The SON Curriculum Committee monitors the integrity of the curriculum by reviewing courses using the following process: two committee members are assigned to collaborate with the course chair to evaluate the course documents while following the guidelines outlined in the SON Curriculum PPM (Appendix 4.3.8) using the Curriculum Committee Course Review Form (Appendix 4.3.9). Assigned committee members and course chairs present findings to the curriculum committee members who determine whether the information reflects compliance and no action, partial compliance with follow-up, or non-compliance with a second review required after changes are completed (Appendix 4.3.10). The SON curriculum committee will meet at least once a semester to discuss curriculum issues through the program (Appendix 4.3.8). This meeting must occur at least once a semester and the minutes must be recorded and posted in the SON electronic storage system (Appendix 4.3.3). The committee is responsible for articulating all facets of SON curriculum development and curriculum evaluation at all program levels.

Course committees consist of a course chair or co-chairs and all faculty members who teach the course (Appendix 4.3.11). The course committees are responsible for developing and evaluating the course curriculum within the parameters set by the Curriculum Committee, and all faculty members teaching the course have input and

responsibility to curriculum design with the course (Appendix 4.3.12). This meeting must occur at the end of each semester the course is taught and the minutes must be recorded and posted in the SON electronic storage system (Appendix 4.3.2).

All DNP-L and DNP-FNP courses were reviewed during the 2020-2021 academic year in program faculty meetings and will be reviewed moving forward every three to five years (Appendix 4.3.13). Faculty members presenting their course (assigned by the graduate programs director) in the faculty meeting will cover information listed in the School of Nursing Course Chair Responsibilities document (Appendix 4.3.14). Presentation highlights will be recorded in the program minutes, and items will purposefully reflect conscious changes made by faculty from student evaluations to improve the course. In addition, the latter part of the presentation needs to be presented verbally and submitted in a written format to the program director.

4.4 Clinical Doctorate Programs/DNP Specialist Certificates

The curriculum is designed to prepare graduates to practice from an evidence-based perspective in their role through effective use and collaborative production of clinically-based scholarship.

The SON curriculum prepares students to use, apply, and contribute to evidence-based practice and scholarship in several ways. The DNP Program EPSLOs were created to emphasize the value of scholarship and the use of evidence and technology to improve practice. One of the six EPSLOs is specifically focused on the integration of evidence into clinical practice. Another EPSLO focuses on using technologies to support evidence-based practice in decision-making and practice (Table 4.1.1).

The emphasis on scholarship, evidence, and technology continues through the course outcomes designed to reflect the EPSLOs (Appendix 4.1.5). Core courses that emphasize evidence-based practice are NRSG 7010, NRSG 7020, NRSG 7801/7802/7803, and FNP courses NRSG 7001, 7002 and NRSG 6120 (Appendix 4.0.3).

The program emphases have both didactic and clinical courses that focus on gathering and using research and other forms of scholarly evidence to create, implement, and evidence-based practice changes. Didactic courses include NRSG 6120 Research & Statistics, NRSG 7010 Scholarly/Ethical Foundations, and NRSG 7030 Information Technology & EBP. These courses are taught sequentially in the program. Signature assignments are intentionally designed throughout the program to demonstrate student achievement of DNP EPSLOs (Appendix 4.4.1). Finally, both program emphases culminate in the completion of a DNP project (Appendix 4.4.2 DNP Project Handbook). The DNP project is focused on applying evidence-based knowledge gained throughout the program to make practice improvements.

Graduates are prepared for the collaborative production of clinically based scholarship as this is threaded throughout the curricular design in the SON. Core courses NRSG 7050 and NRSG 7060 require students to foster collaborative efforts in developing, implementing, and evaluating interventions to address health promotion, disease

prevention efforts and improve patient and population health outcomes through clinically-based scholarship (Abbreviated Syllabi).

4.5 The curriculum is designed so that graduates of the program are able to practice in a culturally and ethnically diverse global society.

The SON DNP curriculum was developed to prepare students to function in and meet the health needs of culturally, ethnically, and socially diverse populations. Multiple EPSLOs/RSCs (Table 4.1.1) and course SLOs (Appendix 4.2.1; Appendix 4.5.1) specifically address cultural, ethnic, and socially diverse concepts. The curriculum committee systematically reviews courses to track where and how diversity is addressed in the program (Appendix 4.3.13a).

Concepts such as culture, race, ethnicity, gender, and diversity in healthcare are integrated throughout the curriculum in both didactic and clinical courses. Several courses incorporate local, national, and/or global perspectives in their content (see Table 4.5.1). The WSU ATD SON and the College of Health Professions also offer optional travel abroad healthcare service experiences to further examine concepts such as culture and social determinants of health. For example, healthcare-focused trips have recently been sponsored to Cambodia, Thailand, and China (see <https://www.weber.edu/studyabroad/2018-programs.html>); however, due to COVID, the study abroad trips were canceled this year.

Students have multiple opportunities to consider how to meet the needs of diverse individuals in their courses and clinical experiences. A variety of learning activities are used to explore diversity concepts and were specifically designed to prepared students to practice in a culturally and ethnically diverse society. Below are several examples of how DNP and FNP courses and assignments specifically address cultural, ethnic, and socially diverse concepts:

Table 4.5.1
Examples of DNP Leadership Courses and Assignments Focusing on Diversity

Course Number & Name with Linked Syllabi	Diversity Concepts Addressed	Examples of Assignments/Learning Activities
NRSG7020 Biostatistics/Epidemiology	High-risk populations, potential bias in research,	Throughout the course, there is a focus on examining data related to diverse and high-risk populations from local, national, and global perspectives.
NRSG7040 Systems Approach & Quality Improvement	Diversity, high-risk populations, ethics	Learners discuss how the triple aim impacts diverse populations; this focuses on local and national perspectives.

NRSG 7050 Advanced Population Health	Diversity, social justice, social determinants of health, racism, poverty, global health	Discussions on global health, racism, sustainability, rural healthcare, healthcare disparities, etc. Signature assignment on SDH and health equity; this focuses on local, national, and global perspectives.
Nursing 7060 DNP Leadership: Transforming Health	Social justice, human rights, and injustice.	Completion of the IHI Person-centered and Family-centered Care Modules. Learners analyze the DNP's role in social justice, human rights, and injustice; this includes local and national perspectives.
NRSG 6245 FNP Patient Care I: Newborn-Adolescent	Culture, diversity, cultural values, socioeconomic issues in healthcare	Students compare & contrast cultural & socioeconomic characteristics of babies and their families from several different countries. Students also discuss how their care would change depending on cultural or socioeconomic backgrounds. This course focuses on local, national, and global perspectives.
NRSG 6240 Advanced Practice Nursing: Older Adults	Diversity	Using a case study, students explore the cultural and healthcare implications when family members translate for patients; this focuses on local and national perspectives.
NRSG 7801, 7802, 7803 3 DNP Project	Diversity, populations	While creating their projects, students select an at-risk population (at the local level) and evaluate how their project will impact their chosen population.

4.6 The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.

The faculty designed the curriculum with considerations of multiple educational and learning theories. Three of the foundational theories used to plan the curriculum were Knowles adult learning theory, Mezirow's transformative learning theory, and Kolb's experiential learning theory. Faculty are asked what theories they used to plan their

course when presenting their course in the DNP Program Meeting (Appendix 4.3.13a).

Examples from faculty (Appendix 4.0.4) describing how each theory are used are included below:

- Adult learning theory- this theory is used to plan teaching and learning activities. WSU SON educators consider DNP students to be adult learners. They encourage learners to use previous experiences to build new knowledge. Faculty provide learners with various choices, when possible, in assignments to help students choose learning that is salient to their situations.
- Transformative learning theory- faculty use this theory when they help students consider current conditions, reflect on how they could be improved, have powerful discussions about their assumptions, and finally make important changes. Many courses were developed to help learners consider their practice in new and different ways. Concepts from this theory were used to plan the progression of the DNP project.
- Experiential learning-this theory underlines the value of learning through experience. Faculty use this theory as they plan clinical and practicum experiences in the DNP program.

Faculty are also required to develop personal teaching and learning philosophies as part of the appointment, promotion, and tenure process. Faculty have reported using a variety of educational theories for instructional processes. Some examples of theories espoused by faculty include novice to expert, the theory of human caring, constructivism, collaborative learning, social cognitive, social transformation, need, adult learning, role transition, transformative learning, planned behavior, and experiential learning.

Interprofessional collaboration is valued by the Dumke College of Health Professions (DCHP) and the ATD SON at WSU. The DCHP has instituted a college-level committee to advance interprofessional collaboration among health professions majors. This committee includes representatives from nursing, radiology, dental hygiene, emergency healthcare, athletic training, health administration, medical laboratory sciences, and respiratory therapy. The committee promotes and supports a curriculum that meets the needs of all of the healthcare departments. Multiple collaborations have occurred throughout the college to enhance interprofessional practice (see Table 4.6).

Principles of interprofessional collaboration are woven throughout the curriculum. One of the six EPSLOs specifically addresses interprofessional collaboration (Table 4.1.1). Many DNP courses promote interprofessional collaboration by using interprofessional guest speakers and content experts. Examples of interprofessional courses and activities in the DNP program included in the following:

Table 4.6 Examples of Courses with Interprofessional Collaboration

Course Number/Title	Learning Activities
NRSG 6215- Pharmacology I 6216- Pharmacology II	A Pharmacist teaches these courses
NRSG 6211- APRN Pathology 2	Medical Laboratory Sciences Department faculty teach these course
NRSG 6220- FNP Assessment & Diagnostic Reasoning & NRSG6225- FNP Care Clinical Skills	Radiology Department faculty teach about interpreting x-rays in these courses
NRSG 6250- FNP Patient Care 4: Women's Health	This course was developed through collaboration with Microbiology department to develop education & skills labs/simulations on sample collection & specimen identification
NRSG 7080- Healthcare Economics	This course is taught by faculty in the Department of Health Administration
NRSG 7070- Healthcare Policy	Students learn to collaborate and communicate with national and state-level policymakers in this course.

The DNP curriculum utilizes the concepts of research, evidence-based practice, and current standards of practice. The DNP programs incorporates current practice standards, such as guidelines from the ACEN, QSEN, AACN, NONPF, and AONL (Appendix 4.0.3). These standards are used to plan a curriculum that will prepare students for their future roles. Faculty review courses every Semester (Appendix 4.3.13e) to constantly refine courses as needed to align with current standards of practice. The incorporation of current national standards has been documented in Course Maps B (Appendix 4.1.1).

Evidence-based practice is intentionally woven throughout the entire DNP curriculum. Multiple EPSLOs and course SLOs specifically address research and evidence-based practice concepts (Appendix 4.1.5). Students learn from various evidence-based sources, including information from nursing research articles, national research databases, and current standards of practice. Students begin the DNP programs with courses focusing on the basics of research and evidence-based practice and end by using their knowledge to develop scholarly projects that incorporate and contribute to evidence based-practice (Appendix 4.1.3; 4.1.4; Abbreviated Syllabi). Examples of courses and assignments/learning activities that faculty use to teach students about research and evidence-based practice are listed in the DNP EPSLO Table (Appendix 4.4.1)

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

Student performance in didactic and clinical courses is measured using a variety of evaluation methods. Evaluation methods are measured using summative, formative,

objective, and subjective assessment strategies. Some examples include exams, quizzes, written assignments and papers, case studies, presentations, group discussions, skills and assessment demonstrations, clinical logs, written reflections, peer evaluations, and clinical preceptor and faculty evaluations.

Evaluation methods for each course can be found in Course Maps B and Course Syllabi. The DNP programs have identified major assignments (called Signature Assignments) administered throughout the program; these assignments also show whether students meet the EPSLO and/or RSCs. When appropriate, faculty use formal grading rubrics (Appendix 4.7.1) to evaluate the students' ability to meet the assignment, course, and end-of-program outcomes.

Course grades are another way of evaluating student performance. The faculty and the DNP program director monitor student progress throughout the Semester and during monthly faculty meetings so they can identify issues that need further attention (Appendix 4.7.2). Students must have an 80% average to pass courses and progress in the program. After the end of the program, students can also complete a survey designed to assess students perceived level of proficiency in each of the EPSLOs (see standard 6).

Faculty plan courses and select evaluation methods with established practice and professional competencies in mind. In the BSN to DNP and Masters to DNP Programs, the AACN Essentials of Doctoral Education for Advanced Practice (DNP Essentials) and the National Organization of Nurse Practitioner Faculties (NONPF) recommendations for Family Nurse Practitioners are used to establish professional and practice competencies in the courses. Course Map B (Appendix 4.1.1) is used to track how evaluation methodologies are related to the DNP Essentials and the NONPF recommendations for Family Nurse Practitioners.

Faculty ensure that evaluation methodologies are linked to EPSLOs by using Course Maps A and B (Appendix 4.2.1). These maps illustrate how EPSLOs, Course Outcomes, Unit outcomes, and evaluation methodologies are related. Courses are peer-reviewed to ensure that all outcomes and evaluation methodologies align to SON and DNP EPSLOs/RSCs (Appendix 4.3.9). Faculty use the EPSLOs, RSCs, and course learning outcomes to plan student evaluation strategies. Faculty choose learning outcomes and evaluation methodologies with the guidance of professional guidelines and by consulting with each other. In addition, faculty collaborate to identify and plan Signature Assignments that can be used to measure the completion of all of the EPSLOs (Appendix 4.7.3).

SON EPSLOs are leveled from basic to complex, dependent on the program level (Appendix 4.7.4). The DNP program emphases are designed so that each course builds on the knowledge learned in the previous courses. Course Map A (Appendix 4.1.5) demonstrates the progression of unit outcomes, course outcomes, and EPSLOs. Educators develop course and unit outcomes to reflect the learning level that correlates to their program using Bloom's Taxonomy. Learning evaluation methodologies begin at a lower level and evolve to more complex methods as the course progresses. Signature

Assignments demonstrate cumulative learning at the completion of a course. Courses are peer-reviewed on a scheduled basis (approximately every three to five years) to evaluate the appropriateness of the level of learning and evaluation.

Clinical competence is evaluated in multiple ways and at multiple times throughout the DNP-FNP program of study. Courses are planned so that knowledge and skills build across the curriculum. For example, students attend labs and skill pass-offs before moving to clinical experiences (Appendix 4.1.3). DNP-FNP clinical faculty and clinical preceptors specifically evaluate student progress by providing objective and subjective feedback on performance through a clinical evaluation form each Semester (Appendix 4.7.5 a-c). Students, preceptors, and faculty fill out the Clinical Evaluation form. Faculty also visit preceptors and students in clinical settings to evaluate their progression.

4.8 The total number of credit/quarter hours required to complete the defined nursing program of study is congruent with the attainment of the identified end-of-program student learning outcomes and program outcomes, and is consistent with the policies of the governing organization, the state, and the governing organization's accrediting agency.

Weber State University is part of the Utah System of Higher Education (USHE) and is governed by the Utah State Board of Regents. The WSU Board of Trustees coordinates with the Utah State Board of Regents and reviews and approves university programs and policies that are within the university's mission. Weber State University is accredited by the Northwest Commission on Colleges and Universities (NWCCU). On May 1, 2019 (Appendix 4.8.1) the DNP degree, the first doctoral degree offered by WSU, was approved by NWCCU in the timeframe allotted. Prior to implementation of the DNP degree program, extensive benchmarking of similar DNP programs in the nation was completed. The DNP curriculum was designed to ensure consistency with the governing bodies program length requirements (Appendix 4.8.2)

A minimum of 1000 DNP "practice hours" is required by the program per AACN (2015) for achievement of the DNP degree. In the DNP program, practice hours are incorporated using: 1) applicant transferrable practicum hours', 2) course practicum hours', 3) project practicum hours', 4) NP clinical practice hours', and 5) field study (NRSG 6860) practicum hours'. At the inception of the program, and until recently, DNP practicum hours were inconsistently defined. This summer, practicum credit-to-clock hour allocations were defined and applied to applicant processes and all courses with designated NP clinical practice and/or practicum hours based on university policy (Appendix 4.8.6). Previously, 300 practicum hours were designated in the project course series without a defined credit- to-clock hour designation. The applicant transferrable hours" policy and course practicum hours" policies were created in Spring, 2021 (Appendix 4.7.3). This summer (2021), DNP practicum hours were further defined (Appendix 4.7.4) using a revised credit-to-contact hour ratio(s) for practicum experiences using the following criteria:

- Course (didactic) Practicum Hours' follow a 1:4 credit-to-clock hours" ratio (0.25 credit= 15 clock hours'). Regardless of credit hour allotment, any didactic course with practicum hours' have 15 practicum hours'.

- Project Practicum Hours' follow a 1:4 credit-to-clock hours' ratio (variable 0.5-1 credit-to-clock hours' in project courses). For example, a 1 credit hour project course offers 30 practicum hours'; a 2-credit hour project course offers 60 practicum hours for a combined total of 240-project practicum hours'.
- NRS 6860 Field Study Practicum Hours' follows a 1:4 credit-to-clock hours' ratio. 1 credit= 60 clock hours' (variable credit option of 1-2 credits per class).
- Transferrable Practicum Hours' follows a 1:4 credit-to-clock hours' ratio (0.25 credit= 15 clock hours')
- Clinical Practice Hours' follows a 1:4 credit-to-clock hours' ratio. 1 credit=60 clock hours'.

Due to recent updates this summer to the DNP credit-to-clock hour definitions, current course descriptions found in course syllabi will be different than the course descriptions in the WSU catalog. This will be corrected for the WSU course catalog during the Fall Semester, 2021 and will be published in the Fall 2022 catalog per university curriculum processes.

DNP students will now achieve a minimum of 240 practicum hours' through the DNP project practicum coursework. Students in the Post BSN to DNP FNP program of study achieve 600 clinical practice hours of direct patient care under the supervision of an assigned preceptor and WSU FNP faculty. Transferable hours are validated by certificate or transcript(s) from the Registrar's office or Master's Program Director. MSN-prepared NPs, CNSs, CNMs, and CRNAs with evidence of current national board certification may receive up to 700 practicum hours' (Appendix 4.8.4). Students enrolled in the Post Masters to DNP-L and DNP-FNP program of study complete an additional 80 practicum hours' in designated DNP-L "core courses". Course practicum hours' have been awarded to assignments that assist students in building and assimilating knowledge at a high level of complexity (Appendix 4.8.3). Students who require additional practicum hours enroll in an elective course; NRS 6860 "field study" class, where a DNP faculty member works individually with students to provide in-depth practicum opportunities that provide meaningful engagement, feedback, and reflection for the completion of their 1000 practicum hours'.

The Post Masters to DNP Leadership program is designed to be completed part-time in five 15-week academic semesters, with an optional sixth-semester for students needing to finish project or practicum hours'. Prior to admission, prospective students are encouraged to submit a request for transferable practicum hours obtained through masters-level course work, master's projects, or professional certification(s). Master's prepared students may receive up to 500 transferrable practicum hours and APRN's may receive up to 700 transferrable practicum hours. Students receiving transfer credit for practicum hours are still required to complete the mandated practicum hours as outlined in the DNP program of study. (Appendix 4.8.5 a). The Post Masters to DNP Credit Hour Requirement is a minimum of 31-credit hours' (Appendix 4.1.4).

The Post BSN to DNP FNP program is designed to be completed full-time over seven 15-week academic semesters, with an optional eighth semester for students needing to finish project, practicum, or clinical practice hours. WSU's program is a minimum of 10

credits per semester for 7 semesters with an optional 8th semester enabling completion of the plan of study in less than 3 years. A DNP FNP part-time program option is not available at this time. The Post BSN to DNP FNP Credit Hour Requirement is a minimum of 75-credit hours' (Appendix 4.1.3).

Credit hours to application clock hours were benchmarked with other universities offering the DNP degree as well as NONPF and the American Academy of Nurse Practitioners (AANP). After a review of other programs and in accordance with WSU Faculty Senate Curriculum Policies and Procedures (Appendix 4.8.6), the SON utilizes a semester credit hour to contact hour per week ratio of 1: 1 for didactic, 1:2 for laboratory/simulation experiences, and 1:4 for clinical practice (Appendix 4.8.7). As an example, a clinical practice ratio of 1:4 indicates 1 academic credit equals 4 contact hours per week x 15 weeks (semester) or 1 academic credit equals 60 DNP clinical practice hours'. DNP Project practicum hours are also offered in a 1:4 ratio with 1 academic equaling 60 contact hours of work. A 1-credit laboratory course with a ratio of 1:2 indicates 1 academic credit equals 2 contact hours per week x 15 weeks for a total of 30 contact hours' (WSU Catalog <https://catalog.weber.edu/> also available as a link in Appendix 4.8.8).

4.9 Student clinical experiences and practice learning environments are evidence-based; reflect contemporary practice and nationally established patient health and safety goals; and support the achievement of the end-of-program student learning outcomes.

DNP FNP Clinical Experiences

The DNP EPSLOs were derived from the Annie Taylor Dee School of Nursing's philosophy, the Quality and Safety Education for Nurses (QSEN) guidelines, the recommendations from the American Association of Colleges of Nursing (AACN) for advanced practice nurses, and the National Organization of Nurse Practitioner Faculty (NONPF). Upon completing the program, students are prepared with the knowledge and skills necessary to improve the quality of the healthcare environments within which they work. Students are also prepared to transition to the role of FNP through national certification and state licensure as an APRN.

The DNP student progressing towards FNP certification completes 660 hours in clinical experience, 150 laboratory hours', and 240 hours in DNP project practicum hours', applicant transferrable practicum hours', and course practicum hours to meet the minimum requirement of 1000 hours' (Appendix 4.1.3). The program of study incorporates DNP core leadership and FNP specific clinical and didactic courses. Skills required for FNP practice are taught by qualified NP faculty in the didactic and laboratory environments, which subsequently prepares them for clinical practice under the supervision of an assigned preceptor and NP faculty.

The graduate programs clinical coordinator works closely with the Graduate Programs Director, students, faculty, and clinical partners to ensure student placements are meaningful and appropriate to the DNP student clinical/practicum requirements. Clinical/practicum partners and clinical/practicum sites have affiliation agreements in place between the healthcare organization and the SON (Appendix 4.9.1; Appendix

4.9.2). Every effort is made by the graduate programs clinical coordinator to ensure students complete rotations that include women's health and pediatrics. DNP clinical and practicum experiences are precepted by a licensed professional as defined by the scope of practice outlined by the state of Utah. Clinical hours' and types of clients seen are tracked through the clinical management system, Typhon, which must be purchased prior to beginning clinical experiences. NP faculty monitor students during the semester to evaluate skills and to ensure safe and appropriate learning environments. Post BSN to DNP FNP students start clinical rotations at semester five.

In clinical courses, students, faculty, and preceptors are given the opportunity to evaluate their experiences regarding the clinical site and learning experience (Appendix 4.9.3). Clinical course evaluations and NP faculty determine whether or not the site reflects contemporary, evidence-based practice as well as nationally established patient health and safety goals. Should questions arise regarding the appropriateness of a clinical site and/or clinical preceptor, the NP faculty will immediately notify the graduate programs director and the graduate clinical coordinator to determine continued use of the site and/or the need to move the student to another facility.

DNP Practicum and Fieldwork Experiences

Students are required to complete 1000 post BSN practice (i.e. practicum) hours' (AACN, 2004, 2015) in a setting with activities approved by the Graduate Programs Director and DNP faculty. Of the 1000 practice hour requirement, 240 practicum hours are completed at the doctoral level in project course work. The project courses support achievement of the EPLSOs and RSCs and application of advanced leadership. The NRS 7900 series was originally designed as a practicum specific course and given the same course name and number along with a pass/fail grading system. This process has since been changed with a new project course series developed in 2021. The new project series will be reflected in the program of study beginning with the Fall 2021 semester. Students are assigned to these courses sequentially with the goal of completing the DNP project and accumulating the 240 practicum hours related to the project culminating in NRS 7803 (current project course series) and NRS 7806 (new project course series). Course and program credit hours remained consistent with the project course revisions.

The NRS 6860 *DNP Fieldwork* course provides post masters to DNP-L students who require additional practicum experiences in self-selected settings, under the direction of a preceptor and a faculty member. Fieldwork hours are applicable towards the required 1000 DNP practicum hours.

Upon admission, DNP students may qualify for pre-determined transferrable practicum hours in the DNP program (Appendix 4.8.5). Acceptable transferable hours include clinical hours from an advanced practice registered nurse (APRN) program, practice hours achieved from an educator or leadership residency or capstone project, and national certifications in nursing practice or nursing leadership at the bachelor's and master's level. All hours completed through formal education must be shown on master's transcripts and a copy of certifications must be provided. The practicum hours

are documented through a variety of methods with all hours approved by the DNP Program Director. (Appendix 4.8.3; Appendix 4.8.4; Appendix 4.8.5)

4.10 Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students.

Each clinical site must have a current and valid affiliation agreement between the clinical organization and WSU. This agreement specifies the responsibilities of each organization and provides legal protections for both institutions and students, and preceptors. A current list of affiliation agreements and preceptors (Appendix 4.9.1; Appendix 4.9.2) is kept in the WSU ATD SON Box and includes information on expiration dates, facility contact, etc. An administrative assistant is assigned this task annually, and the graduate program director, graduate clinical coordinator and graduate administrative assistant are notified as needed. The affiliation agreement specifies the expectations, responsibilities, and protections of the student, faculty, and preceptor in the DNP Leadership or DNP FNP student practice role. Part of university policy is the utilization of a legal advisor for a review of all written agreements. Some healthcare organizations have specific clinical contracts, which articulate these same expectations and any additional specific requirements for legal protection of the agency, student, and the University. All affiliation agreements are stored in the ADN administrative assistant's office and will be available for review during the site visit. The WSU Certificate of Liability (Appendix 4.10.1) and DCHP Certificate of Coverage (Appendix 4.10.2) and provided to clinical placement sites upon request.

The graduate clinical coordinator works to ensure adequate and diverse clinical opportunities are acquired and available for the FNP students. The FNP students work closely with the graduate clinical coordinator to ensure coordination of clinical sites, hours, clinical specialties (i.e. women's health, pediatrics, gerontology, etc.) and required facility student paperwork throughout the three semesters with clinical assignments.

The assigned preceptors used in the clinical placements and practicum opportunities complete a Graduate Program Preceptor/Project Consultant Agreement (Appendix 4.10.3), which includes a curriculum vitae's outlining their experiential qualifications. This information is used to ensure that preceptors have the appropriate skills, experience, educational preparation, and state licensing. Preceptors are oriented to the program requirements and expectations for oversight and evaluation of FNP students through the Preceptor Handbook, contact with the graduate clinical coordinator, and faculty involvement (Appendix 4.10.4).

4.11 Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the end-of-program student learning outcomes.

Regardless of the delivery method, all learning activities, materials, and assessments are chosen to ensure that the course SLOs and the EPSLOs are met (Appendix 4.2.1). Teaching and learning activities are selected using best practice guidelines for distance and/or face-to-face education. When faculty begin designing a course, they first determine what they want students to learn by the end of the course. These course SLOs are used to plan corresponding learning and evaluation activities.

All nursing courses utilize the Canvas Learning Management System (LMS) to deliver and organize course content, including the course and unit EPSLOs, syllabi, learning activities, instructional materials, schedules, evaluation methods, assignments, and other course materials. All of the DNP-L courses are delivered in an online format. The DNP-FNP courses combine virtual, face to face, online, and asynchronous formats. Students must be on campus for lab activities. In addition, all DNP students' complete community-based practicum and/or clinical experiences (Appendix 4.1.3; Appendix 4.1.4).

Online learning activities include participation in case studies, asynchronous and synchronous group discussions and lectures, assigned readings, viewing power points and videos, website searches, and the use of electronic resources. All FNP guest speakers and/or content expert lectures are professionally recorded and made available in Canvas for student viewing (Appendix 4.11.1).

The DNP program's instructional materials include current literature (books, journal articles, and current guidelines), websites, videos, and other technology. Instructional materials are chosen by faculty to assist learners in meeting the course EPSLOs. Materials are reviewed by faculty for currency each year during the end-of-semester course meetings (Appendix 4.3.13e).

The learning evaluation methodologies used by faculty include tests, quizzes, formal/scholarly papers or projects, case studies, reflection journals, return demonstration, and clinical evaluations by faculty and preceptors. Evaluation methods are chosen based on the delivery format used. For example, online evaluations include tests, quizzes, course papers or projects, journals, while in-person learning generally uses return demonstrations and clinical observation. Samples of written student work that reflect all delivery formats can be found in end of semester course meeting minutes (Appendix 4.3.13f).

STANDARD 5: RESOURCES

Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

Introduction

The Annie Taylor Dee School of Nursing at Weber State University has approximately 60 faculty and staff and 1,000 students in the ADN, RN-BSN, MSN (nurse educator, nurse executive, and nurse practitioner) and DNP (Post BSN to DNP-FNP (DNP-FNP), and Post Masters to DNP-L (DNP-L)) programs. There are sufficient and sustainable fiscal, physical, and learning resources to ensure student achievement of the end-of-program student learning outcomes (EPSLOs). Weber State University and the Dumke College of Health Professions support and promote optimal learning experiences for all nursing students. There are a variety of resources for both students and faculty that support optimal student success at each program level.

The School of Nursing Chair, Program Directors, and faculty work collaboratively to provide sustainable student and faculty resources. Physical resources, in the form of staff and faculty office space, conference rooms, faculty and student computing resources, operational supplies, information and communication technology, classroom space and multi-media technology, and nursing practice labs are state-of-the-art and support achievement of the DNP Program outcomes. The SON used a \$2 million mixed institutional and donor gift to demo and reconstruct the Ogden campus 3rd floor lab a few years ago. This remodel included five nurse practitioner examination rooms and the specialized equipment needed for nurse practitioner skill acquisition and competency based practice and testing. In summer 2021, a remodel was initiated to provide additional practice space specifically for FNP skills and storage. The cost is approximately \$50,000 and is scheduled to be completed in fall 2021.

The DNP-L course content is delivered online through asynchronous instruction using Canvas Learning Management System (LMS). Faculty are mentored in teaching, technology, and instructional design and supported to achieve competency for this delivery method. Training and professional development opportunities at Weber State University are plentiful. The majority of the training sessions at Weber State University can be found in the eWeber Portal in the Training Tracker application (<https://www.weber.edu/newemployeetraining>). Nursing faculty have access to Nurse Tim, Inc., which provides unlimited access to teaching and course design tools for nurse educators. Course chairs and assigned mentors assist faculty in teaching and course evaluation each semester. Instructional methods in the DNP-FNP include a hybrid/blended learning programs with face-to-face classroom, laboratory skills, and clinical training. All class, labs, or clinical rotations regardless of the educational delivery method include an online course syllabus, unit module information, and assignment descriptions and submission in the learning management system.

WSU Online offers faculty training events and one on one technical support for both faculty and students. Weber State’s Instructional Design (ID) team is an interdisciplinary group of education professionals dedicated to pedagogy, emerging technologies and the practice of teaching. Each year, the team helps dozens of Weber State faculty improve their courses and get the most out of their teaching efforts (<https://www.weber.edu/online>). Canvas Technical Support also has technology “help desk” for students and faculty using Canvas LMS and Chi-Tester (<https://www.weber.edu/online/canvasTechSupport.html>).

The WSU Stewart library contributes to an outstanding, learner-centered educational experience in a multicampus environment by providing all campuses access to a continually growing collection of onsite and online resources, personalized assistance in the use of library and information resources, and instruction on research strategies and tools. The Stewart Library has a dedicated Dumke College of Health Professions librarian to consult with faculty to maintain appropriate nursing journal subscriptions, audio/visual material, and classic and current textbooks.

5.1 Fiscal resources are sustainable, sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.

Sustainable and sufficient resources are available to ensure that the Annie Taylor Dee School of Nursing (ATD SON) end-of-program student learning outcomes and program outcomes are met. The Annie Taylor Dee SON Chair has the authority to monitor the nursing budget to meet program goals. This individual is responsible to allocate fiscal resources according to Weber State University policy and ensure facilities are adequate at each campus site to meet the overall nursing mission, vision, and individual program EPSLO’s. Program Directors participate in the budgeting process regularly through weekly administrative meetings, administrative council, and general faculty meetings. Table 5.1.1 shows the faculty survey used by the Chair and Program Directors to review anonymous feedback from faculty. (Appendix 5.1.1 for full Faculty Survey).

Table 5.1.1 Faculty Survey (Question 7)

Q7. I have access to adequate fiscal resources to meet goals and objectives			
Response Choice	Spring 2021 (N)	Spring 2020 (N)	Spring 2019 (N)
Strongly Agree	65.91 (29)	70.27% (26)	71.11% (32)
Agree	20.45% (9)	21.62% (8)	24.44% (11)
Neither Agree nor Disagree	11.36% (5)	8.11% (3)	4.44% (2)
Disagree	0.00% (0)	0% (0)	0.00% (0)
Strongly Disagree	2.27% (1)	0% (0)	0.00% (0)
Total Agree	86.36% (44)	91.89% (37)	95.55% (45)
ELA	80.00%	80.00%	80.00%

The ATD SON administrator and faculty salaries, relative to academic degree, rank, tenure status, and years of service, are generally equitable in comparison to the other

program administrators and faculty within the Dumke College of Health Professions (DCHP) and WSU. (Table 5.1.2). The ATD SON is assigned a portion of the DCHP overall budget, (Appendix 5.1.2). The ATD SON administrator and faculty salaries remain below the regional 25th percentile as reported in the American Association of Colleges of Nursing (AACN) 2020-2021 Salaries of Instructional and Administrative Nursing Faculty Annual Report. However, compared to the salaries for all full-time faculty nationally the ATD SON are in the 50th percentile, according to the same report. (AACN report available onsite).

**Table 5.1.2 Fiscal Allocation Table
Budget Comparison: Weber State University, Dumke College of Health Professions, ATD School of Nursing, Radiologic Sciences, & Goddard School of Business**

	Institutional Budget	Percent (%) DCHP	Percent (%) Nursing	Percent (%) Radiologic Sciences	Percent (%) School of Business
2019-2020	174,599,200	5.70%	2.57%	0.48%	4.21%
2020-2021	179,061,900	5.92%	2.65%	0.49%	4.39%
2021-2022	186,765,523	6.28%	2.71%	0.60%	4.52%

The ATD SON has a dedicated, full-time-enrollment director who manages student recruitment, application processes, admissions, and program information activities for all of the SON's programs. This individual, interacts directly with the community and regional healthcare organizations during recruitment activities. Additionally, the enrollment director supports students, faculty, Program Directors, administrative assistants, and the SON Chair.

Funding to support faculty development and scholarly activities is fully adequate and equally accessible to faculty within the DCHP. These funds are requested primarily through established processes within the SON and DCHP (such as D. Wade Mack monies, Marriott Funding, Faculty Organization, and program allotment). There are funds to promote faculty education and support academic pursuits through a variety of university resources as well (WSU tuition benefits, Appendix 5.1.3). Throughout the academic year email reminders from the Annie Taylor Dee SON, the DCHP, and University are sent with details on funding application deadlines and online application links.

5.2 Physical resources are sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and meet the needs of the faculty, staff, and students.

The ATD SON learning and technology resources are sufficient to ensure EPSLOs as well as role specific competencies (RSCs), and program outcomes. Prior to yearly budget deadlines, the SON Chair seeks input from Program Directors regarding fiscal needs of each nursing program for next budget cycle. The Program Directors regularly seek faculty and staff input relative to individual program and student budgetary needs in program level faculty meetings and by the SON Chair in general faculty meetings and the annual faculty survey (Appendix 5.1.1).

Evaluation activities for all programs within the SON are undertaken for the purpose of continuous program improvement, assessment of adequate physical facilities, simulation or lab skill experiences, and online learning resources. End-of-Program (EOP) surveys, course evaluations, and annual faculty surveys are used to determine the adequacy of physical resources to meet EPSLOs and program outcomes (Table 5.2.1). This is accomplished by: 1) ascertaining the extent to which the learning spaces for classes or labs are adequate; 2) monitoring the program's ability to support the achievement of individual program outcomes, EPSLOs, and RSCs in the online, hybrid, virtual, or face-to-face learning spaces; 3) providing a mechanism for regular input into program learning resources and student learning support; 4) determining if clinical facilities and preceptors are adequate; and, 5) to ensure a systematic and timely process for revision or acquisition of physical or technology operational resources and processes.

The ATD SON is located in Ogden, Utah at Weber State University and is part of the DCHP in the Marriot Allied Health (MAH) building. Within the building are multiple offices and classrooms, a computer lab, the new state-of-the-art Annie Taylor Dee Simulation Center, and other smaller labs utilized by other health professions departments. The Ezekiel R. & Katherine W. Dumke Center for Interprofessional Education in Health Care Building (IPE building) is a newly constructed state of the art facility, which is adjacent to the MAH building and opened in fall 2018. Additionally, the Shepherd Union, Elizabeth Hall, Wattis Business Building, Lindquist Hall, Tracy Hall, and the Library provide computer access for students to use desktop computers, check out laptops (1 day, 1 week, or semester), and use webcams. Computer labs are available Monday through Thursday 8 am to 6 pm and Fridays 8 am to 4 pm. For weekend use, the library computers are available on Saturday from 1 pm to 5 pm. As of Spring 2021, WSU was designated as an [Adobe Creative Campus](#) and has a new Digital District located in Lampros Hall to provide a wide array of tools for faculty and students including a podcast studio, mobile SMART Board TVs, technology-enhance collaboration spaces, and an active-learning classroom.

The DCHP Dean, Associate Dean, and all DCHP Department Chairs evaluate the adequacy of classroom technology and equipment, classroom space, classroom furniture, learning resources, lab facilities, and simulation facilities and equipment regularly in College Executive Committee (CEC).

Table 5.2.1 Faculty Survey: Resources and Educational Needs

Q8. I have adequate classroom space, equipment, and availability to meet educational needs.			
Response Choice	Spring 2021 (N)	Spring 2020 (N)	Spring 2019 (N)
Strongly Agree	72.73% (32)	70.27% (26)	75.56% (34)
Agree	25.00% (11)	18.92% (7)	20.00% (9)
Neither Agree nor Disagree	2.27% (1)	5.41% (2)	2.22% (1)
Disagree	0.00% (0)	5.41% (2)	0.00% (0)
Strongly Disagree	0.00% (0)	0% (0)	2.22% (1)
Total Agree	97.73% (44)	89.19% (37)	95.56% (45)
ELA	80.00%	80.00%	80.00%

Weber State University-Ogden Campus

Physical resources, in the form of staff and faculty office space, conference rooms, faculty and student computing resources, operational supplies, information and communication technology, classroom space and multi-media technology, and nursing practice labs are state-of-the-art and support achievement of all programs outcomes. These resources meet the needs of students, faculty, and staff. All physical resources are evaluated annually for appropriateness and adequacy for the support of the individual educational programs. The DCHP and WSU Information Technology (IT) and Internet support is adequate to meet the IT needs of students, faculty, and staff. Technology is assessed and updated regularly.

Offices and Classrooms

Classroom space within the MAH building is scheduled through the DCHP-IT staff for DCHP. Classroom requests for the SON are based on number of individual courses being taught, scheduled course dates and times, and number of students in each section of a course. The IPE building increased the number of classrooms, faculty offices, and student study spaces available for all health profession and nursing students. Classrooms in the IPE building hold 20-30 students while classrooms in the Marriot Allied Health building vary in capacity from 30 up to 200 students.

The MAH building includes faculty offices for SON and other DCHP departments. Faculty offices are assigned based on department need. Many faculty within the SON have a private office, although newer faculty might share an office with another nursing faculty. A remodel of space was completed over the summer of 2015 and 2020 to provide additional office space for faculty and support staff. A total of 11 new offices were created, allowing all nursing faculty to have individual or shared office spaces (Table 5.2.2). Faculty with shared offices coordinate office hours to schedule private meetings with students or can use the conference rooms or unused classrooms if

necessary. With the additional office space, survey data shows a significant improvement in overall faculty satisfaction with office space and private areas to meet over the past 3 years.

Table 5.2.2 Faculty Survey: Office Space and Conference Areas (Q11 and Q12)

Q11. I have adequate office space to meet my professional needs			
Response Choice	Spring 2021 (N)	Spring 2020 (N)	Spring 2019 (N)
Strongly Agree	90.91% (40)	81.08% (30)	84.44% (38)
Agree	6.82% (3)	13.51% (5)	8.89% (4)
Neither Agree nor Disagree	2.27% (1)	2.7% (1)	2.22% (1)
Disagree	0.00% (0)	0% (0)	4.44% (2)
Strongly Disagree	0.00% (0)	2.7% (1)	0.00% (0)
Total Agree	97.73% (44)	94.59% (37)	93.33% (45)
ELA	80.00%	80.00%	80.00%

Q12. I have access to private areas to talk to students (i.e. office, conference rooms, etc.)			
Response Choice	Spring 2021 (N)	Spring 2020 (N)	Spring 2019 (N)
Strongly Agree	83.72% (36)	70.27% (26)	81.82% (36)
Agree	11.63% (5)	16.22% (6)	11.36% (5)
Neither Agree nor Disagree	2.33% (1)	8.11% (3)	2.27% (1)
Disagree	2.33% (1)	0% (0)	4.55% (2)
Strongly Disagree	0.00% (0)	5.41% (2)	0.00% (0)
Total Agree	95.35% (43)	86.49% (37)	93.18% (44)
ELA	80.00%	80.00%	80.00%

Classroom space within the DCHP building is scheduled through the DCHP -IT office for all health science programs within the College of Health Professions. Classroom requests for the SON are based on number of individual courses being taught, scheduled course dates and times, and number of students in each section of a course. The new IPE building increased the number of classrooms, faculty offices, and students study spaces available for all health profession and nursing students. This new building allowed a whole department in DCHP to move over and open up faculty office space for the SON.

The SON has an office suite containing a reception desk, waiting area, and several offices. During the Fall and Spring semesters a part-time work study works at the reception desk to greet students or visitors and assist faculty and staff with support of academic needs. In this reception suite are offices for program level administrative

assistants, a designated break room with a document/mail room with copy machines, office supplies, and a mini-kitchen for faculty and staff, and additional faculty offices.

At the conclusion of the program of study, students are asked regarding their perceptions regarding the sufficiency of ATD SON and WSU learning resources. Information from these surveys are aggregated and reported to nursing faculty annually by program type. An example of the EOP student survey can be found in Standard 6.

Office Technology

- Each faculty office is equipped with bookshelves, an ergonomically appropriate desk and chair, a printer, a computer monitor, a laptop docking station if requested, and a telephone.
- All SON faculty and staff have either a personal computer, laptop, or desktop. Faculty are able to select an equivalent to a Dell laptop if they so choose.
- Computers are network and updated with University license software. Individual faculty are able to access additional software for academic endeavors, through the IT department and coordination with the SON Chair or Program Directors if appropriate.
- Computers are up dated regularly with malware and virus support.
- WSU and DCHP technology specialist and staff have remote access to all computers and software, for online faculty and staff support.
- The Weber IT department has telephone and online support from early in the morning until late at night for students, faculty and staff.
- New lap top computers are provided for nursing faculty at three-year increments if possible or sooner as needed.

ATD Simulation Center

The SON was given a \$2 million mixed institutional and donor gift to reconstruct the Ogden campus 3rd floor lab. The Annie Taylor Dee Simulation Center opened in fall 2016. This state-of-the-art learning center utilizes computer-aided engineering (CAE) technology. CAE is a video transfer system implemented beginning fall 2016 at both the simulation center in Ogden and at the Davis Campus Nursing Lab.

The SON Simulation lab has a Simulation Operation Manager and Simulation Operations Assistant whose offices are located at an office on the Ogden Campus overseeing simulation/lab activities for all program levels and at all locations. This individual has office access at the WSU Davis lab location. Assigned faculty and/or staff assist with the SIM lab operations for students utilizing the lab at any nursing lab or SIM center.

The Ogden NP suites consist of five examination rooms, a skills demonstration/teaching space, and storage units. The examination rooms are equipped with an exam table, wall O2 connections, vacuum, otoscope, pulse oximeter, sink and cabinets for supplies. All rooms have a computer station for EHR charting and internet access. The skills

demonstration/teaching space is designed with an apple tv/whiteboard capabilities for interactive learning. Student have access to other areas of the simulation lab with high fidelity manikins for advanced training skills. Faculty are asked annually regarding adequacy of the skills lab to meet teaching needs (Table 5.2.3).

Davis Nursing Lab

This space is not currently used by the DNP students but is available if needed.

The Davis nursing lab center consists of two open labs with five beds each. There are standard headboards with oxygen and suction. Numerous nursing skills are taught and supervised in the flexible open lab area. The lab can be converted to one open lab space for supervised student practice. Additionally, there are five single patient room simulation stations operated by a control room equipped with five computer and monitoring stations. For the open labs, there is a medication dispensing system. There are 2 debriefing room for students and faculty. All rooms in the Davis Nursing Lab have recording capability.

Table 5.2.3 Faculty Survey: Skills Labs

Q10. I have access to adequate nursing skills labs to meet educational needs			
Response Choice	Spring 2021 (N)	Spring 2020 (N)	Spring 2019 (N)
Strongly Agree	79.55% (35)	78.38% (29)	71.11% (32)
Agree	18.18% (8)	13.51% (5)	17.78% (8)
Neither Agree nor Disagree	2.27% (1)	5.41% (2)	8.89% (4)
Disagree	0.00% (0)	2.7% (1)	2.22% (1)
Strongly Disagree	0.00% (0)	0% (0)	0.00% (0)
Total Agree	97.73% (44)	91.89% (37)	88.89% (45)
ELA	80.00%	80.00%	80.00%

5.3 Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.

ATD SON learning and technology resources are sufficient and are selected with faculty input. Prior to yearly budget deadlines, the Nursing Chair seeks input from Program Directors regarding program fiscal needs. Input regarding budgetary needs is also discussed at program level faculty meetings. Program Directors seek faculty input relative to all program budgetary needs and learning resources. Program Directors, Faculty, and Annie Taylor Dee SIM Center Lab Operations Coordinator evaluate the satisfaction, availability, adequacy, and effectiveness of all student lab and simulation learning and computing resources. Satisfaction with technical support, classroom and lab resources, adequacy of available student computing resources, library access and support are assessed through course evaluations every semester for every course. End-of-

Program (EOP) and alumni surveys assess the same information related to learning resources and technology. Survey data are analyzed, trended, and reviewed by Annie Taylor Dee SON Chair, Program Directors, the Evaluation Committee, and each program level course (Table 5.3.1).

Table 5.3.1 Student Survey: Technical Support
Likert Scale 1-5

Question 9: Technical support for online resources			
Year/Semester	Aggregated Data	Disaggregated Data Post MSN to DNP-Leadership	Disaggregated Data Post BSN to DNP-FNP
Spring 2021	No Data	4.56	
Fall 2021			First Graduating Cohort
Spring 2022			Fall 2021
Fall 2022			
ELA	3.0	3.0	3.0

Resource Decision-Making and Requests

The SON faculty provide insight into assuring that learning resources and technology are comprehensive, current, and accessible to both faculty and students. SON faculty play a vital role in making decisions regarding adequacy of available learning resources. Throughout the academic year, faculty have opportunity at SON or program level meetings to discuss potential needs and ideas related to learning resources. During the meetings, faculty recommendations are discussed and documented. Requests are reviewed by Program Directors, the SON Chair, and others with authority to make decisions. Proposals are reviewed when appropriate at the DCHP and University level. In many circumstances, fiscal decisions for resources remain within the SON if there are financial resources to support acquisition. (Table 5.3.2)

Table 5.3.2 Faculty Survey: Budget, Learning Resources, and Technology (Q1, Q13, Q14)

Q1 I have input into budgetary distribution resources (e.g. voice thread, Nurse Tim, Conference Support, faculty development, classroom technology)			
Response Choice	Spring 2021 (N)	Spring 2020 (N)	Spring 2019(N)
Strongly Agree	36.36% (16)	29.73% (11)	57.78% (26)
Agree	40.91% (18)	51.35% (19)	26.67% (12)
Neither Agree nor Disagree	18.18% (8)	10.81% (4)	8.89% (4)
Disagree	4.55% (2)	2.7% (1)	6.67% (3)

Strongly Disagree	0.00% (0)	5.41 (2)	0.00% (0)
Total Agree	77.27% (44)	81.08% (30)	84.45%(38)
ELA	80.00%	80.00%	80.00%

Q13. I have an opportunity to participate in the selection and use of learning resources and technology (i.e. library resources, lab equipment, simulation equipment, software, etc.)			
Response Choice	Spring 2021 (N)	Spring 2020 (N)	Spring 2019 (N)
Strongly Agree	59.09% (26)	59.46% (22)	68.69% (31)
Agree	27.27% (12)	29.73% (11)	26.67% (12)
Neither Agree nor Disagree	13.64% (6)	10.81% (4)	4.44% (2)
Disagree	0.00% (0)	0.00% (0)	0.00% (0)
Strongly Disagree	0.00% (0)	0.00% (0)	0.00% (0)
Total Agree	86.36% (44)	89.19% (37)	95.56% (45)
ELA	80.00%	80.00%	80.00%

Q14. I have access to up-to-date learning resources and technology			
Response Choice	Spring 2021 (N)	Spring 2020 (N)	Spring 2019 (N)
Strongly Agree	81.82% (36)	81.08% (30)	82.22% (37)
Agree	15.91% (7)	16.22% (6)	13.33% (6)
Neither Agree nor Disagree	2.27% (1)	0% (0)	0.00% (0)
Disagree	0.00% (0)	2.7% (1)	4.44% (2)
Strongly Disagree	0.00% (0)	0.00% (0)	0.00% (0)
Total Agree	97.73% (44)	97.3% (37)	95.55% (45)
ELA	80.00%	80.00%	80.00%

Library Resources

The SON chair, Program Directors and faculty have the ability to work directly with the WSU Stewart Library staff to maintain appropriate nursing journal subscriptions, audio/visual material, and classic and current textbooks. They are involved regularly in decision making for student and faculty library resources and other technology learning resources. There is a dedicated DCHP librarian.

The Weber State Library system is part of a statewide public higher education information consortium. Along with EBSCO Host access there is a robust interlibrary loan system. The WSU library has multiple databases that are relevant to the SON and DCHP programs of study. Student and faculty needs are anticipated with appropriate and significant support of electronic access to reliable and evidence based health care information for WSU health care professionals, faculty, and students (Tables 5.3.3 and 5.3.4).

- Library resources available Online 24/7. Support for Library resources available for 12 -14 hours/day dependent on day. Library chat extends these hours in some circumstances.
- The WSU library was expanded and updated during 2019.
- Up-to-date access is a course resource purchased by students through American Association of Nurse Practitioners (AANP).
- There are interlibrary loan (ILLIAD) services through the Stewart Library homepage. The WSU library has multiple databases that are relevant to the SON and DCHP programs of study.
- WSU partners with other USHE and Non-USHE libraries to extend library coverage.

The WSU Stewart Library has a dedicated Dumke College of Health Professions (DCHP) librarian, Jason Francis, working with faculty to maintain appropriate nursing journal subscriptions, audio/visual material, and classic and current textbooks. He also provides LIB guides, trainings in meetings, visits to classes, and individual videos as requested. The librarian(s) are accessible to all DCHP faculty and students. It is considered an online virtual library. The DCHP librarian regularly participates in educating and mentoring students regarding resources.

Table 5.3.3 Faculty Survey: Library and other resources

Q15. I have access to adequate support for technology, library resources, laboratory equipment, simulation equipment, classroom, and online learning management.			
Response Choice	Spring 2021 (N)	Spring 2020 (N)	Spring 2019 (N)
Strongly Agree	72.73% (32)	75.68% (28)	84.44% (38)
Agree	25.00% (11)	13.51% (5)	15.56% (7)
Neither Agree nor Disagree	2.27% (1)	8.11% (3)	0.00% (0)
Disagree	0.00% (0)	2.7% (1)	0.00% (0)
Strongly Disagree	0.00% (0)	0.00% (0)	0.00% (0)
Total Agree	97.73% (44)	89.19% (37)	100.00% (45)
ELA	80.00%	80.00%	80.00%

Table 5.3.4 Student EOP Survey: Library resources

Likert Scale 1-5

Year/Semester	Aggregated Data	Disaggregated Data Post MSN to DNP-Leadership	Disaggregated Data Post BSN to DNP-FNP
Spring 2021	No Data	4.85	
Fall 2021			First Graduating Cohort Fall 2021
Spring 2022			
Fall 2022			

ELA	3.0	3.0	3.0

With advocacy and funding from our health sciences librarian we now have access to CINAHL Complete and Nursing Reference Center Plus. This access increases access from 70 Full-Text journals in CINAHL to 1,372 in CINAHL Complete.

UpToDate

A subscription to UpToDate must be purchased during the semester that FNP clinical begin. UpToDate® is the evidence-based, physician-authored resource nurse practitioners (NPs) trust for reliable clinical answers. DNP-FNP students may purchase UpToDate at a reduced rate with their membership to the American Association of Nurse Practitioners (AANP), which is required at the beginning of the program. AANP is an important credentialing center and largest and only full-service national professional membership organization for NPs of all specialties. Members can earn AANP-accredited continuing education (CE) while you use UpToDate. A reduced rate digital subscription to UpToDate can be accessed at <https://www.aanp.org/practice/clinical-resources-for-nps/digital-clinical-reference-tools>

Grammarly Premium

Scholarly academic writing skills are a focus of the graduate program. Therefore, all graduate students must purchase and utilize Grammarly Premium digital writing assistant during the program at <https://www.grammarly.com/premium>.

Grammarly's online writing assistance and plagiarism tools encourage polished grammar, better overall wordsmithing, and a professional writing style. In addition, Grammarly Premium has an academic feature, which includes the following options to support graduate scholarly writing:

- Clarity-focused sentence rewrites for hard-to-read sentences
- Tone adjustments
- Plagiarism detection
- Formality levels
- Fluency

Typhon Student Tracking System

A subscription to Typhon student tracking system for DNP-FNP clinical is a program requirement at <https://typhongroup.com/>. The tracking system will be used to document clinical encounters and logging clinical hours Instructions for registering for Typhon are included as an attachment with this email. Registration must be completed by the first day of class (fall semester).

Graduate Writing Seminar

Scholarly or academic writing is a focus of the graduate program. During graduate studies at WSU, students will read, discuss, and produce scholarly writing in everything from discussion posts to a DNP project. These skills benefit not only student academic

experience but also professional nursing practice. Faculty support students in developing writing skills that prepare students for advanced leadership roles in health care. The graduate writing course is an online learning module with additional instruction occurring at student orientation. Students are required to submit documentation of course completion to Castlebranch. The information learned through the WSU graduate writing seminar can be accessed on the nursing website at <https://www.weber.edu/ProfessionalWritingForNurses/default.html>

Student Portfolios (Portfolium)

Student portfolios are utilized in the graduate programs to provide evidence of achievement of program student learning outcomes and role-specific competencies. In 2020-2021, graduate faculty elected to use an e-portfolio product called Portfolium for showcasing student signature assignments, the DNP project, accomplishments, and other artifacts (Appendix 6.1.5). Faculty and student policies were developed by a graduate portfolio task force made up of graduate faculty to determine the student portfolio elements (Appendix 6.1.6). The student portfolio also serves as a professional repository that students can use when seeking future employment (Appendix 6.1.7).

WSU Stewart Library DNP Project Repository

DNP student projects are further disseminated in the Weber State University Doctoral Project Repository. The repository is used to inform students, employers, and the community regarding DNP students' achievement of program EPSLOs and competencies by showcasing DNP scholarship
<https://dc.weber.edu/collection/wsudoctoral>

SPSS

IBM® SPSS® Statistics is a powerful statistical software platform that is utilized for DNP students in NRSG 6120 (statistics) and NRSG 6120 (biostatistics). SPSS is used to help students input and interpret large and complex data sets quickly with advanced statistical procedures that help ensure high accuracy and quality decision making. SPSS Statistics is available for students for Microsoft Windows and Mac operating systems through the WSU Student Portal.

Qualtrics

Qualtrics XM is a software tool that is used by DNP students for the collection of online, anonymous project data using a simple survey link. Qualtrics is capable of providing descriptive statistics and demographic data in real time.

Faculty and Staff Technology

Faculty, Program Directors, and SON curriculum and evaluation committees assess effectiveness of available technology and online support for faculty and students.

- All SON faculty and staff have either a personal computer, laptop, or desktop.
- Faculty are able to select an equivalent to a Dell laptop if they so choose.
- Computers are network and updated with University license software.
- Individual faculty are able to access additional software for academic endeavors, through the IT department and coordination with the SON Chair or Program Directors if appropriate.

- Computers are updated regularly with malware and virus support.
- WSU and DCHP technology specialist and staff have remote access to all computers and software, for online faculty and staff support.
- The [Weber State IT department](#) has telephone (801.626.7777) and online support from early in the morning until late at night for students, faculty or staff.
- DCHP IT specialist and IT staff available Monday-Friday for faculty or student support. They are also available via phone for emergent circumstances with remote access to all computers and software updates.
- WSU standards of computing security are included in software updates and scanning.
- All SON faculty & staff have access to a personal computer, laptop or desktop. Faculty are able to select a financially equivalent Dell or Mac computer. Computers networked and updated with university-licensed software. WSU standards of computing security are included in software updates and scanning.
- Regular malware and virus support and scanning.
- WSU Student Computer Laboratories available at either the main campus or one of the WSU satellite campus location throughout Weber, Morgan, & Davis County.

Student resources at these sites include a full-range of software applications installed on WSU student lab computers.

5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.

The fiscal, physical, technological, and learning resources utilized by the SON are sufficient to meet the needs of faculty and students alike in all delivery methods. Faculty have adequate support from IT, admin assistants, Simulation Lab Operations Manager, and others to provide quality online, virtual, and laboratory instruction (Table 5.4.1). Regardless of the method of delivery the quality of instruction is the same. All students have access to all SON, DCHP, and University resources regardless of their program emphasis or method of delivery.

Table 5.4.1 Faculty Survey: Non-nursing support staff satisfaction

Q4. I have adequate support from non-nursing staff (IT, admin assistants, work-study, lab aide, etc.)			
Response Choice	Spring 2021 (N)	Spring 2020 (N)	Spring 2019 (N)
Strongly Agree	59.09% (26)	54.05% (20)	68.89% (31)
Somewhat Agree	34.09% (15)	27.03% (10)	17.78% (8)
Neither Agree nor Disagree	4.55% (2)	13.51% (5)	6.67% (3)
Somewhat Disagree	2.27% (1)	5.41% (2)	6.67% (3)
Strongly Disagree	0% (0)	0% (0)	0.00% (0)
Total Agree	93.18% (41)	81.08% (30)	86.67% (39)

ELA	80%	80%	80%
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Canvas Learning Management System

WSU online student support includes technical support, software support, & limited hardware support. There is also a call center available to students or faculty from 7 am to 10 pm as an additional support resource.

The WSU online learning platform Canvas is used for face-face, virtual, hybrid, and online courses. All SON courses use this learning platform as a repository for course information, and associated course assignments and activities for students.

WSU Online Canvas support is available during regular business hours. There are online help options 24/7 within Canvas. Canvas tutorials included in every course as a student or faculty resource (Tables 5.4.2 and 5.4.3).

WSU offers Canvas classes periodically on a variety of topics such as Canvas Workshop: *Using the gradebook*, *Canvas Workshop: Discussion and Assignments*, or *Bejewel your Online Course* to faculty through the WSU Teaching and Learning Forum (TLF).

Access to Canvas is password protected and accessible 24/7. All assignments and course activities are contained within the learning management system. Students submit work in the specific course sections. Online and hybrid students have access to the same support for Canvas and WSU technology.

Table 5.4.2 Student End of Program Survey Results

Question 8: Technology enhanced learning resources			
Year/Semes ter	Aggregat ed Data	Disaggregated Data Post MSN to DNP- Leadership	Disaggregated Data Post BSN to DNP-FNP
Spring 2021	No Data	4.54	
Fall 2021 Spring 2022			First Graduating Cohort Fall 2021
Fall 2022			
ELA	3.0	3.0	3.0

Table 5.4.3 Faculty Survey: Satisfaction with Canvas

Q16. I feel that Canvas (Learning Management System) is sufficient to meet program outcomes.			
Response Choice	Spring 2021 (N)	Spring 2020 (N)	Spring 2019 (N)
Strongly Agree	75% (33)	78.38% (29)	89.13% (41)
Somewhat Agree	20.45% (9)	18.92% (7)	6.52% (3)
Neither Agree nor Disagree	2.27% (1)	2.7% (1)	2.17% (1)

Somewhat Disagree	0% (0)	0% (0)	2.17% (1)
Strongly Disagree	2.27% (1)	0% (0)	0% (0)
Total Agree	95.45% (42)	97.3% (36)	95.65% (44)
ELA	80%	80%	80%

Student Advisement

Student advisement for all students regardless of the educational delivery format are assigned a faculty advisor (Table 5.4.4). Program Directors and the Enrollment Director are advised of student circumstances and review CatTracks as needed.

1. Students will be assigned a graduate program advisor upon entry into the program.
2. The appropriate department administrative assistant contacts students via email and provides the name of the assigned advisor to students.
3. Students access the graduation evaluation through the e-Weber portal, in the CatTracks student area.
4. On or before week three of the semester, students must contact their advisor to introduce self and detail any identified problems/concerns.
5. For any additional advisement, questions, or consultation during the program, students make an appointment to talk with their advisor by phone, through a virtual interview, or face-to-face meeting.
6. Students are strongly encouraged to complete a “Degree Evaluation” each semester until graduation in the CatTracks student webpage.
7. The faculty advisor, program director, or the Annie Taylor Dee School of Nursing Enrollment Director document advisement notes in CatTracks.
8. Students are responsible to review advisement comments in CatTracks and ensure that all program requirements are fulfilled.

Table 5.4.4 Student EOP Survey: Student Academic Advisement

Likert Scale 1-5

Year/Semester	Aggregated Data	Disaggregated Data Post MSN to DNP-Leadership	Disaggregated Data Post BSN to DNP- FNP
Spring 2021	No Data	4.50	
Fall 2021			First Graduating Cohort Fall 2021
Spring 2022			
Fall 2022			
ELA	3.0	3.0	3.0

Chitester

Chi Tester is a system for administering tests, surveys, and tutorials on the World Wide Web. All aspects of giving an exam (or other assessment instrument) are computer and web based. A Web server stores tests, allows properly identified students to take tests at

prescribed times and places. The server scores the subsequent answers and offers results to instructors and students.

Instructors and other exam managers write their tests with their usual word processor then use a web browser to submit, proofread, and manage tests. To see how an instructor would do this, see the [Getting Started Guide](#). Students read the test and submit answers through a web browser. To see how a student would do this, view the [demos](#). Both instructors and students access results through a browser.

ChiTester is owned and maintained by Chi Squared Software, Inc. They are available commercially and distributed under the name Chi Tester.

STANDARD 6: OUTCOMES

Program evaluation demonstrates that students and graduates have achieved each end-of-program student learning outcome/role-specific professional competency and each program outcome.

The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:

- a. **Specific, measurable expected levels of achievement for each end-of-program student learning outcome/role-specific professional competency and each program outcome.**
- b. **Appropriate assessment method(s) for each end-of-program student learning outcome and each program outcome.**
- c. **Regular intervals for the assessment of each end-of-program student learning outcome/role-specific professional competency and each program outcome.**
- d. **Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program learning outcome/role-specific professional competency and each program outcome.**
- e. **Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program learning outcome/role-specific professional competency and each program outcome.**
- f. **Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end-of-program learning outcome/role-specific professional competency and each program outcome.**

Introduction

The ATD SON faculty participate in evaluation processes including serving on the SON evaluation committee. Graduate faculty receive monthly evaluation reports and program updates at faculty meetings and have opportunities for input (Appendix 6.0.1).

The SON has a dedicated Evaluation Committee, which includes faculty members at all program levels (Appendix 6.0.2). The evaluation committee members follow SON evaluation committee policies and procedures (PPM) as outlined in the SON PPM (Appendix 6.0.3). At least one member from the administration team participates on the committee. The evaluation committee meets regularly to review program evaluation outcomes and to complete the annual systematic plan for evaluation (SPE) (Appendix 6.0).

Faculty review and discuss the following surveys and other data sources:

- Course and Faculty Evaluations as described in standard 4.
- Program end-of-program student learning outcomes (EPSLOs) and Role specific competencies (RSCs)
- End-of-program (EOP) student satisfaction.

- Graduate completion rates.
- DNP-FNP certification pass rates.
- APRN employer satisfaction.
- Alumni satisfaction related to program of study and achievement of program outcomes.
- Alumni job placement rates.

The faculty developed a standardized process to assess (EPSLOs) (Appendix 6.0.4). The SON faculty refer to specific course EPSLO assessments to ensure student attainment of Program EPSLOs as "signature assignments." The SON Graduate programs officially implemented this nomenclature and accompanying evaluation process in 2020. Each DNP course has specific student learning outcomes related to overall EPLSOs and Role Specific Competencies (RSCs). EPSLOs are measured throughout each the DNP-L and DNP-FNP emphasis, including courses at or near the program's conclusion.

At the University level, The Office of Institutional Effectiveness consults annually with all academic units to develop, measure, and analyze learning and performance outcomes to achieve continuous improvement and a culture of evidence used to inform strategic planning. The Graduate Programs Director shares the DNP program assessment plans annually and participates in departmental reviews per university graduate programs policies. The Institutional Effectiveness review schedule and processes can be found at URL (<https://www.weber.edu/oie>)

Systematic Plan for Evaluation

Graduate program assessments have been developed and scheduled to be used to collect data on the graduate program outcomes related to certification examination pass rates, program completion rates, and job placement rates, as well as how the faculty assess graduate and employer satisfaction for those students in the BSN to DNP-FNP program option emphasis (Table 6.0.1).

The first cohort of DNP-L and DNP-FNP students were admitted in Fall 2019. The first cohort of DNP-L students graduated Spring 2021. The first cohort of DNP-FNP students will graduate in December 2021.

Table 6.0.1 DNP Program Evaluation Measures

Evaluation Component	Instrument	Interval
Student achievement of EPSLOs and Role Specific Competencies (Signature Assignments)	Grading Rubrics Reported in Course Meeting Minutes	Annually at the conclusion of the semester. Some courses may be evaluated bi-annually depending on when they are offered.
Program Completion Rates	Completion table reported by administrative assistance, Program Director, and Enrollment Director	Annually
Professional Job Placement Rates	Alumni Survey	Six months to one-year post-graduation
Student Satisfaction	Course Evaluations Clinical Evaluation (FNP) NRSG 7904 End-of-program Evaluation Alumni Survey	At the conclusion of each Semester Completion of Program (End-of-program Survey) Six months to one-year post-graduation
APRN (FNP) Employer Satisfaction	Qualtrics Survey (online) FNP Employer Survey The graduate assistant will call employers if a low response rate occurs.	Six months to one-year post-graduation
APRN (FNP) Certification Pass Rates	Certification status is collected from the division of occupational and professional licensing (DOPL). Student report regarding national certification status (AANP)	Ongoing following graduation

Student Satisfaction

Student satisfaction is closely aligned with WSU's mission and core values for community, access, and learning. Student satisfaction is an essential indicator of the program's quality and relates to student perceptions regarding EPLSOs. Student satisfaction is measured after program completion using an online, anonymous end-of-program survey. The DNP-L end-of-program (EOP) survey, which includes program satisfaction, was collected in NRSG 7803 in April 2021 (Appendix 6.0.5). The DNP-FNP students graduate in December 2021 and the end-of-program satisfaction survey will be collected in NRSG 7803 in December 2021. The end-of-program evaluation data will be reported by the evaluation committee during subsequent graduate program meetings.

The alumni survey is designed to allow graduates the opportunity to reflect on their overall preparation for employment and the achievement of role-specific competencies as a doctorally prepared nurse leader or family nurse practitioner (Appendix 6.0.7). The ATD SON administration and faculty will use information obtained from the alumni survey to identify program strengths and areas that need further development. The survey is anonymous and offered electronically as a single survey in Qualtrics to DNP-L and DNP-FNP alumni 6-12 months following

graduation. A link to the alumni survey will remain open for 90 days. An automatic email reminder will be sent at 2 weeks if the school has received no alumni response. The additional time for student responses reflects the length of time required by DNP-FNP graduates to become nationally certified and receive employment as APRNs. The evaluation committee will report DNP-L and DNP-FNP data separately along with return rates annually. Any alumni concerns will be reported during faculty meetings. Any concerns regarding response rates will be discussed by the evaluation committee along with recommendations for improvements to distribution and collection processes as needed.

The DNP alumni survey (Appendices 6.0.7 and 6.0.7.1) has been created and can be disaggregated by SON program as well as by DNP program emphasis. The survey is scheduled for distribution in October 2021, following the graduation of the first cohort of DNP-L students who graduated in April 2021. Data will be collected in Qualtrics and reported at graduate program meetings at the December graduate faculty meeting for faculty input and decision-making. The aggregate and disaggregated results will be reported by the evaluation committee at program-level meetings.

The DNP-FNP alumni and employer surveys (Appendices 6.0.6 & 6.0.7) are scheduled for distribution in June 2022, following the first cohort's graduation in December 2021. Data will be collected in Qualtrics and reported to the faculty fall semester at the annual general and graduate program faculty meetings.

6.1 The program demonstrates students' achievement of each end-of-program student learning outcome/role-specific professional competency.

The achievement of EPSLOs and RSCs are measured by faculty using the following methods:

DNP-L:

1. EPSLOs & RSCs: Course Signature Assignments and Grading Rubrics
2. DNP Leadership Projects & NRSB 7900 (Included in Signature Assignment Table)
3. Student End-of-program Survey

DNP-FNP

1. EPSLOs & RSCs: Course Signature Assignments and Grading Rubrics
2. DNP Leadership Projects & NRSB 7900 (Included in Signature Assignment Table)
3. Student End-of-program Survey
4. DNP-FNP Clinical Evaluation in NRSB 7904

Course Signature Assignments and Grading Rubrics

There is ongoing assessment to the extent to which students attain EPSLOs and RSCs. Each course in the DNP program has specific course student learning outcomes that aligns with one or more of the six DNP EPSLOs and RSCs

(Appendix 6.0.4 & 6.1.1). For signature assignment data, which includes both EPSLO and RSC data, faculty selected an expected level of achievement (ELA) of 85% (Appendix 6.1.2). The DNP faculty intentionally identified course signature assignments, which are incorporated throughout the program and at the end of the program, which are used to measure student achievement of both program EPSLOs and RSC). Each signature assignment also includes course-specific grading rubrics (Table 6.1.1 & 6.1.2). Signature assignments are identified throughout the program and are specifically targeted to ensure that faculty can assesses student achievement of learning that meets increasingly complex educational course concepts. Although some signature assignments are reflected early in the program, this was done intentionally. The placement of signature assignments in both the DNP-L and DNP-FNP programs will be re-evaluated by faculty after the first graduating cohorts of DNP students.

Table 6.1.1 Signature Assignment Grading Rubric Template

<i>XYZ Signature Assignment Rubric Example</i>	
<i>Criteria 1</i>	points
<i>Criteria 2</i>	points
<i>Criteria 3</i>	points
<i>Criteria 4</i>	points
<i>Criteria 5</i>	points
<i>Criteria 6</i>	points
(For graduate students only) Assignment is placed in folio.	Met/Not Met
<p><u>Signature Assignment:</u> This is a signature assignment. It meets the Informatics DNP (Role-Specific Competency and/or EPSLO). To meet the following outcomes, 90% of students must achieve XXX points (80% for undergraduates or 85% for graduate courses) or greater.</p> <p>EPSLO #6 Use information and technology to communicate, manage knowledge, mitigate error, and support decision making when providing direct patient care.</p>	Met/Not Met

Table 6.1.2 NRSg 7900 Signature Assignment Grading Rubric

SA: Reflective Summary: Role Specific Competency Rubric

Criteria	Rating	Pts
Roles Specific Competencies addressed For each competency, the student will discuss <i>how</i> the RSC is reflected and met in their project and practicum hours. Patient-Centered Care; Teamwork & Collaboration; Evidence-Based Practice; Quality Improvement; Patient Safety; Informatics;	10 to >0.0 pts Full Marks	10 pts
Leadership Role Application Discussed how the DNP project has prepared them for future Doctoral Level Leadership roles.	5 to >0.0 pts Full Marks	5 pts
Format A title page One paragraph per competency One paragraph about role application A reference list (please use at least 5 references) Be less than three pages (excluding title page and reference list) long Use appropriate 6 th APA format. Can use the first person	5 to >0.0 pts Full Marks	5 pts
Assignment is Placed in Portfolio Met/Not Met	0 pts Met	0 pts
Signature Assignment Met/Not Met This is a signature assignment. It addresses all the Post Masters to DNP Leadership Role Specific Competencies. To meet the following outcomes, the student must achieve 17 points (85% for graduate courses) or greater.	0 pts Met	0 pts
Total Points: 20		

Signature assignment and student satisfaction data are reported by faculty after each semester on a course meeting minutes summary (Appendix 6.1.3). Additionally, signature assignment (EPSLO and RSC) data is reported and trended by faculty on a table each semester (Table 6.1.3).

Table 6.1.3 DNP EPSLO & RSC Data Table

DNP Degree Program Post Masters to DNP Leadership (DNP-L) Post BSN to DNP Family Nurse Practitioner (DNP-FNP) Student Performance for					
End of Program Student Learning Outcomes (EPSLOs) Assignments meeting an EPSLO (Signature Assignment/SA) and/or Role Specific Competency (RSC) are found in the courses listed below					
Expected Level of Achievement (ELA): 90% of students will meet SA and/or RSC assignment (s) and will be completed with at least 85% of total points achieved on the assignment grading rubric to meet the designated EPSLO/RSC.					
See individual assignment rubrics for the ELA for each course noted in this table.					
EPSLO/RSC/ Course/Assignment	Faculty Name	Semester/ Year	Percentag e Passing	Number of Students/ ELA Achieved	ELA
Course Number NRSG 7060	NeVille- Norton Cantwell	Fall 2021		Upcoming	85%
EPSLO/RSC #1 Patient-Centered Care		Summer 2021		Not taught	
Assignment Title Putting Evidence into Practice Based on Leadership Theory for Safe Patient-Centered Care		Spring 2021		Not taught	
	Trump Judd	Fall 2020 CRN 24374 CRN 24373 DNP- L/FNP	100 100	18/18 19/19	
	Rocha	Summer 2020	100	12/12	
		Spring 2020		Not taught	
	Rocha	Fall 2019	100	19/19	
Course Number NRSG 7080	Rocha Gee, P	Spring 2021 CRN 31691 CRN 31672 DNP- L/FNP	100 100	16/16 15/15	85%
EPSLO/RSC #1 Patient-Centered Care					

Assignment Title Business Plan Proposal		Spring 2022		Upcoming	
Course Number NRSB 7050		Fall 2021		Upcoming	85%
EPSLO/RSC #2 Teamwork and Collaboration		Summer 2021		Not taught	
Assignment Title DNP Project Sustainability Addressing Social Determinants of Health	Baron	Fall 2020 DNP-FNP	95	18/19	
	Baron	Summer 2020 DNP-L	100	12/12	
		Spring 2020		Not taught	
		Fall 2019		Not taught	
Course Number NRSB 7803 (Project Course)	Reynolds Bartlett Rocha	Spring 2021 CRN: 32235 CRN: 32973 CRN: 32232 DNP-L	100	12/12	85%
RSC #2 Teamwork and Collaboration					
Assignment Title DNP Scholarly Project Final Deliverable/s: Paper	Reynolds Bartlett	Fall 2021 DNP/FNP		/19	
Course Number NRSB 7020	Gooder	Fall 2019 DNP-L	100	12/12	85%
EPLSO/RSC #3 Evidence Based Practice		Spring 2020 DNP-FNP	100	19/19	
Assignment Title Unit J Article Review		Spring 2021 CRN: 31662 CRN: 31680 DNP- L/FNP	100	18/18 16/16	
		Summer 2021		Not taught	

Course Number NRSB 7803 EPLSO/RSC #3 Evidence Based Practice Assignment Title DNP Scholarly Project Final Deliverable/s: Paper	Reynolds Bartlett	Fall 2021 DNP-FNP		/19	85%
	Reynolds Bartlett Rocha	Spring 2021 CRN 32235 CRN: 32973 CRN: dnp- L32232	100	12/12	
		Fall 2020		Not taught	
		Summer 2020		Not taught	
Course Number NRSB 7010 EPLSO/RSC #3 Evidence Based Practice Assignment Title Literature Review of the Clinical Problem	Reynolds	Fall 2020 CRN 24580 DNP-L	77	10/13	85%
	Reynolds	Spring 2021 CRN 31679 DNP-FNP	87	20/23	
Course Number NRSB 7040 EPLSO/RSC #4 Quality Improvement Assignment Title Quality Initiative Worksheet		Fall 2021		Not taught	85%
	Gooder	Summer 2021			
		Spring 2021		Not taught	
		Fall 2020		Not taught	
	Gooder	Summer 2020 DNP-FNP	100	19/19	
	Gooder	Spring 2020 DNP-L	100	12/12	
	Fall 2019		Not taught		

Course Number NRSNG 7070 EPSLO/RSC #5 Patient Safety Assignment Title Leadership Policy Analysis Paper	Berghout	Fall 2020 CRN 24179DNP- FNPCRN 24341DNP- L	100	23/23 12/12	85%
	Berghout	Spring 2020 (7070) DNP-L	100	12/12	
	Berghout	Spring 2021 (7070) DNP-L	100	11/11	
Course Number NRSNG 7040 EPSLO/RSC #5 Patient Safety Assignment Title Quality Initiative Worksheet		Fall 2021		Not taught	85%
	Gooder	Spring 2020 (7040) DNP-L	100	12/12	
		Fall 2019		Not taught	
Course Number NRSNG 7030 EPSLO/RSC #6 Informatics Assignment Title Information Technology to Support EBP					85%
	Trump Hightower	Summer 2021 CRN 11064 CRN 10908		Upcoming	
		Spring 2021		Not taught	
		Fall 2020		Not taught	
	Gee, P	Spring 2020 DNP-L	100	12/12	
	Gee, J	Summer 2020 DNP-FNP	100	19/19	
		Fall 2019		Not taught	
					85%

Course Number NRSG 7900 (Final/Practicum Course) (RSC 1-6) DNP-L & DNP-FNP Students Assignment Title Reflective Summary of the Application of Role Specific Competencies in DNP Project and Practicum Experiences	Reynolds Rocha Bartlett	Spring 2021 CRN 31669 CRN 32189 CRN 32181 DNP-L	92	11/12
	Reynolds Bartlett	Fall 2021		Upcoming /19

DNP Leadership Projects

The DNP Project provides students with an opportunity to apply the knowledge and skills gained through their doctoral courses and signature assignments. DNP projects are leadership focused and are developed and implemented in the appropriate area of practice allowing for demonstration of student achievement of role specific competencies (RSCs). The evaluation of DNP projects includes formative and summative processes throughout multiple project courses to assess student-learning outcomes and achievement of EPSLOs/RSCs. In the final DNP course, NRSG 7900 students complete a reflective journal signature assignment, identifying how the project supported them in achieving the AACN DNP Essentials, DNP Program EPLSOs and leadership and/or FNP role specific competencies (RSCs) (Appendix 6.1.4 & Table 6.1.2, & Table 6.1.4 below). The project signature assignment data is also reported on the DNP EPSLO table 6.1.3.

Table 6.1.4 NRSG 7900 RSC Reflective Journal Assessment

Course Number NRSG 7900 (Final/Practicum Course) (RSC 1-6)	Reynolds Rocha Bartlett	Spring 2021 CRN 31669 CRN 32189 CRN 32181 DNP-L	92%	11/12	85%
DNP-L & DNP-FNP Students	Reynolds Bartlett	DNP-FNP Students will complete this assignment Fall 2021		Upcoming /20	
Assignment Title Reflective Summary of the Application of Role Specific Competencies in DNP Project and Practicum Experiences					

Student Portfolios (Portfolio)

Student portfolios are utilized in the graduate programs to provide evidence of achievement of program student learning outcomes and role-specific competencies. In 2020-2021, graduate faculty elected to use an e-portfolio product called Portfolium for showcasing student signature assignments, the DNP project, accomplishments, and other artifacts (Appendix 6.1.5). Faculty and student policies were developed by a graduate portfolium task force made up of graduate faculty to determine the student portfolio elements (Appendix 6.1.6). The student portfolio also serves as a professional repository that students can use when seeking future employment (Appendix 6.1.7).

WSU Stewart Library DNP Project Repository

DNP student projects are further disseminated in the Weber State University Doctoral Project Repository. The repository is used to inform students, employers, and the community regarding DNP students' achievement of program EPSLOs and competencies by showcasing DNP scholarship
<https://dc.weber.edu/collection/wsudoctoral>

Student End-of-Program Survey

Students are given the opportunity for indirect assessment regarding the achievement of EPSLOs using the end-of-program student evaluation survey, which is attached to NRSG 7804 (Appendix 6.1.8). School of nursing policies state that 80% of students who respond will report satisfaction at or above a 3.0/5.0 regarding achievement of program EPSLOs/RSCs on the end-of-program student survey. The Evaluation Committee, faculty, program directors, School of Nursing Chair, and advisory board review assessment data. Any aggregate data score less

than 3 or trending down is assessed and an evaluation of potential causes is identified. A plan is developed and reported in course meeting minutes and reviewed with Program Directors and Evaluation Committee.

DNP-FNP Clinical Evaluation

The DNP-FNP clinical evaluation tool is the result of integrating the DNP Program EPSLOs and DNP-FNP RSCs as well as nurse practitioner competencies described by the National Organization of Nurse Practitioner Faculties (NONPF) (Appendix 6.1.9). Data collection will occur in NRS 7904 in December 2021, which is the DNP-FNP students' final clinical course.

6.2 The program demonstrates evidence of graduates' achievement on the licensure examination.

For each certification examination, the annual pass rate for all first-time test-takers will be at or above the national mean for the same three-year period; in the absence of a national mean, the pass rate for each certification examination will be at least 80% for all first-time test-takers during the same 12-month period.

The DNP-FNP program's expected level of achievement for APRN (FNP) licensure examination pass rates will be at least 85% for all first-time test-takers during the same 12-month period. The ELA is based on national FNP certification pass rates for the past three years, licensure pass rates from graduates from the previous FNP graduates of the MSNP program, and faculty input. Evaluation of student certification examinations will be ongoing.

There is ongoing assessment of the extent to which graduates succeed on the licensure examination.

The first graduating class for the Post BSN to DNP-FNP (DNP-FNP) will be December 2021; our data collection will begin Spring 2022. The American Nurses Credentialing Center (ANCC) and the American Association of Nurse Practitioners (AANP) are the governing boards that administer tests to graduates seeking to become certified as family nurse practitioners. Certification for the first-time pass rates is verified through the AANP and Division of Occupational and Professional Licensing (DOPL) by the Program Director. Certification pass rates will be reported annually to faculty and the ELA re-evaluated by the faculty annually at program meetings.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination.

Student success on licensure is discussed in general faculty meeting and with graduate faculty at program level meetings regarding the curriculum in fall

semesters following graduating spring cohorts. Assessment data is reviewed at evaluation committee meetings and monthly program meetings. Certification data is used by the Graduate Programs Director and faculty for decision making process regarding curriculum.

There is a minimum of (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

Three years of data will be reported beginning with the first graduating cohort of DNP-FNP students in December, 2021 Licensure examination pass rate data will be reported and disaggregated per ACEN policy.

6.3 The program demonstrates evidence of students' achievement in completing the nursing program.

The expected level of achievement for program completion is determined by the faculty and reflects student demographics.

Program completion is an important metric for evaluating program success. Faculty set graduate completion rates at 80% of graduates completing the program within 150% of program length (Appendix 6.0.1), which is based on student demographics and the Weber State University mission and goals related to retention and success of students. It was concluded that student DNP-L and DNP-FNP completion rates be aligned with existing undergraduate and graduate student completion rates of 80% Student demographics were also considered and discussed. It was concluded due to the uncertainty of the COVID pandemic, variable extenuating personal and health circumstances are impacting many of our students. The ELA of 80% will be evaluated annually with student completion data and revisions discussed with faculty and nursing administration.

The DNP-FNP program emphasis is a full-time program with students registered between 10-12 graduate credit hours per semester. Program completion rates are calculated for students beginning with enrollment on the first day of NRSG 6120 (first nursing course) and ends with completion of course (NRSG 7904) required for conferral of the DNP degree. The DNP-FNP program is a 7-semester full-time program with an optional 8th semester available for students who need to complete remaining project requirements, practicum hours, or FNP clinical hours. Students are required to complete the program emphasis within 150% of the program length with students having up to 10-11 semesters to graduate. Program completion rate calculations for students are determined by the number of students who have completed the program within 150% of the program emphasis length divided by the total number of students in that cohort (Table 6.3.1).

The DNP-L program emphasis is a part-time program with students registered between five to seven graduate credit hours per semester. Program completion rates are

calculated for students beginning with enrollment on the first day of NRSG 7060 (first nursing course) and ends with completion of course (NRSG 7080) required for conferral of the DNP degree. The DNP-L program is a 5-semester part-time program with an optional 6th semester available for students who need to complete remaining project requirements or practicum hours. Program completion rates are tracked and recorded by the Enrollment Director and Graduate Programs Director. Students are required to complete the program emphasis within 150% of the program length with students having up to 7-8 semesters to complete the program. Program completion rates are determined by the number of students who have completed the program within 150% of the program length divided by the total number of students in that cohort (Table 6.3.1).

DNP Expected Level of Achievement: 80% of DNP-L students who began in their first nursing course of NRSG 7060 and 80% of DNP-FNP students who began in their first nursing course of NRSG 6120 will graduate within 150% of the program emphasis length. For DNP-L students, this means that they will graduate within 7-semester of their program option. For DNP-FNP students, this means that they will graduate within 10-semester. Program completion rates are calculated by determining the number of students who have completed the program within 150% of the program length divided by the total number of students admitted to the program.

There is ongoing assessment of the extent to which students complete the nursing program.

Completion rates in the Annie Taylor Dee School of Nursing have consistently met or exceeded the ELA as found in the SPE in both the undergraduate and graduate programs. Currently the completion ELA is that 80% of the total number of DNP-FNP and DNP-L students will graduation within 150% of program length. This ELA will be evaluated annually with student completion data. If completion numbers dropped below 80% or a significant drop in completion numbers occurred, this information would be shared with faculty at the program and general faculty meetings for discussion and potential interventions. Program completion rates are reported by the program director to the evaluation committee and at faculty meetings. Completion data is then presented in general faculty meetings by members of the evaluation committee (Appendix 6.3.1).

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program.

The ELA for program completion, found in the SPE, is reported as 'Eighty percent of students will graduate from their program within 1.5 times or 150% the length of the program. Data tables were created to ensure collection of data based on location, option, and completion/entry (disaggregated data). The DNP-L and DNP-FNP program options currently have a single location at the WSU Ogden Campus and a yearly graduation. The DNP-L option graduates in April and the DNP-FNP option graduates in December each year.

Table 6.3.1 – ELA definition for Program Length

Program	Length of Program	150% of length of program
DNP-L Part time (PT)	5 semesters	7 semesters
BSN-FNP-DNP Full Time (FT)	7 semesters	10 semesters

There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.

Completion rates for the first cohort of the DNP-L program emphasis were 100% (12/12) of students who graduated within 150% of the program length.

We will provide 3 years of data once we have it and it will be aggregated for the nursing program as a whole and disaggregated by program option, location (only one location), and date of program completion or entering cohort.

Actual Level of Achievement:

DNP Completion Rates (within 150% of program length)

Table 6.3.2 – DNP Program Aggregated Data

DNP ELA: 80% of DNP-L students who began in their first nursing course of NRSG 7060 and concluded with NRSG 7904 graduate within 150% of the program emphasis length. 80% of DNP-FNP students who began in their first nursing course of NRSG 6120 and concluded with NRSG 7080 will graduate within 150% of the program emphasis length.

DNP Program Completion – Aggregated for the Entire Program		
Expected Level of Achievement	Year	Program Completion Rate
80% of students will complete in 150% of program length	2019-2021	DNP-L 100% 12/12 DNP-FNP to graduate Dec 2021
	2020-2022	

Table 6.3.2 – DNP Program Completion Rate Disaggregated by Program Option

DNP ELA: 80% of DNP-L students who began in their first nursing course of NRSG 7060 and concluded with NRSG 7904 graduate within 150% of the program emphasis length. 80% of DNP-FNP students who began in their first nursing course of NRSG 6120 and concluded with NRSG 7080 will graduate within 150% of the program emphasis length.

DNP Program Completion – Disaggregated by Program Emphasis #1 = DNP-L (APRIL); #2 = DNP -FNP (DEC)				
Expected Level of Achievement	Year	Program Completion Rate by Emphasis		
		Option #1 April DNP-L	Option #2	
80% of DNP-L students will complete in 150% of program length (7-semesters)				
80% of DNP-FNP students will complete in 150% of program length (10-semesters)	2019-2021	100% N=12/12	DNP-FNP Graduate December 2021 Anticipate 18/20 1 early withdraw and 1 extension granted for personal circumstances/COVID	

Table 6.3.4 – DNP Program Completion Rate Disaggregated by Date of Completion

DNP Program Completion – Disaggregated by Date of Completion			
Dec = December, Apr = April			
Expected Level of Achievement	Year	Program Completion Rate by Date	
		April	December
80% of DNP-L students will complete in 150% of program length (7- semesters)	2019-2021	DNP-L N= 12/13 92.3%	DNP-FNP Graduate Dec 2021
80% of DNP-FNP students will complete in 150% of program length (10- semesters)			
	2020-2022		

6.4 The program demonstrates evidence of graduates' achievement in job placement.

The expected level of achievement for job placement is determined by the faculty and reflects program demographics.

Professional job placement rates reflect the graduate student's preparedness and ability to apply EPSLOs and RSCs in transitioning to an advanced practice (FNP) or advanced leadership role. Data on job placement rates are gathered from the online Alumni Survey. The online survey is anonymous but can be disaggregated by program emphasis (DNP-L and DNP-FNP). The alumni survey will be distributed to graduates between six months to one-year post-graduation. The FNP Alumni Survey will be sent via Qualtrics to all graduates 6-12 months following graduation to gather employment data (Appendix 6.0.7).

The expected level of achievement (ELA) for job placement was determined by the faculty and set at 80%, of DNP-L and DNP-F students who graduated from the program will find job placement relative to their degrees within 6-12-months of graduation from WSU. This ELA is reflective of the demographics of the area due to slowed hiring of FNP graduates and administrative positions as a result of

COVID-19 and shifts within hiring organizations. Job placement rates and the ELA will be reported and evaluated annually at evaluation and graduate meetings beginning spring/summer 2022.

DNP-FNP - 80% of graduates responding to survey will report satisfaction at or above 3.0 or higher on a Likert scale regarding satisfaction with being prepared to function in the role of the family nurse practitioner (FNP) 6-12 months following graduation.

There is ongoing assessment of the extent to which graduates are employed.

The alumni survey will be sent to DNP-L and DNP-FNP graduates in Qualtrics at 6-12 months following graduation, with the link for the survey to remain open for 90 days. An email reminder will be sent two weeks later if the graduate has not responded. The additional time for student responses reflects the length of time required by DNP-FNP graduates to become nationally certified and receive employment as APRNs. If graduates have not responded within 9-months, the graduate programs' administrative assistant will reach out by phone to help obtain improved student responses if necessary.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.

The DNP alumni survey was designed to be reported as aggregated data and further disaggregated by program emphasis. The survey is scheduled for distribution in October 2021, following the graduation of the first cohort of DNP-L students in April 2021. Data will be collected in Qualtrics and reported at graduate program meetings at the December graduate faculty meeting for faculty input and decision-making.

The DNP-FNP alumni survey is scheduled for distribution in June 2022, following the first cohort's graduation in December 2021. Data will be collected in Qualtrics and reported to the faculty fall semester at the annual general and additional graduate faculty meetings.

There is a minimum of three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.

Three years of most recent job satisfaction data will be aggregated and reported by program emphasis following the graduation of our first DNP-L and DNP-FNP student cohorts.

APRN Employer Satisfaction

Employers of DNP-FNP graduates are viewed as key stakeholders and provide valuable information on hiring practices and graduates' performance. An

employer satisfaction survey for DNP-FNP will be administered to Advanced Practice Nurses (APRNs) employers who will graduate from the DNP-FNP program in December 2021. The DNP-FNP employer survey will be used to assess the DNP-FNP graduate's ability to function in the role of the family nurse practitioner six months to a year following graduation and to collect qualitative information to inform program decision-making (6.1.10).

Graduate Satisfaction

Graduates of the DNP-FNP program emphasis will receive the Alumni Survey, 6-months following graduation where they will have the opportunity to report on their satisfaction with being prepared to function in the role of the family nurse practitioner (FNP).

Appendices