

ANNIE TAYLOR DEE  
— SCHOOL OF —  
**NURSING**

**Master of Science in Nursing Program**

Self-Study Report for Accreditation  
Commission for Education in Nursing

*September 20-22, 2022*



**WEBER STATE UNIVERSITY**  
Dumke College of Health Professions

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## SECTION I: PROGRAM INFORMATION

### **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  
email: [president@weber.edu](mailto:president@weber.edu)  
(801) 626-6001

### **Governing Organization Accreditation**

Northwest Commission on Colleges and Universities  
Fall 2021 Reaffirmed  
No recommendations

### **Nursing Education Unit**

Annie Taylor Dee School of Nursing  
3875 Stadium Way Dept. 3903  
Ogden UT, 84408-3903

### **Nurse Administrator**

Rieneke Holman, PhD, RN  
Professor and Chair Annie Taylor Dee School of Nursing  
3875 Stadium Way Dept. 3903  
Ogden, UT 84408-3903  
[rienekeholman@weber.edu](mailto:rienekeholman@weber.edu)  
(801)626- 6276

### **State Regulatory Agency**

No State Board of Nursing oversight in the State of Utah

### **ACEN Accreditation**

1966 – Initial Accreditation  
2011 – Previous Date of Review for R.N. and RN-BSN programs  
2014 - MSN Continuing Accreditation Visit  
2015 – MSN-FNP focused visit  
2019 – Continuing Accreditation Visit  
Associate of Science in Nursing (R.N.)

Licensed Practical Nurse to R.N. (PN-RN)  
AS to Bachelor of Science in Nursing (RN to BSN)  
2020 – DNP Program Initial Accreditation

**Current Status:** All Nursing Programs are Accredited  
**Programs and Year Nursing Programs were established:**

1953 - Associate of Science in Nursing (R.N.)  
1963 – P.N. to R.N.  
1987 - R.N. to BSN  
2008 – MSN – Educator and Executive emphases  
2015 – MSN-NP – Discontinued in 2021 and inactivated in 2022  
2019 – DNP Program - BSN-DNP (FNP) and Post MSN-DNP (Leadership) emphases

**The Number of Full and Part-Time Faculty at each Location:**

Shared  
55 full-time faculty  
2 part-time faculty

**Student numbers by program type and disaggregated by program options:**

**Program type:**  
PN to R.N. – 216 Students  
ADN – 768 Students  
R.N. to BSN – 480 Students  
MSN (Educator and Executive)  
38 Total Full-Time students  
21 Nurse Educators  
16 Nurse Executives  
1 MSN Educator Certificate Student  
Post-BSN-DNP (FNP) - 66  
Post-MSN-DNP (Leadership) – 22  
**Total – 1590 Nursing Students**

**Method of delivery and percentage of nursing credits delivered by distance education for all program options:**

**MSN (Educator/Executive)**  
○ Online  
**R.N. to BSN**  
○ Hybrid  
○ Online  
**P.N. to R.N.**  
○ Online  
**R.N. (ADN)**  
○ Face to Face  
**Post-Masters to DNP (Leadership)**  
○ Online

**Post-BSN to DNP (FNP)**

- Hybrid

**Length of Programs in credits and number of academic terms, inclusive of prerequisite courses, for all program options:**

**R.N. (ADN) Program**

Four semesters

73 Credits

**P.N. to R.N. Program**

Two semesters

48-51 Credits

**R.N. to BSN Program**

Two semesters

120 Credits

**MSN (Educator/Executive)**

3 semesters

34 Credits – Educator

31 Credits – Executives

14 Credits – Post-Master's Certificate (Nurse Educator)

12 Credits – Post-Master's Certificate (Nurse Executive)

**Post BSN to DNP (FNP)**

7 Semesters with an optional 8<sup>th</sup> semester

75 Credits

**Post Masters to DNP (Leadership)**

5 Semesters with an optional 6<sup>th</sup> 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**

R.N. (ADN) – 73 Credits

PN-RN – 48 – 51 Credits

R.N. – BSN – 120 Credits

MSN Executive - 31

MSN Educator - 34 Credits

Post-BSN-DNP (FNP) – 75 Credits

Post Masters to DNP (Leadership) – 31 Credits

**WSU Davis Campus**

R.N. (ADN) – 73 Credits

R.N. – BSN 120 Credits

**Bridgerland Technical College Campus**

P.N. – R.N. 48-51 Credits

**Ogden/Weber Technical College Campus**

P.N. – R.N. 48-51 Credits

**Davis Technical College Campus**

**\*ACEN 2017 Accreditation Standards and Criteria used to prepare the MSN Continuing Accreditation Self-Study**

## MSN Program of Study and Program Options

<b>Name of program option (as cited in the program of study):</b>		<b>Master of Science in Nursing</b>
<b>Program of study:</b>	<input checked="" type="checkbox"/> <b>x Full-time</b> <input type="checkbox"/> Part-time <input type="checkbox"/> Both	
<b>Frequency of Admission:</b>	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input checked="" type="checkbox"/> <b>x Summer</b> <input type="checkbox"/> Rolling <input type="checkbox"/> Other:	
<b>Type of Academic Term:</b>	<input type="checkbox"/> Quarter <input type="checkbox"/> Trimester <input checked="" type="checkbox"/> <b>x Semester</b> <input type="checkbox"/> Other:	
<b>Number of Weeks in an Academic Term:</b>	14 weeks in a semester	

## MSN Program Locations, Program Options, Methods of Delivery, and Enrollment

Program Location: Name/Address	Program Options Offered	Total Number of F.T. and P.T. Students Enrolled in Each Program Option	Methods of Delivery for Each Program Option (e.g., face-to- face, online, hybrid)
Annie Taylor Dee School of Nursing 3875 Stadium Way Dept. 3903 Ogden UT, 84408-3903	MSN Nurse Educator	F.T. 21 Enrolled	Online
	MSN Nurse Executive	F.T. 16 Enrolled	Online
	Post-Master's Certificate Nurse Educator	P.T. Certificate 1 Enrolled	Online
	Post-Master's Certificate Nurse Executive	P.T. Certificate None Enrolled	Online

## MSN Program Length Table

Program Option	Total Number of Academic Terms to Complete Program	Total Credit/Clock Hours Required to Complete Program	Total Nursing Credit/Clock Hours Required to Complete Program	Total Credit/Clock Hours Awarded for Prior Learning (if applicable)
MSN Nurse Educator	34			
MSN Nurse Executive	31			
Post-Master's Certificate Nurse Educator	14			
Post-Master's Certificate Nurse Executive	12			



## SECTION II: REPORT NARRATIVE PROGRAM OVERVIEW

In the 1950s, a nursing shortage plagued the U.S. health care system. An experimental program 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 nursing education model. 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), 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), which includes a P.N. to RN, a Registered Nurse to Bachelor of Science in Nursing (RN-to-BSN), and Master of Science in Nursing (MSN), and Doctor of Nursing Practice (DNP). These programs are 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. Over 60 full-time faculty and staff educate over 1,000 nursing students each year. The program's success is due to 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 allows nursing students 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 allows nursing students 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 healthcare environment. The SON, nursing programs' results continue to significantly benefit and influence the health care outcomes for individuals and families within the community for 70 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 and the more rural parts of Utah. This is evident

in how WSU ATD SON education is delivered throughout Utah. While most of the education takes place on campus, programs are also offered online for distance learners 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, 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 most 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. 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) prepares 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®). The Associate Degree Nursing program graduates 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 and 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 R.N. and the BSN Program Director, the R.N. and BSN faculty are assigned to teach in the P.N. to R.N., the R.N., 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 received initial accreditation in 2009 and continuing 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 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. Previously, the MSN program was full-time, requiring 39 credit hours for completion over four full-time academic semesters (two academic years). In 2020, a revitalized MSN program was created, using a combination of block and semester-based courses. The MSN Nurse Educator Emphasis is full-time, 34-credit hours, completed over three consecutive semesters. The MSN Nurse Executive Emphasis is full-time, 31-credit hours, and is completed over three consecutive semesters.

The MSN program offers two post-master's certificates in nursing education or nursing leadership (executive). The certificates provide graduates with specialized knowledge and opportunities for expanding their careers. The post-master's nurse educator certificate is 14 credits with an optional educator residency. The post-master's nurse executive certificate is 12 credits with an optional nurse administrator residency.

The MSN program began with an MSN-FNP emphasis in 2016. The final cohort of students was accepted in 2018 and graduated in 2020. The program was inactivated at the University and with the ACEN after the 2020 MSNP graduation. The MSNP program was with a DNP-FNP program, which began in 2019 and received initial accreditation by the ACEN, putting our accreditation on July 1, 2020. A substantive change was submitted to close the MSN-FNP program option with the ACEN in 2022.

## Doctor of Nursing Practice Program

Weber State University's DNP degree prepares nurses to be expert leaders who focus on applying evidence to inform nursing practice by creating and implementing 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 and received initial accreditation status on July 1, 2020. With these DNP degrees, Weber State University (WSU) will now provide education for every nurse practice level, from the practical nurse to the registered nurse to the doctoral-prepared nurse. The DNP degree in Family Nurse Practitioner and Nursing Leadership culminates 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 improve individual and population health and health care outcomes. Nursing practitioners analyze, translate, apply, and evaluate evidence for clinical settings. The Post-BSN-DNP is a 7 to 8-semester degree program with 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. The first cohort of DNP-FNP students who began in 2019 graduated fall semester of 2021.

## POST MASTERS TO DNP - LEADERSHIP

The Post Master's 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 translating 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. Two cohorts of DNP-Leadership students successfully graduated from the program in spring 2021 and 2022.

## SECTION III: STANDARDS AND CRITERIA

### 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 (ATDSN) has qualified administrators who strive to work with the University and college to provide excellence in education. The ATDSN 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 (ATDSN)* [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 WSU's [Mission](#) and Vision and the DCHP. The SON Administrative Council monitors this as an ongoing process at the spring annual leadership retreat. The Administrative Council also monitors the effectiveness of the SON organizational structure based on experiences and informal feedback from faculty and administrators. Transparent relationships are present between components of the SON, DCHP administration, and Weber State University support units.

Mission	WSU	DCHP	SON	Congruence
Mission	Weber State University provides transformative educational experiences for students of all identities and backgrounds through meaningful personal	We are your healthcare partner, construct a safe place to educate students, foster faculty innovation, support our community relationships, and cultivate respectful	The mission of the Annie Taylor Dee School of Nursing is to prepare exceptional nursing professionals with the ability to care for and advocate for the evolving needs of	The key factor in all three entities is the quality of student learning experiences through collaboration and connection with faculty, peers, and the community. Our stackable programs

	<p>connections with faculty and staff in and out of the classroom. The University promotes student achievement, equity and inclusion, and vibrant community relationships through multiple credentials and degree pathways, experiential learning, research, civic engagement, and stewardship.</p> <p>Weber State University (WSU) is a comprehensive public university authorized to operate and confer degrees under Utah Code section 53B-6-101 et seq and its mission and roles are governed by Utah State Board of Regents policy 312. The University's mission is approved by the Weber State University Board of Trustees (March, 2021) and the Utah Board of Higher Education (July, 2021).</p>	<p>partnerships with our clinical anchors.</p>	<p>diverse individuals, families, and society. We collaborate with our partners to provide an education that values equity, diversity, inclusivity, and community-centered health promotion.</p>	<p>provide a pathway for multiple credentials and graduation pathways.</p>
Vision	<p>Weber State University will be a leader in transforming lives by meeting all students</p>	<p>The Dumke College of Health Professions will be the premier healthcare college for students, faculty,</p>	<p>The vision of the SON is to educate and prepare distinguished nursing professionals who are recognized</p>	<p>All three entities focus on excellence in education and meeting the needs of students, faculty, and</p>

	where they are, challenging and guiding them to achieve their goals academically and in life	<i>staff, and community by meeting their evolving needs through traditional and innovative methods.</i>	<i>for excellence and passionately engaged in the profession of nursing.</i>	<i>the community. The Core Values of Learning, Access, and Community are congruent throughout.</i>
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**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 in the University, College, and SON governance. This action is carried out to ensure that all internal shareholders can 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. Holman, the new Department Chair, is involved in the College Executive Committee (CEC) and is on the University's General Education Improvement Committee and Assessment (GEIAC) and faculty senate. The Chair also serves on multiple committees for the department (Appendix 1.2.2).

All these committees' interface with university administration to incorporate governance issues and changes across the University. Dr. Holman has been on hiring committees for the college and school.

At an organizational level, nursing faculty participate in various university committees. (Table 1.2.1) Two members of the nursing faculty serve on Faculty Senate. Nursing faculty serve or have participated on additional university committees, including GEIAC, Admissions, Standards, Student Affairs Committee; Appointment, Promotions, Academic Freedom, and Tenure Committee; Research, Scholarship, and Professional Growth; Teaching and Learning, Curriculum, and Constitutional Review Apportionment and Organization Committee. A list of the university faculty senate standing committees (Appendix 1.2.1).

Nursing students are invited to participate as student representatives for the ATDSN. 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 faculty meetings to present concerns and offer feedback (Appendix 1.2.3). As the MSN program is online, attendance at faculty meetings has not occurred recently. However, MSN students routinely communicate with the program director, administrative specialist, and faculty regarding concerns or recommendations. 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	2016-2019 2016-2018
Appointment, Promotion, Academic Freedom, and Tenure Committee	Melissa Neville (Chair, 18-21)	2015-2021
University Evaluation Ad-Hoc of APAFT	Melissa Neville (Co-Chair 2019-2021) Cynthia Beynon	2021-present
Constitutional Review, Apportionment and Organization Committee	Tamara Berghout Amy Buckway (Chair, 18-20 and Executive Committee liaison 21-22) Mary Anne Reynolds	2016-2019 2016-2022 2020-current
Research, Scholarship, and Professional Growth Committee	Rachel Ardern Tiffany Hood	2018-2021 2021-2024
Environmental Issues Committee	Kathleen Cadman Jon Kelly Carrie Jeffrey Jaylynn Bryson	2014-2016 2016-2020 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 (Chair, Fall 2021-2023)	2018-2023
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	2014-2017 2016-2019 2016-2019 2021-2024 2021-current 2018-2021 2020-current
Digital Fluency	Sally Cantwell	2018-2022



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	2020-2021
WSU Faculty Staff Association	Jamie Wankier	2015-present President from 2017-2019
WSU COVID-19 Task Force	Valerie Gooder	2020-2021
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		2005-2012
WSU Sport Structure Sub-Committee	London Draper Lowe	2007-2012
WSU Title IX Sub-Committee		2007-2012

Faculty Development in Online Learning Committee	Valerie Gooder	2020-current
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	Rachel Ardern Jamie Wankier	2017 + 2019 +
Rank and Tenure Committee	Deborah Judd London Draper Lowe Valerie Gooder Melissa NeVille Norton	2015-17 2017-19 2019-2021 2021-2022

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) comprises 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 can provide feedback on what they see in their facilities and give input on how we can update or change our EPSLOs to meet those needs. Graduates from the department are routinely invited to participate in the nursing Advisory Board meetings.

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' MSN Project Posters are publicly available on the [nursing website](#) and are examples of assessments of end-of-program student learning outcomes.

Healthcare Facilities and the Utah Organization of Nurse Leaders – Academic Leadership Committee (UONL-ALC) keep the program current regarding changes in employment and projected needs for education across Utah. An example of recent involvement with the Utah legislature includes a student's signature assignment addressing the barriers nurse practitioners have with independently practicing to the full extent of nursing education and training. APRNs' consultation and referral (CRP) plan requirements are limited. 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 promoted to Utah's Health Resources and Services Administration (HRSA). The bill would amend the current policy, resolve the barrier limiting N.P.'s practice authority, and allow the public to receive much-needed, safe, quality healthcare. Working 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 pass this bill. The bill was passed on May 5, 2021. APRNs can practice independently and are no longer required to obtain a CRP. The APRN Compact allows advanced practice registered nurses (APRNs) to have one multistate license with the ability to practice in all compact states. In 2022, Utah joined the APRN compact.

Senate Bill 101 provides long-term nursing apprentices in healthcare facilities involving pre-licensure nursing students in their final semester of study.

**1.4 Partnerships promote excellence in nursing education, enhance the profession and benefit the community. The nursing department participates in and benefits from established community partnerships. The partnerships listed below are the primary sources that contribute to the success of the WSU School of Nursing:**

**Intermountain Health Care**

Intermountain Health Care hosts an Intermountain Deans and Directors Council Luncheon annually. Invitees include all Deans and Directors from the 8 Public, 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**

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 an 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 in the Council and contributes to its mission to "Represent and cultivate nursing leadership across the continuum to improve health care throughout Utah." The organization's vision is to "Shape the future of health care by elevating nursing leadership." The current nursing administrator has participated on this committee for three 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 6<sup>th</sup> Key Chapter Award in 2019 at [www.nursingsociety.org/Awards/chapter](http://www.nursingsociety.org/Awards/chapter). This is a significant award and highlights that chapters must be in good standing and have met chapter responsibilities 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 her what it meant to be an honorary member. Chapter leadership later sent a link to her 20-minute Ted Talk in December 2020 on the philosophy of Living Medicine. In spring 2022, a leadership conference was sponsored by the Nu Nu Chapter and had an international guest speaker, Dr. Karen Gorton, and local panelists to address current nursing issues and leadership strategies for burnout and mental health. Graduate students are actively involved in recruitment and scholarship efforts. At the 2022 induction, 12 new graduate students were inducted into the Nu Nu chapter.

### **Utah Action Coalition for Health**

The SON partners with the Action Coalition to increase the education level of nurses, develop seamless academic progression models, and increase 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 exceptional 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. Rieneke Holman, is a registered nurse (RN) holding the academic credentials of a Ph.D. in Nursing with an emphasis in Nursing Education. Dr. Holman 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 the authority and responsibility to ensure the achievement of the School of Nursing program outcomes and the associated student learning outcomes (SLO). Additionally, Dr. Holman evaluates each program director annually in April/May and collaborates biannually with campus facilitators to assess the 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 [R.N. 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. Rieneke Holman, Ph.D., R.N., completed her Ph.D. in 2018 with an emphasis in Nursing Education. Dr. Holman has been a nurse since 1997 and has taught at WSU since 2009. She has served on several

departmental, college, and university level committees and has maintained relationships with clinical partners as the previous ADN Clinical Coordinator. Rieneke has extensive experience in teaching and curriculum design. She meets all the University requirements to fulfill her administrator role based on her education and experience.

Before becoming Chair, she served as the Associate Program Director (2019-2022) and the Associate Program Clinical Coordinator (2013-2019). As the Associate Program Director, she worked closely with the previous Nursing Chair. In addition, she was trained and mentored by the previous Nursing Chair through weekly meetings prior to her transition into her Chair role, effective July 1, 2022. In April 2022, the WSU SON administrative team, including the Chair, incoming Chair, the Program Directors, and Curriculum and Evaluation Chairs, attended the ACEN Self-Study Forum. In addition, Dr. Holman attended the ACEN Program Administrators Workshop.

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 2022. The College Dean is responsible for maintaining documentation of the Nursing Chair evaluation. 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) Additional program coordinators for the MSN include a Graduate Program Clinical and Marketing Coordinator (Appendix 1.7.2).

**Table 1.7.1 Nurse Administrator, Program Director, and Coordinators**

Program Director Name & Location	Academic Credentials	Academic and Practice Experience
Rieneke Holman	Ph.D., R.N.	Dr. Rieneke Holman has been a registered nurse since 1997 and has an active Utah license. She has been a nursing educator since 2009 and has taught in the Associate, Master's, and DNP programs. She served as the ADN Clinical Coordinator (2013-2019) and the ADN Program Director (2019-2022). She has served on many departmental, college, and University committees, including serving as the Chair of the GEIAC (University-level General Education) committee (fall 2020 as interim Chair, 2021-2022 as Chair). She is an active member of the Sigma Theta Tau Nu Nu chapter and served as the chapter secretary from 2019-to 2021. She is also a student advocate and has served as the WSU NSNA faculty advisor (2011-2016) and Utah State SNA faculty advisor (2016-2022). She has published in peer-reviewed journals and presented

		at local, regional, national, and international conferences.
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 R.N. and APRN licenses. She is currently practicing at the Maliheh Free Clinic in Salt Lake City, Utah. Melissa is a full professor, has taught 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 various leadership positions at the Annie Taylor Dee School of Nursing and the University. She recently completed a one-year leadership fellowship with the Utah Women's Leadership Exchange program, preparing women for advanced leadership roles in higher education. She has attended other leadership conferences and training over the past decade of service at Weber State University. She has also been a peer evaluator for the Accreditation Commission of Nursing Education (ACEN) since 2019. She has published multiple peer-reviewed articles and textbook chapters on nursing leadership and has presented at the regional, national, and international levels.
Elizabeth Bizzell	MHA	Elizabeth Bizzell, MHA, is the Graduate Program Clinical/Marketing Coordinator for Weber State University School of Nursing in Ogden, Utah. Elizabeth received her Bachelor of Arts in English and Master of Health Administration from Weber State University. Although new to the School of Nursing, Elizabeth brings experience from Dumke College of Health Professions in her previous role as their Marketing/Outreach Coordinator and prior from the Health Sciences Department as their Administrative Specialist. In addition, Elizabeth has served on the College Graduation committee and as Chair of the Marriott Staff Development committee. She brings extensive experience in design, marketing, content creation, creating accessible, easy-to-use forms and documents, and system processes.
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,



		<p>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 in 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 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.</p>
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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. Rieneke Holman, a tenured faculty member who holds the rank of Associate 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 the Chair. (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. Holman 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 annually 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](http://www.weber.edu/ppm/Policies/5-7_Budget.html) (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).

All faculty can discuss and request resources for program purposes and professional development via the Program Director within the SON. The request process is reviewed yearly at the Welcome Back meeting preceding 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). History verifies that faculty will usually defer to the Program Director to provide input to the SON Chair. All requests have been approved regarding program acquisitions to assist faculty in teaching and learning, such as videos and conference attendance, CARES act funding, textbooks, and online resources.

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

**Table 1.9.1 Faculty Survey: Budget**

<b>Q1. I have input into budgetary distribution resources (e.g., voice thread, NurseTim, Conference Support, faculty development, classroom technology)</b>			
<b>Response Choice</b>	<b>Spring 2022 (N)</b>	<b>Spring 2021 (N)</b>	<b>Spring 2020 (N)</b>
Strongly Agree	45.45% (20)	36.36% (16)	29.73% (11)
Somewhat Agree	31.82% (14)	40.91% (18)	51.35% (19)
Neither Agree nor Disagree	13.64% (6)	18.18% (8)	10.81% (4)
Somewhat Disagree	9.09% (4)	4.55% (2)	2.70% (1)
Strongly Disagree	0.00% (0)	0.00% (0)	5.41% (2)
<b>Total Agree</b>	<b>77.27% (34)</b>	<b>77.27% (34)</b>	<b>81.08% (30)</b>
ELA	80.00%	80.00%	80.00%

**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 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 an R.N. 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

Electronic/Physical Employee File

- Employee contract (Dean's office-physical file)
- Annual Performance Evaluation (electronic 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**

*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 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. Considering the screening committee recommendations, the SON Administrator will select the final candidate. 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 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. Now, 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](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 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 in 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 to 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 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.**

For decades, the Dumke College of Health Professions (DCHP) has been at the forefront of distance education. 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 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, online options were developed to meet local needs and the increasing demand for LPN and ADN programs. In 1997, WSU

Online was created to meet the challenge of e-delivery of learning throughout the WSU academic community. The Utah System of Higher Education and WSU follow various course delivery options to support quality learning for distance education.

The MSN programs continue their dedication to student success by offering flexible and innovative programs. The SON MSN program has two emphases; the Nurse Executive and Nurse Educator; both are 100% online. All SON faculty members who teach online have experience using the current learning management system, Canvas. WSU offers extensive training opportunities to faculty to improve skills in teaching in the online platform, which all of our faculty have participated in, either through faculty orientation, required Canvas training courses, or the eLearning certificate program. (Appendix 1.11.1) MSN 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

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, do our best to utilize our experts, and try to be consistent with the teaching load when possible. We have found greater collaboration of expert and novice faculty and increased faculty morale with acceptance of this workload model. 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 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 MSN Program and WSU. All faculty hold the educational qualifications and experience 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/entire professor faculty are required to have a doctorate per university policy). In the MSN program, all faculty

have a minimum of a master's degree, online and face-to-face teaching experience, and clinical experiences supporting their educator roles.

The Graduate Programs Director is nationally certified and is responsible for the MSN and DNP Program's overall leadership.

Professional, qualified faculty in the Dumke College of Health Professions, Master's of Healthcare Administration (MHA 6000) provide interdisciplinary education for nurse executives (Appendix 2.1.2)

Student reports on end-of-program surveys are a formative assessment and are an additional measure of faculty performance. At the end of the program, students assess their perceptions regarding the overall preparation and performance of MSN faculty. For the past three years, students have reported overall satisfaction at a 4.0 or higher (out of 5.0) for the executive and educator program options.

**Table 2.0 Overall Preparation and Performance of Nursing Faculty**

<b>Q2: Overall preparation and performance of nursing faculty</b>		
<b>Year</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>
<b>Spring 2022</b>	4.86 (13)	4.68 (15)
<b>Fall 2021</b>	No Graduates	No Graduates
<b>Summer 2021</b>	4.00 (6)	4.89 (16)
<b>Fall 2020</b>	4.40 (10)	4.70 (10)

**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 CastleBranch and the Faculty Profile table (Appendix 2.2.1). The ATDSN part-time faculty positions do not differ from full-time faculty except for the number of hours they teach in an academic year, six instead of 12. In graduate programs, adjunct faculty are content experts to augment the curriculum. Unless they are a WSU employee in another department, adjunct faculty do not receive medical or dental benefits and have job descriptions and contracts (Appendix 2.2.2). For the fall 2022 semester, the MSN Program has two part-time faculty and one adjunct (non-nurse) faculty from the Master of Health Administration Program.

**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 the Faculty Profile table (Appendix 2.3.1).

The MSN emphasis currently has one non-nurse, adjunct faculty, who is also an instructor for the Health Administrative Services (MHA) and teaches healthcare systems and healthcare economy (MHA 6000) for nurse executive students (Appendix 2.3.1).

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

The MSN residency allows students to build competence and confidence while strengthening skills and transitioning into the professional nurse educator or nurse administrator role. Students work with dedicated and experienced preceptors in various educational and leadership settings. The residency experience allows students to apply the knowledge and skills obtained in their previous didactic courses to a 90-hour student residency in nursing education or administrative leadership. The faculty member arranges the residency before or at the beginning of the semester.

**Clinical Preceptor Qualifications**

The faculty member and graduate clinical coordinator ensure that the residency site and preceptor satisfy the preceptor's education and experiential requirements. The MSN preceptor is experienced and credentialed professional who provides specialized educational or administrative leadership opportunities for students during their final semester of study during the spring semester (Appendix 2.4.1). The minimum qualifications for nurse educator preceptors include a master's degree or higher who is also employed as a nurse educator in academic, healthcare, or clinical settings. The minimum qualifications for the nurse executive preceptor are a master's degree or higher and a nursing administrative position in academic, healthcare, or clinical settings. A preceptor cannot precept a relative or family member (Appendix 2.4.2).

**Residency Preceptor Responsibilities**

A residency preceptor is an experienced professional who guides the student during their educator or executive residency. The minimum qualifications for the educator preceptor is a master's degree in nursing, and they are employed full-time in nursing education in the academic or clinical setting. The minimum qualifications for the executive preceptor are a BSN plus a master's degree (MSN, MBA, MHA, or MPH) and full-time employment as a nurse executive. The graduate clinical coordinator ensures adequate residency opportunities are acquired and available for the MSN students. The MSN students work closely with the graduate clinical coordinator and MSN residency faculty members to coordinate the residency experience, including sites, dates, appropriate residency activities, and required facility

student paperwork that is kept current throughout the entire semester. Before the residency begins, preceptors complete a Graduate Program Preceptor/Project Consultant Agreement form which contains an abbreviated curriculum vitae outlining their experiential qualifications (Appendix 4.10.4). This information ensures that preceptors have the appropriate skills, experience, educational preparation, and state licensing. Preceptors are oriented to the program requirements, expectations for oversight, and evaluation of MSN students through the MSN Residency Handbook, contact with the graduate clinical coordinator, and faculty involvement.

**Preceptor Responsibilities include:**

- Complete a graduate preceptor agreement form, including a modified curriculum vitae (Appendix 2.4.3).
- Commit to a 90-hour supervised residency experience.
- Orient the student to the work environment, including site safety and evacuation plans.
- Review procedural and management protocols and expectations with students before beginning the residency experience.
- Outline expectations of student residency activities during the rotation (weekly schedule, student assignments, dress, responsibilities, etc.).
- Communicate general guidelines for preceptor/student interactions, review, and provide regular feedback regarding student performance.
- Meet with the faculty and student at least twice during the semester (at 40 hours or by week 7) and complete an online student evaluation (at 90 hours or by week 14).
- Validate student findings with the residency instructor using the student residency evaluation form, and give feedback (strengths, limitations, areas in need of continued experience, and strategies for improvement) with the faculty member responsible for coordinating the student residency (Appendix 2.4.4).
- Encourage an environment of mutual respect for the role of a preceptor, the MSN student, and the residency faculty,
- Communicate with course faculty regarding preceptor role, the course requirements, student performance, and ability to meet expectations.

**Faculty Responsibilities**

Faculty are assigned to the students the semester prior to the residency experience. Faculty serve as a resource to preceptors throughout the residency. Faculty are the first communication line with the student and preceptor and are responsible for arranging the initial meeting with the preceptor and student. The residency instructor monitors student progress during residency using weekly journals and time logs submitted in Canvas. Should concerns arise regarding the student or preceptor, the faculty is responsible for meeting with both parties to resolve concerns. The faculty member notifies the program director if the problem requires further intervention. Faculty are responsible for finalizing and approving the student evaluation of residency and completing all residency course evaluation forms and processes.

**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 define faculty appointment types at [http://www.weber.edu/ppm/Policies/8-6\\_FacAppt.html](http://www.weber.edu/ppm/Policies/8-6_FacAppt.html) The SON has three defined faculty appointments: full-time tenure track with academic rank, part-time non-tenure-track with academic rank, non-tenure-track (instructor rank). All MSN 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 personal faculty 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 in specific SON courses. Annual performance evaluations promote faculty articulation of interests and program needs. The MSN faculty teaching assignments are intentionally assigned based on faculty qualifications and experience. The MSN faculty workloads are comparable to all faculty workloads regarding faculty-to-student ratios and faculty credit hour assignments.

### **Faculty to Student Ratio**

Faculty workload was sufficient to ensure student attainment of MSN EPSLOs and RSCs. SON Program Directors assign faculty workload for each semester based on a 12-credit hour workload—discussions regarding faculty teaching assignments with Program Directors, SON, and faculty throughout the academic year.

### **MSN Faculty to Student Ratios**

Faculty-to-student ratios are used to determine program resources to ensure controlled program expansion. The faculty-to-student ratio has been benchmarked with comparable WSU graduate programs in regional and national institutions, and it was determined that for didactic courses, the faculty-to-student ratio is 1:24. Often in the educator and executive-specific courses, a typical faculty-to-student ratio is 1:15-20. There is evidence that students are meeting EPSLOs, RSCs, and program outcomes with current faculty-to-student ratios, which can be found in Standard 6.

### **Faculty Teaching Expectation**

The SON faculty teaching credit workload is 24 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 the 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](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 allows 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 on the tenure track and/or academically ranked must also maintain activity in 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](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 12 credit hours per academic year (two semesters). The department chair and the dean must approve overload teaching. Department chairs and deans may restrict overload teaching to a level less than the maximums described above. MSN 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](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 faculty members, typically 10-20 students (Appendix 2.5.2). The faculty are supported in fulfilling 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.**

The SON faculty exemplify a broad range of nursing specialties and professional activity. 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. MSN-FNP faculty teaching in NP clinical courses maintain currency in clinical practice.

Program Directors evaluate faculty scholarly, professional activity, and community service during the annual faculty performance review (Appendix 2.9.1). 100% of SON faculty completed the annual professional review process. Evaluations are stored in a private electronic file. 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 at least 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) showed that 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**

<b>Q3: I have the opportunity to receive support for educational development</b>			
<b>Response Choice</b>	<b>Spring 2022 (N)</b>	<b>Spring 2021 (N)</b>	<b>Spring 2020 (N)</b>
Strongly Agree	84.09% (37)	88.64% (39)	91.89% (34)
Somewhat Agree	13.64%	9.09%	5.41%
	(6)	(4)	(2)
Neither Agree nor Disagree	0.00% (0)	2.27% (1)	2.70% (1)
Somewhat Disagree	2.27% (1)	0.00% (0)	0.00% (0)
Strongly Disagree	0.00% (0)	0.00% (0)	0.00% (0)
<b>Total Agree</b>	<b>97.73% (43)</b>	<b>97.73% (43)</b>	<b>97.30% (36)</b>
ELA	80.00%	80.00%	80.00%

### **Nurse Tim**

The SON continues with an ongoing Nurse Tim program license. This license was purchased through the Weber State University Nursing Program Faculty Organization in 2008 and is renewed annually. Annual renewal of Nurse Tim program license. All SON faculty have access to Nurse Tim for faculty development. Group debriefing of Nurse Tim's education regularly during faculty meetings. Additionally, individual faculty utilize this resource for personal development as they select from various 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 courses are completed, faculty have a profile that lists their professional development accomplishments on the Nurse Tim website.

### **SON Funding for Faculty Development**

Faculty and staff are 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 can request funding of \$250-\$300 for local conferences or other educational endeavors each academic year.

There is an additional \$300-\$400 in professional development money for faculty from the program level where they teach most of their faculty load.

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

Faculty performance reflects evidence-based practice. After all courses, students can 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 evaluate 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 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 for providing academic advisement, course-related student advisement, and at minimum, actively participating in the 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 of faculty within the DCHP that are evaluated: teaching, scholarship, and administrative and/or professionally related service. The scholarship is defined as those activities that contribute to the profession and increase the individual's effectiveness as a professor.

### **Faculty Scholarship Activities**

Publications include books and/or articles in refereed regional or national journals.

Presentation of professional papers at international, national, or regional conferences or workshops. 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. 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. Published book reviews, published monographs, opinion papers, or other professionally reviewed written material. Other scholarship activities are 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's 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 fulfill this faculty expectation, full-time faculty are provided a work week representing 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 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 must 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.

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

The support staff is evaluated following WSU Policy, including 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. A school of nursing office supervisor coordinates program-level administrative assistant activities and supports the nursing Chair and Program Directors. Each nursing program has a dedicated administrative assistant managing specific aspects of each program and student needs. The graduate administrative assistant supports evaluation data collection and reports to the MSN Program.

Staff Name & Program	Job Title/Position	Practice Experience
Maleesa Morris	Office Manager	Newly hired June 2022

		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	Director of Simulation & Lab Operations	Jan 2017 to present Assist in the development of policy for the interdisciplinary simulation center and program Facilitate set-up and take down of equipment in conjunction with faculty for all labs/simulations. Assist in the implementation of graduate level simulation certificate for teaching faculty/staff, graduate students, visiting staff and faculty. Collaborate with the Simulation ... on the equipment needs for lab and simulation. Collaborate with faculty in developing simulations. Assist in lab instruction as needed. Train the standardized patients to understand their role in lab and simulation. Manage scheduling for all the interdisciplinary departments. Promote a safe and effective learning environment for faculty, students, and visiting staff. Direct weekly lab/simulation pre-walk discussion with associated faculty
Eric Bennick	College - IT	2001-Present

		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 for assisting in performing pre-simulation and post-simulation set-up and takedown, preparing video(s) for post-scenario debriefing, and actively contributing to faculty and staff walk-throughs.
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Faculty Surveys demonstrate high 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 high student satisfaction with the varied SON programs. The SON office administrative staff provides coverage from 7:30 AM to 5:00 PM for five-day-a-week, M-F. They assist one another in meeting the needs of all SON faculty and staff.

**Table 2.7.1 Support Staff**

<b>Q4. I have adequate support from non-nursing staff (IT, admin assistants, work-study, lab aide, etc.)</b>			
<b>Response Choice</b>	<b>Spring 2022 (N)</b>	<b>Spring 2021 (N)</b>	<b>Spring 2020 (N)</b>
Strongly Agree	61.36% (27)	59.09% (26)	54.05% (20)
Somewhat Agree	38.64% (17)	34.09% (15)	27.03% (10)
Neither Agree nor Disagree	0.00% (0)	4.55% (2)	13.51% (5)
Somewhat Disagree	0.00% (0)	2.27% (1)	5.41% (2)
Strongly Disagree	0.00% (0)	0.00% (0)	0.00% (0)
<b>Total Agree</b>	<b>100.00% (44)</b>	<b>93.18% (41)</b>	<b>81.08% (30)</b>
ELA	80.00%	80.00%	80.00%

**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 developing and retaining 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 during the first, second, and third years of employment.
- All new hires are matched with Course chairs and Course committees for the course, clinical, and lab training.
- SON Faculty Development Canvas Course for New Hires and existing Faculty <https://weber.instructure.com/courses/311355>
- The new Faculty section covers all aspects of the new hire
- The faculty section covers faculty requirements, tenure, travel, publication, conferences, suggested education, and technology resources.
- Mandatory Concept-Based Teaching course offered within the Canvas Course
- Formal Mentors are 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 are 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 & Mentoring**

Q5: I have been oriented and mentored in my areas of responsibility			
Response Choice	Spring 2022 (N)	Spring 2021 (N)	Spring 2020 (N)



Strongly Agree	72.73% (32)	70.45% (31)	51.35% (19)
Somewhat Agree	20.45% (9)	20.45% (9)	40.54% (15)
Neither Agree nor Disagree	6.82% (3)	2.27% (1)	2.70% (1)
Somewhat Disagree	0.00% (0)	6.82% (3)	2.70% (1)
Strongly Disagree	0.00% (0)	0.00% (0)	2.70% (1)
<b>Total Agree</b>	<b>93.18%</b> <b>(41)</b>	<b>90.91%</b> <b>(40)</b>	<b>91.89%</b> <b>(34)</b>
ELA	80.00%	80.00%	80.00%

**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 identifies not only 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 with 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:

1. Student evaluations are completed at the end of every course (semester or block).
2. Copies found in Chitester and reviewed by the faculty after each semester and reviewed by program directors annually.
3. Faculty implementation of evidence-based pedagogy and teaching effectiveness.
4. Faculty Performance
5. Goals discussed during a faculty performance review conducted by the assigned program director

6. The Annual Faculty Performance Evaluation tool is reviewed by program directors for relevancy every five years by the SON Administrative Council, with Spring 2022 being the most recent review. Updates to the survey are provided to faculty who can also offer feedback.

### **Adjunct Faculty**

Adjunct faculty are reviewed differently than full and part-time faculty. Adjunct faculty are often used within the nursing program for 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 new survey process as of Fall 2017. We know 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 purpose of the Peer Review Task Force, composed of SON faculty and created in 2013, was to investigate the literature related to peer review and 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 6<sup>th</sup> 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 reviews documentation and evaluates documentation on a scale of 1 = does not meet expectations; 4 = exceeds expectations Administrator of the committee tabulates the committee to review and provides feedback and guidance related to future professional development and suggested actions.

Promotion and/or Tenure review procedures are outlined in WSU Policy and Procedure Manual. Faculty are responsible for assembling documentation that confirms the fulfillment of minimum criteria, which either suggests adequate progress toward tenure and promotion; or, as in the 6<sup>th</sup> 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**

A group of faculty created the Teaching & Learning Forum in 1992. The Forum offers retreats, book groups, workshops, collaborative projects, and other initiatives supporting 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 various teaching topics including online and hybrid learning formats, and a Technology Library where faculty can check out Kindles, iPads, and Clicker classroom sets. The Forum is open to all faculty, includes a Professional Learning Group for new faculty, and is constantly updated for best practice. (Standard 5)

### **Online Instructional Methods and Evaluation**

The WSU Online Faculty Support Services Department (WSU Online Faculty Support) offers 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

**Table 2.10.1 LMS Satisfaction**

<b>Q16: I feel that Canvas (Learning Management System) is sufficient to meet program outcomes.</b>			
<b>Response Choice</b>	<b>Spring 2022 (N)</b>	<b>Spring 2021 (N)</b>	<b>Spring 2020 (N)</b>
Strongly Agree	76.74% (33)	75.00% (33)	78.38% (29)
Somewhat Agree	16.28% (7)	20.45% (9)	18.92% (7)
Neither Agree nor Disagree	0.00% (0)	2.27% (1)	2.70% (1)
Somewhat Disagree	4.65% (2)	0.00% (0)	0.00% (0)
Strongly Disagree	2.33% (1)	2.27% (1)	0.00% (0)
<b>Total Agree</b>	<b>93.02%</b> <b>(40)</b>	<b>95.45%</b> <b>(42)</b>	<b>97.30%</b> <b>(36)</b>
ELA	80.00%	80.00%	80.00%

**Online Teaching Expertise**

Weber’s State’s Instructional Design team is an interdisciplinary group of education professionals dedicated to pedagogy, emerging technologies and the practice of teaching. Team members help nursing faculty improve their course and get the most out of their teaching efforts in the online setting using Canvas LMS at <https://www.weber.edu/online/designServices.html>.

Several services are available for faculty and encouraged by the department, including:

- Canvas training
- Pre-semester online course check-up
- Assignment redesign
- Training of new learning applications
- Best practices course review
- Customization of visual elements
- e-Learning certificates and offerings
- APA/MLA Modules

Technology support is available from various entities on campus, depending on the need.

- WSUOnline—<https://continue.weber.edu/wsonline/> 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 the 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 depending on the funding cycle and the 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 various 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 affirmative action employers, we encourage applications 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 practical 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 if the 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 supporting 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 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, and optional biannual book clubs that read and discuss literature to support university collegiality and academic ideas. Many of the presentations are archived for those unable to attend. Support faculty success in teaching and tenure (<https://www.weber.edu/tlf>).

### **Digital District**

The Digital District at <https://weber.edu/digitaldistrict> provides collaborative teaching and learning spaces equipped with innovative technology, tools, and support services to empower faculty, staff, and students to build a culture of digital fluency and creative exploration. The Stewart Library and Lampros Hall are the core of this district, with spokes extending throughout campus. These creative solutions and spaces will inspire faculty who want to utilize technology in their teaching better. The district fosters an environment where people can consume information, collaborate with others and create content. This is essential to prepare students for workforce demands that require critical thinking by equipping them with skills in creative problem-solving.

#### *Faculty/Staff Services*

Many resources are available in the Digital District to support faculty and staff. This includes discovering and using technology, creating digital materials to teach or mentor students, course design development, digital course delivery, and collaborative endeavors with colleagues and students. Learn more about each of these faculty resources and digitally enhanced spaces.

## 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 promptly. The University has numerous support services for students, and students have reported high levels of satisfaction on their end-of-program surveys.

The SON Chair, Program Directors, and SON faculty review this standard annually in June, with subsequent approval by the faculty, the SON Administrative Council (AC) 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 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 requires 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 MSN 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](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
- A minimum passing grade for course progression
- Withdrawal and /or Leave of Absence from admitted program
- Termination from the admitted program

**Publicly Accessible**

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/MSN.html>. The MSN Program admission process is comprehensive. Requirements for the MSN program emphasis application are available in Appendix 3.1.1. Once the

applications are complete, a graduate faculty admissions team 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)) 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 MSN part C (Appendix 3.1.2).

### **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 the WSU student code as found in Part B of the student handbook (Appendix 3.1.3).

### **Publicly Accessible**

Weber State University's policies and procedures (PPM) include a section on student services, which are publicly accessible and are available online at <https://weber.edu/ppm/Policies/6-StudentServices.html>. SON and MSN 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 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 have read and understood 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.**

#### **Accurate, Clear, Consistent, and Accessible Information**

Primary sources of WSU information are 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, a campus overview, 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](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, and 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/> and local news sources.

#### **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](https://catalog.weber.edu/preview_entity.php?catoid=19&ent_oid=3499&returnto=6782).

All program outcome information can be found on the 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 course communication tools.

MSN 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 electronically 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 MSN Program student handbook for the following year.

Revised program brochures communicate changes in criteria that affect potential students prior to admission, 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, all student affairs made a combined effort 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 provides various student support services that include:

- Disabilities Services: <https://www.weber.edu/disabilityservices/default.html>;
- Veteran's Services: <https://weber.edu/veterans>;
- Testing Centers: <https://www.weber.edu/testingcenter>;
- Writing Center: <https://www.weber.edu/writingcenter>;
- Wildcat Store (bookstore): <http://weber.edu/bookstore>

#### **WSU Academic Advisement**

Following admission to the MSN 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 students' progression through the program by the faculty advisor and

the program director. Program student handbooks outline each program's student advisement policy and graduation requirements.

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 Student Academic Advisement**

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

Q11: Student academic advisement		
Year/Semester	Executive Concentration	Education Concentration
Spring 2022	4.55 (13)	4.42 (15)
Fall 2021	No Graduates	No Graduates
Summer 2021	3.67 (6)	4.72 (16)
Fall 2020	4.30 (10)	4.37 (10)

**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 Student Health & Counseling Center**

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

Q10: Student Health & Counseling Center
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Year/Semester	Executive Concentration	Education Concentration
Spring 2022	4.39 (13)	4.00 (14)
Fall 2021	No Graduates	No Graduates
Summer 2021	3.00 (6)	4.56 (16)
Fall 2020	4.30 (10)	4.00 (10)

### 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>

During the previous academic calendars, the total amount of scholarship monies that were awarded is as follows:

- 2018-2019: \$21,047
- 2019-2020: \$28,726
- 2020-2021: \$27,105
- Total awarded: \$73,878

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 Student Financial Aid Services**

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

Q13: Financial Aid Services		
Year/Semester	Executive Concentration	Education Concentration
Spring 2022	4.39 (13)	4.50 (14)
Fall 2021	No Graduates	No Graduates

<b>Summer 2021</b>	3.17 (6)	4.28 (16)
<b>Fall 2020</b>	3.90 (10)	3.79 (10)

### 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) meets or exceeds the ELA of 3.0/5.0.

#### **Table 3.4.4 Student Financial Aid Services**

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

<b>Q12: Career Counseling and Placement</b>		
<b>Year/Semester</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>
<b>Spring 2022</b>	4.55 (13)	4.03 (15)
<b>Fall 2021</b>	No Graduates	No Graduates
<b>Summer 2021</b>	3.33 (6)	4.50 (15)
<b>Fall 2020</b>	4.30 (10)	3.46 (10)

### **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 three years. The office of the Registrar provides this training and maintains records of attendance. As reported by the SON chair annually, there were no FERPA complaints about 2017-2022, 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](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 and privacy.

- 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 MSN 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 WSU classes. Access to Canvas requires a 2-factor authentication that can only be accessed by a currently enrolled student.
- Departmental communication to students is 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.) is 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 on a WSU secured server located within the Marriott Allied Health Building.

### **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. As reported annually in May by the SON chair. There were no identified 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 must 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) the 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](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](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 and 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](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's due process policy is available at: [http://www.weber.edu/ppm/Policies/9-9\\_DueProcess.html](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 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 other grievance process proceeds to the DCHP grievance committee and WSU grievance committee. A grievance committee consisting of the Enrollment Director, Department Chair, and Program Directors is available to review 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 the 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 MSN student grievances to report.

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

#### **Orientation to Technology**

WSU Online, under the student resource tab, provides general WSU online information about getting ready for classes, tuition, how to register, computer requirements, Canvas how-tos, and other online-related topics. <https://continue.weber.edu/wsusonline/>

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/class, hybrid, and/or online. Each course section has an assigned Canvas course. Orientation to Canvas (tutorials) is included in all courses. 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 many computer and technical issues and concerns. These issues and concerns include general questions related to the caller's computing hardware, accessing and using WSU online resources, and user problems with the software applications supported by the WSU Information and Technology Center. A Help button supports questions related to WSU's online educational software (Canvas) within each course that offers a 24/7 Live chat, a 24/7 Canvas Support Hotline (877-215-0831), and 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) as follows:



**Table 3.8.1 Technology Enhanced Learning Resources**

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

<b>Q8: Technology enhanced learning resources (such as Canvas)</b>		
<b>Year/Semester</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>
<b>Spring 2022</b>	4.67 (12)	4.61 (15)
<b>Fall 2021</b>	No Graduates	No Graduates
<b>Summer 2021</b>	3.83 (6)	4.83 (16)
<b>Fall 2020</b>	4.40 (10)	4.70 (10)

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 Technical Support for Online Resources**

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

<b>Q9: Technical support for online resources</b>		
<b>Year/Semester</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>
<b>Spring 2022</b>	4.42 (12)	4.27 (15)
<b>Fall 2021</b>	No Graduates	No Graduates
<b>Summer 2021</b>	4.00 (6)	4.64 (16)
<b>Fall 2020</b>	4.40 (10)	4.67 (10)

**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/wsuoonline/computerrequirements.aspx>. All entering nursing students are made aware of the program delivery format/s and are advised of the importance of personal technology needs at each program orientation and during the application process. 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 end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.***

The Weber State University (WSU) Annie Taylor Dee (ATDSN) School of Nursing (ATDSN) curricula were established using the ATDSN end-of-program student learning outcomes (EPSLOs). The ATDSN EPSLOs were developed and influenced by the Quality and Safety Education for Nurses (QSEN) guidelines, and other national standards are included in the curriculum. The ATDSN EPSLOs, the MSN EPSLOs, and the MSN Role Specific Competencies (RSCs) are purposefully woven into the courses and mapped to ensure all are met by the end of the program (Table 4.0.1). The MSN EPSLOs and RSCs are regularly reviewed and were recently updated to reflect the new American Association of Colleges of Nursing (AACN) and other national guidelines (AACN, 2021) (Appendix 4.0.1). The graduate faculty team decided that the AACN Graduate Essentials, National League of Nursing (NLN), American Organization of Nurse Leadership (AONL), and other national guidelines will influence curriculum development but not directly prescribe the content. For example, with the AACN Graduate Essentials, we ensure the curriculum addresses the main competency statements somewhere in the program of study, but we do not necessarily require faculty to cover every sub competency statement (Appendix 4.0.2). The curriculum is also continuously updated based on current practice and feedback from the community. Faculty are encouraged to maintain current skills and knowledge by engaging in clinical practice, educational conferences, distance learning training, and staying current with literature that guides instructional and curriculum development.

**Table 4.0.1 MSN EPSLO/RSC Table**

<b>WSU ATDSN Differentiated MSN End of Program Student Learning Outcomes (EPSLOs)</b>			
<b>Annie Taylor Dee School of Nursing EPSLOs</b>	<b>Master of Science Nursing (MSN) EPSLOs)</b>	<b>MSN Nurse Educator Role Specific Competencies</b>	<b>MSN Nurse Executive Role Specific Competencies</b>
<b>Patient-Centered Care</b>			

<b>Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.</b>	Lead collaborative patient-centered care environments that promote the development of nursing expertise.	Design contemporary program outcomes and curricula that prepare graduates to function effectively in patient-centered healthcare environments.	Foster a professional practice environment that supports multiple contexts, interdisciplinary roles, and patient-centered care.
<b>Teamwork &amp; Collaboration</b>			
<b>Function effectively within nursing and inter-professional teams, fostering communication, mutual respect, and shared decision-making to achieve quality patient care.</b>	Apply evidence-based strategies to support intentional collaboration with interprofessional team members, communities, and other stakeholders.	Collaborate with other professions to maintain a climate of mutual learning, respect, and shared values.	Design high functioning interprofessional teams to lead healthcare initiatives to enhance the healthcare experience and strengthen outcomes.
<b>Evidence-Based Practice</b>			
<b>Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</b>	Engage in the synthesis, translation, and application of evidence to improve health and transform healthcare.	Employ education principles, scholarship, and teaching modalities to lead the translation of evidence into nursing practice.	Advocate for the development of new or revised healthcare policies or regulations in the light of new evidence.
<b>Quality Improvement</b>			
<b>Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems, including participating in healthcare policy.</b>	Employ established and emerging safety and improvement science principles to enhance care quality and minimize the risk of harm to patients and healthcare providers.	Incorporate quality improvement strategies in the development and evaluation of educational programs.	Develop efficient patient care models and policies that ensure high-quality care and compliance with regulatory requirements.
<b>Patient Safety</b>			
<b>Minimize risk of harm to patients and providers through</b>	Utilize national safety resources to establish a culture of patient,	Develop educational programs and curricula that incorporate	Collaborate with stakeholders in implementing

<b>both system effectiveness and individual performance.</b>	provider, and work environment safety to lead team-based change initiatives.	national safety guidelines and resources to improve patient experiences and work environment safety.	organizational process improvement initiatives that advocate for a culture of patient, provider, and work environment safety.
<b>Informatics</b>			
<b>Informatics Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.</b>	Manage systems-based processes and technologies that leverage information to improve the delivery of safe, high-quality healthcare in accordance with ethical, legal, and regulatory standards.	Utilize information technology to support educational practices and innovative teaching and to improve the quality of healthcare.	Manage system data alignment and comparative patient safety benchmarks to mitigate patient, provider, and workplace risk.

*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.*

**4.1 Consistent with contemporary practice, the curriculum is congruent with established standards for master's/post-master's 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.**

An MSN degree from WSU prepares students to fulfill their future roles and responsibilities as nurse leaders and educators while allowing them to maintain full-time employment. The MSN program offers two program emphases; nurse educator and nurse executive. In addition, two post-master's certificates, nurse educator and nurse executive are available for students who want to further specialize in nursing leadership or education (Appendix 4.1.1). The dynamic curriculum incorporates current standards, guidelines, and competencies from the following organizations to ensure that the curriculum is current and grounded in evidence-based practice: The Quality and Safety Education for Nurses (QSEN), National League for Nursing (NLN) Core Competencies for Academic Nurse Educators, the American Nurses Association (ANA), the American Association of Colleges of Nursing, (AACN), the American Organization for Nursing Leadership (AONL), the American Nurses Credentialing Centers, the ANCC Nurse Executive Competencies, and the National Quality Forum in The Joint Commission (Appendix 4.1.2). Professional standards are woven throughout the courses in the program, as evidenced in course maps (Appendix 4.1.3). In addition, faculty participate in local and national conferences and collaborate with local health care agencies concerning best practices based on established professional standards.

The development of the MSN EPSLOs and RSCs was influenced by these guidelines and established standards (Table 4.0.1). The underlying framework of the six EPSLOs and emphases-specific RSCs is

based on QSEN competencies and appropriately leveled for master's level learning. The MSN program utilizes a concept-based curriculum and conceptual teaching approach based on adult learning theory. The faculty identified and adopted ATDSN concepts which are regularly reviewed for currency (Appendix 4.1.4). The concepts are based on current evidence, incorporated throughout the curriculum, and found in course maps, syllabi, and instructional units (Appendix 4.1.5; Appendix 4.1.6; Appendix 4.1.7).

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

##### **EPSLOs Organize Curriculum**

The ATDSN faculty created the WSU MSN EPSLOs and RSCs, derived from the WSU ATDSN 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 4.0.1). The WSU MSN curriculum is organized using a backward curriculum design and concept-based teaching philosophy with the ATDSN and MSN EPSLOs/RSCs as a foundation. Course maps, which serve as course and unit lesson plans (Appendix 4.2.1), are designed by faculty to organize, plan, and implement course content. Course maps demonstrate curricular alignment of the ATDSN and MSN EPSLOs, the RSCs, and course/unit/assignment SLOs. For example, faculty use ATDSN and MSN EPSLOs to determine course and unit outcomes. These unit outcomes create assignment outcomes, learning activities, instructional methods, and assessment strategies (Appendix 4.2.2).

An innovative MSN delivery structure was recently implemented using a block-schedule format to reorganize the full-time program structure (Appendix 4.2.3). The new program is three semesters long, with students beginning the program during the summer semester and graduating in the spring. After program implementation, it was recognized that several signature assignments, which measure end-of-program learning outcomes, needed to be re-evaluated and reallocated to the end of the program. The faculty intentionally created or revised student signature assignments to evaluate student achievement of MSN EPSLOs and RSCs at the end of the program (Appendix 4.0.1).

##### **EPSLOs Guide Delivery of Instruction**

MSN courses are designed by the faculty using distance learning and andragogy principles to support adult learning and student attainment of MSN Program EPSLOs and RSCs. Various instructional techniques, learning activities, and assessments are utilized in MSN courses to assess students' knowledge, skills, and attitudes. Course outcomes are organized consistently across the three types of courses: didactic, project, and residency. Each course is administered through Canvas® Learning Management System (LMS) and utilizes online, asynchronous delivery of instruction. The MSN didactic courses are online and structured to meet working professionals' needs. Nurse educator and nurse executive residency experiences are designed to meet national guidelines and MSN RSCs and are completed on-site with partnering academic and clinical facilities (Appendix 2.4.2).

##### **EPSLOs Direct Learning Activities**

MSN program sequencing is designed with increasing complexity as students progress from core courses to educator and executive specialty courses later in the program. The curriculum is designed to

progressively move students towards learning mastery and demonstrated attainment of the Program EPSLOs and RSCs in course signature assignments. During the first semester of study, students take NRS 6255 *Leadership and Accountability* and NRS 6190 *Professional Foundations for Graduate Nursing Students*, which provide an overview of nursing leadership, management, and scholarship. MSN students take NRS 6110 *Evidence-Based Practice* and NRS 6120 *Research and Statistics* at the beginning of the program, providing a foundation for developing scholarly knowledge and preparing students for their MSN projects in NRS 6801 and NRS 6802 *Integrating Scholarship into Practice*. The MSN project courses and 90-hour residencies provide graduate-level learning experiences and experiential learning that apply directly to student attainment of EPSLOs and RSCs (Appendix 4.2.5 and abbreviated syllabi).

Additionally, role-specific competencies (RSCs) were aligned by faculty to directly align to MSN EPSLOs and provide the underpinnings for nurse educator and nurse executive competencies. Individualized MSN plans of study for the educator and executive options are sequenced with appropriate leveling to build students' knowledge, skills, and abilities at the master's level. The MSN EPSLOs and RSCs are fully integrated into the curriculum and mapped across the program to ensure these are met by graduation through the didactic courses, residency experience, and scholarly projects (Appendix 4.1.2).

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

Since the inception of the MSN program in 2009, faculty have been actively involved in developing, implementing, and maintaining the curricula. Faculty teaching responsibilities include planning, preparing, and organizing relevant teaching-learning strategies and instructional materials for distance learning, graduate projects, and student experiential residencies. Faculty members evaluate teaching materials and methods for currency and relevancy and suggest revisions during the course (Appendix 4.3.1) and program meetings (Appendix 4.0.1).

The nursing curriculum is reviewed by faculty in four ways: 1) regular faculty peer reviews, 2) curriculum committee course reviews, 3) course committee reviews, and 4) course chair faculty meeting presentations. These four review processes ensure curriculum integrity, rigor, and currency. Faculty actively participate in the ATDSN curriculum committee (Appendix 4.3.2), graduate program curriculum meetings (Appendix 4.3.3), and course level meetings (Appendix 4.3.1) in planning, implementing, evaluating, and revising the program curriculum.

##### **Peer Review**

The purpose of the faculty peer review committee is to serve as mentors and resources to faculty to improve instructional effectiveness (Appendix 4.3.4). The peer review is a formative process that provides feedback to faculty regarding integrating concept-based pedagogical strategies in teaching and learning (Appendix 4.3.5).

##### **School of Nursing Curriculum Committee**

The ATDSN 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 ATDSN Curriculum PPM (Appendix 4.3.2) using the Curriculum Committee Course Review Form (Appendix 4.3.6). This review analyzes curriculum alignment between ATDSN outcomes, EPSLOs, course outcomes, unit outcomes, and assignments. 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 4.3.7). The ATDSN curriculum committee will meet at least once a semester to discuss curriculum issues through the program. This meeting must occur at least once a semester, and the minutes must be recorded and posted in the ATDSN electronic storage system (Appendix 4.3.8). The committee is responsible for evaluating all SON courses approximately every five years. The curriculum committee reviewed MSN courses during the 2021-2022 academic year.

### **Faculty Course Committees**

Faculty course committees consist of a course chair or co-chairs and all faculty members who teach the course (Appendix 4.3.8). The course committees are responsible for developing and evaluating the course curriculum within the parameters set by the nursing administration, the SON curriculum committee, and faculty members. Course committees meet to discuss the course and review student evaluation findings each semester the course is taught.

### **Program Course Presentations**

MSN courses are scheduled for faculty review at program-level meetings approximately every five years (Appendix 4.3.3). Faculty members are assigned by the graduate program director and presented in the faculty meeting. Faculty address the information outlined in the curriculum committee's Program Course Review Form (Appendix 4.3.9). Presentation highlights are recorded in the program minutes. Items discussed in the review purposefully reflect conscious changes made by faculty based on student evaluations and faculty feedback to improve the course.

## **4.4 The curriculum is designed to prepare graduates to be information-literate and to practice from an evidence-based approach in their direct and indirect advanced nursing roles.**

The ATDSN curriculum prepares students to apply the principles of evidence-based practice, information literacy, and nursing scholarship. MSN core courses, including NRSNG 6255, NRSNG 6120, NRSNG 6801/6802, NRSNG 6140, NRSNG 6180, and the newly created NRSNG 6190 *Professional Foundations for Graduate Nursing Students*, incorporate learning opportunities for applying evidence-based approaches to solving complex healthcare issues in their indirect and direct professional roles (Abbreviated Syllabi). Course outcomes and learning assessments were created to align with MSN Program EPSLOs, national standards, and guidelines in the MSN courses. The MSN core courses are taken at the beginning of the program to provide every student with the underpinnings of the nurse leader's role in managing complex health care problems and leading health care change by translating evidence into practice. The MSN core courses provide students with the knowledge and skills needed for applying evidence-based practice and information literacy in a variety of roles and settings, beginning in NRSNG 6110 *Translating Evidence into Practice*, NRSNG 6255 *Leadership & Accountability*, NRSNG 6140 *Collaborative Approaches to Population Health*, NRSNG 6801 and ending with NRSNG 6802 *Integrating Scholarship into Practice*. In

NRSG 6190 *Professional Foundations for Graduate Nursing Students* and NRSG 6180 *Information Systems*, students gain specific information literacy skills using databases and other healthcare information systems (Abbreviated Syllabi).

Students are prepared to translate evidence into practice and lead quality improvement change at the systems level using information technology in NRSG 6255 *Leadership and Accountability*, NRSG 6110 *Translating Evidence into Practice*, NRSG 6180 *Information Systems*. During the last two semesters, students collaborate with faculty to create an evidence-based graduate project and complete a scholarly paper in NRSG 6801 and NRSG 6802. The MSN project allows students to apply the knowledge and skills gained throughout the program to improve workplace or community health issues. While students are not required to implement their projects, many have been successfully implemented in organizations or the community to improve health quality or education practices. (Appendix 4.2.5; Appendix 4.4.1 and Abbreviated Syllabi).

#### **4.5 The curriculum is designed so that graduates of the program can practice in a culturally and ethnically diverse global society.**

The MSN curriculum was developed to prepare students to function and meet the health needs of diverse populations. Multiple EPSLOs/RSCs (Table 4.0.1) and course student learning outcomes on course maps address equity, diversity, and inclusion (EDI), aligning with the University's mission and philosophy <https://www.weber.edu/DIVERSITY>.

The curriculum committee systematically reviews courses to track where and how diversity is addressed in the program. A population health course, NRSG 6140, is required for all MSN students; it was developed to emphasize the importance of ecological, global, and social determinants of health. This course also focuses on ethical approaches to equitable population-based health policies and practices (Appendix 4.5.1).

Concepts such as culture, diversity, gender identity, and other social determinants of health in healthcare are integrated throughout the curriculum in multiple didactic courses. Several courses incorporate local, national, and global perspectives in their content (Table 4.5.1). The WSU ATDSN and the College of Health Professions offer undergraduate and graduate students travel abroad and healthcare service experiences to further explore cultural and diversity concepts. For example, healthcare-emphasized trips have recently been sponsored to Cambodia, Thailand, China, and, most recently, Ghana (see <https://www.weber.edu/studyabroad/2018-programs.html>). In 2022, graduate students created and managed healthcare clinics for women and children in Ghana.

Students have multiple opportunities to consider how to meet the needs of diverse individuals in the core, educator, and executive-focused courses. Various learning activities are used to explore diversity concepts and were specifically designed to prepare students to practice in a culturally and ethnically diverse society. This year, the faculty recognized the need to review and refine the graduate curriculum to reflect current EDI philosophies, which will be an ongoing process. Below are several examples of how current MSN courses and assignments explicitly address equity and inclusion and cultural, ethnic, and socially diverse concepts.



**Table 4.5.1 Examples of MSN Courses and Assignments Emphasizing Equity, Diversity, and Inclusion**

Course Number & Name with Linked Syllabi	Diversity Concepts Addressed	Examples of Assignments/Learning Activities
NRSG 6360: Scope and Practice of Nursing Administration	Just Culture	<ul style="list-style-type: none"> <li>• Case studies regarding the management of performance in care environments that include multigenerational employees, cultural awareness and sensitivity, care of an aging and diverse population, and the influence of global social networking regarding a variety of topics</li> </ul>
NRSG 6170: Teaching Strategies	Diversity	<ul style="list-style-type: none"> <li>• Case study and discussion about being a clinical instructor and how to work with and encourage diverse students and patients</li> <li>• Discussion about working with students with disabilities</li> </ul>
NRSG 6140: Collaborative Approaches in Population Health	Social Determinants of Health, Social Justice, Culture, Diversity	<ul style="list-style-type: none"> <li>• Assignment on marginalization and diversity for persons experiencing disabilities, homelessness, immigration, and/or LGBTQ+ challenges</li> <li>• Assignment considering cultural competency, including readings, videos, and a written reflection</li> <li>• Assignment examining equity and epidemiology - specific examples are provided, and students answer prompts about the situations</li> </ul>
NRSG 6300: Quality Improvement, Patient Safety and Risk Issues in Patient Care Delivery	Culture	<ul style="list-style-type: none"> <li>• Discussion about Q.I. issues for low- and middle-income countries</li> </ul>
NRSG 6560: Socialization in the Role of Nursing Educator	Culture, Diversity	<ul style="list-style-type: none"> <li>• Learning about fair testing</li> <li>• Discussing equity and diversity in nursing</li> </ul>
MHA 6000: Healthcare Systems & Economy	Social Determinants of Health, Culture, Diversity	<ul style="list-style-type: none"> <li>• Students must conceptualize and evaluate the determinants and social factors of individual and population health,</li> </ul>

		<ul style="list-style-type: none"> <li>• Increase awareness and understanding of issues related to the health of communities, populations, and groups</li> </ul>
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**4.6 The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.**

**Educational Theory**

The faculty designed the curriculum with consideration of multiple educational and learning theories. The foundational theories used to plan the MSN curriculum include Bloom's Taxonomy, 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 at the MSN Program Meeting (Appendix 4.3.9).

Some examples of how these theories are incorporated by faculty into the graduate curriculum are:

- Bloom's Taxonomy: All ATDSN learning outcomes were developed using Bloom's Taxonomy to ensure appropriate leveling.
- Adult learning theory: This theory is used to plan teaching and learning activities. WSU ATDSN educators consider MSN 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 to help students consider current conditions, reflect on how they could be improved, have robust discussions about their assumptions, and finally make essential changes. Many courses were developed to help learners consider their practice in new and different ways.
- Experiential learning theory: This theory underlines the value of learning through experience. Faculty use this theory to plan role-specific courses and residency experiences in the MSN program.

Faculty must also develop teaching and learning philosophies as part of the appointment, promotion, and tenure process. Faculty have reported using a variety of educational theories that drive instructional practices. 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**

Interprofessional collaboration is valued by the Dumke College of Health Professions (DCHP) and the ATDSN at WSU. The DCHP has instituted a college-level interprofessional education committee (IPE). This committee includes members from nursing, radiology, dental hygiene, emergency healthcare, athletic training, health administration, medical laboratory sciences, and respiratory therapy. Multiple collaborations have occurred throughout the college to enhance interprofessional practice (Table 4.6.1).

Principles of interprofessional collaboration are woven throughout the curriculum. One of the six EPSLOs specifically addresses interprofessional collaboration (Table 4.0.1). Many MSN courses promote interprofessional collaboration using content experts in project courses and administrative experts for nurse educators and executive residencies. Examples of interprofessional courses and activities in the MSN program are included in the following table:

**Table 4.6.1 Examples of Courses with Interprofessional Collaboration**

Course Number/Title	Learning Activities
MHA 6000: Healthcare Systems & Economy	This is a course taught by the Medical Health Administration Department. Students are required to demonstrate executive-level communication skills that involve all team members and examine the complex organizational dynamics and structures that predicate the interaction among significant components of the U.S. health care system, including service provider settings in which care is provided.
NRSG 6801, 6802, 6803: Integrating Scholarship into Practice	Students must provide a plan on how they will collaborate interprofessionally in the implementation of their proposed EBP changes.
NRSG 6700: Nurse Educator Residency	Students are required to create and meet a personal ATDSN learning outcome aligned with the RSC of Teamwork & Collaboration: "Collaborates with other professions to maintain a climate of mutual learning, respect, and shared values."
NRSG 6400: Nurse Leader Executive Residency	Students are exposed to multiple levels of healthcare administration during their residency, including: Human Resources, CIOs, CEOs, CFOs, line managers, unit managers, and staff. They are also offered opportunities to interact with various facility-based disciplines such as physicians, therapists, nutritionists, and pharmacists.
NRSG 6300: Quality Improvement, Patient Safety and Risk Issues in Patient Care Delivery	In <i>Unit B: High Functioning Interdisciplinary Teams in Health Care and Role of Patients</i> , students must apply team process principles in the leadership of quality improvement initiatives, assess methods for developing ideas in an interdisciplinary group setting, and contrast characteristics of clinical groups working with and without high-reliability teams to solve healthcare challenges.
NRSG 6360: Scope and Practice of Nursing Administration	The Signature Assignment for this course is a case study entitled <i>New Director Challenges</i> . In this case study, the student is asked to reflect on information and material learned in the course and apply these to "real world" situations in the role of a new director. This case study includes situations involving high staff turnover, increased number of falls and skin breakdown, high incidence of

	overtime expenditures, hostile work environment, and preparation leading to Magnet status. The new director must work with a variety of stakeholders as she performs a needs assessment to help identify and solve issues prior to transforming the unit culture.
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### Research & Current Standards of Practice

Current standards of practice are intentionally woven throughout the entire MSN curriculum. In NRS 6110, concepts related to quality improvement, evidence-based practice, and research are applied to an evidence table and a written literature review in preparation for the MSN scholarly project (Appendix 4.6.1). Students apply information from evidence-based sources in core and specialty courses, including research articles, national research databases, as well as principles from education, clinical, and administrative best practice. Examples can be found in multiple courses, including NRS 6110, NRS 6801, and NRS 6802 (Abbreviated Syllabi).

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

The MSN program is designed to build on the knowledge learned in the previous courses. Course maps are designed to demonstrate progression from program outcomes to course outcomes, unit outcomes, and assignment outcomes. Student knowledge, skills, and attitudes are measured directly and indirectly using a variety of evidence-based evaluation methods. Student learning is assessed using various formative and summative evaluation methods. Learning evaluation methods for each course can be found in course syllabi and course maps, which act as teaching plans (Abbreviated Syllabi; Appendix 4.1.3). Faculty's evaluation methodologies include quizzes, formal/scholarly papers or projects, case studies, group presentations, written assignments, reflection journals, peer review activities, poster presentations, and residency faculty/preceptor assessments. Assessment methods in the graduate program reflect increasing levels of complexity and learning based on Bloom's taxonomy and transition to higher-ordered activities as students progress through the program.

Faculty ensure that evaluation methodologies are linked to EPSLOs by using course maps. Course maps illustrate how related EPSLOs, Course Outcomes, Unit outcomes, and evaluation methodologies. In addition, courses are peer-reviewed to ensure that all outcomes and evaluation methodologies align with ATDSN and MSN 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 using professional guidelines and 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 4.7.1).

The ATDSN established a method for assessing student learning outcomes through *Signature Assignments*. Signature assignments are learner-centered and intentionally designed by faculty to measure significant and essential learning that students should accomplish at the end of the program. Signature Assignments demonstrate cumulative learning at the completion of a course. Signature

assignments focus on high-priority learning and are directly aligned to program EPSLOs and RSCs. Previously, a few signature assignments were placed early in the program with the semester-based program. With new leadership and a block program of study, the signature assignments at the beginning of the program were shifted to the end of the program. During the past three years, signature assignment data were collected. However, with the shift to a block program, data collection on the relocated signature assignments began during the spring semester of 2022 (Appendix 4.0.1).

A key component of signature assignments is incorporating grading rubrics. The rubrics' criteria align directly with program EPSLOs and RSCs (Appendix 4.7.2). For example, in the NRS 6700 *Nurse Educator Residency* and NRS 6400 *Nurse Executive Residency* courses, the signature assignment consists of a Faculty and Preceptor Assessment designed to ensure that students meet the MSN RSCs (Appendix 4.7.3). The faculty and the Graduate Program Director monitor Signature Assignment and EPSLO/RSC data at the end of each semester used to inform decision-making. Additionally, student course progress is discussed at monthly faculty meetings (Appendix 4.0.2).

**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; <https://ushe.edu/>) and is governed by the Utah State Board of Higher Education (UBHE <https://ushe.edu/board/about-the-board/>). The WSU Board of Trustees coordinates with the UBHE and reviews and approves university programs and policies (<https://ushe.edu/policies/>) that are within the University's mission. Weber State University is accredited (<https://weber.edu/accreditation/institutional-accreditation.html>) by the Northwest Commission on Colleges and Universities (NWCCU). The MSN program has been accredited with ACEN since 2009. The Utah State Board of Nursing does not oversee nursing education.

The MSN Nurse Educator program has a total credit hour requirement of 34 credits, and the MSN Nurse Executive program has a total credit hour requirement of 31 credits (Appendix 4.1.1), which is congruent with the WSU Faculty Senate Curriculum Policies and Procedures (<https://www.weber.edu/wsuiimages/facultysenate/Curriculum/CPPM/Section2DegreeRequirements.pdf>) for master's degree requirements. All degree requirements must be completed within six years from the semester of entry into a Weber State University graduate program. Currently, the MSN program follows the WSU time limit for degree completion, which states that a graduate student's catalog will be the catalog in effect for the Fall Semester of the academic year when he or she enrolls in the graduate program following formal admission into that program. Graduate programs may impose a time limit on graduate credits completed prior to entry into a program. The graduate program must approve any exceptions to the above requirements (WSU PPM 11.1, IV.3) at [https://www.weber.edu/ppm/Policies/11-1\\_GraduatePrograms.html](https://www.weber.edu/ppm/Policies/11-1_GraduatePrograms.html).

According to WSU Faculty Senate Curriculum Policies and Procedures, <https://www.weber.edu/wsuiimages/facultysenate/Curriculum/CPPM/Section3CreditHours.pdf>, the ATDSN utilizes a semester credit hour to contact hour per week ratio of 1:1 for didactic and project

courses and 1:3 for residency courses. For example, a residency practice ratio of 1:3 indicates one academic credit equals three contact hours per week x 15 weeks (semester), which equals 90 hours for a two (2) credit residency course. WSU is currently working on creating an official framework for block teaching. The University or graduate council has not developed a graduate-level credit to clock hours policy for semester or block courses. In general, frameworks for block teaching vary in length, intensity, and mode of delivery. Based on an evidential review, it was decided by the graduate faculty that students completing graduate work in block courses may require a student workload between 10-12 hours per week for a 3-credit hour didactic course (Appendix 4.0.2). The MSN student residency and project courses, which are semester-length classes, utilize the WSU credit to clock hour policies of 1:1 and 1:3, respectively.

The MSN program is a full-time, online program using a combination of block teaching and semester-based classes. This innovative format allows students to focus their learning while completing two to three classes in approximately 7-week blocks. The block and semester teaching model recognizes, respects, and accommodates the complexity of student lives and facilitates graduation in a manageable time frame. The block model is structured around the idea that deep, active learning happens when students focus on fewer subjects and work in small online class communities where everyone is known and respected. The block consists of 7-weeks of intensive learning, with students completing one online unit at a time, often within a week's time frame. The MSN project and student residency courses are taught in a 15-week semester format, allowing students to have additional time to develop student projects and complete a 90-hour student residency. Faculty used evidence-based pedagogies and distance learning methodologies to meet EPSLOs/RSCs. The combinations of block and semester courses decreased the length of the program from four semesters to three, with students still meeting required EPSLOs/RSCs. The first graduates from the new block format reported high satisfaction levels at the end of the program student evaluation (Table 4.8.1).

**Table 4.8.1 ATDSN and MSN End of Program Student Evaluation Summer Semester 2021**

<b>Program</b>	<b>Data</b>
<b>ADN</b>	<b>4.14 (335/444)</b>
<b>RN-BSN</b>	<b>3.9 (331/464)</b>
<b>MSN Educator</b>	<b>4.88 (26/23)</b>
<b>MSN Executive</b>	<b>4.42 (16/11)</b>
<b>DNP-L (Spring 2021)</b>	<b>4.78 (12/12)</b>
<b>DNP-FNP (Fall 2021)</b>	<b>4.85 (17/18)</b>

**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.**

The culminating course in the MSN program is the student residency, which occurs during the last semester of the program. The two-credit student residency course offers students a personalized learning and clinical experience in nursing education or administration. This final, professional experience working with a qualified preceptor supports student achievement of MSN EPLSOs and RSCs and allows students to further develop the knowledge and skills gained in the program. The residency courses (NRS 6700/ NRS 6400) are a semester in length, requiring both online course work and completion of 90 hours of educator or administrator experience with a field expert during their final semester. The residency clock hours are determined as follows:

- One credit = 3 hours of contact time each week
- Two credits = 6 hours of contact time each week
- A 15-week semester results in 90 hours of contact time

A faculty member serves as the course instructor and residency facilitator. At the beginning of the course, students work with faculty and preceptors to develop personalized learning activities aligned with MSN EPSLOs and RSCs. Student performance and achievement of residency outcomes are reviewed weekly and evaluated at the mid-point (45 hours or by week 7) by the preceptor/faculty. A final review and evaluation of the student residency experience occur at 90 hours or by week 14. Student remediation occurs at the mid-point or sooner should the student, faculty, or preceptor have concerns. The graduate program clinical coordinator works closely with the Graduate Programs Director, students, faculty, and clinical/community partners to ensure student placements are meaningful and appropriate for the MSN student residency outcomes. Should questions arise regarding the appropriateness of a site and/or preceptor, the faculty will notify the graduate programs director and the graduate clinical coordinator to determine the continued use of the site and/or the need to move the student to another facility. Residency partners and sites have affiliation agreements between the organization and the ATDSN. Students participate in residency during the spring semester only (Appendix 2.4.1).

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

Each clinical or academic residency site must have a current and valid affiliation agreement with WSU. This agreement specifies the responsibilities of each organization and provides legal protections for both institutions, students, and preceptors. A current list of affiliation agreements and preceptors is kept in an encrypted electronic shared file (Appendix 4.10.1 & Appendix 2.4.1). The affiliation agreement specifies the expectations, responsibilities, and protections of the student, faculty, and preceptor. Part of university policy is utilizing a legal advisor for a review of written agreements. Some healthcare and academic organizations have specific clinical or residency contracts, which articulate facility expectations and any additional specific requirements for legal protection of the agency, student, and the University. Hard copies of all affiliation agreements are stored in the graduate administrative assistant's office. The

WSU Certificate of Liability (Appendix 4.10.2) and DCHP Certificate of Coverage (Appendix 4.10.3) are provided to residency placement sites upon request.

**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.**

All of the MSN courses are delivered in an asynchronous online format. Regardless of the delivery method, all learning activities, materials, and assessments are chosen to ensure that the course SLOs and the EPSLOs are met. Teaching and learning activities are selected using guidelines for distance education. All nursing courses utilize the Canvas Learning Management System (LMS) to deliver and organize course content, including the course and unit outcomes, syllabi, learning activities, instructional materials, schedules, evaluation methods, assignments, and other course materials. Online learning activities include participation in case studies; asynchronous group discussions and lectures; assigned readings; content expert interviews; viewing power points, videos, and interactive websites; literature searches; critical thinking exercises; electronic resources; and residency assignments to supplement the face-to-face residency experience.

The MSN 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. Faculty review materials for currency regularly during the end-of-semester course meetings.

The learning evaluation methodologies used by faculty include quizzes, formal/scholarly papers or projects, case studies, group presentations, written assignments, reflection journals, peer review activities, poster presentations, residency faculty/preceptor assessments, and Signature Assignments. Samples of student work in each course can be found in the end-of-semester course meeting minutes and Canvas.

Faculty members maintain an awareness of new instructional technology and advances in teaching and learning theory using University and continuing education courses. For example, WSU offers an eLearning Certificate Program in which faculty can participate to become proficient in online teaching <https://www.weber.edu/online/elearningProgram.html>. Additional training and support are offered through WSU Canvas Support and Training <https://www.weber.edu/online> and the Digital District <https://weber.edu/digitaldistrict>. Faculty also acquire new skills for program development and delivery and apply these new technologies and skills where appropriate. Faculty members plan, prepare, and organize various relevant teaching-learning strategies and instructional materials for MSN online delivery.

## 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 and nurse executive) 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 collaborate to provide sustainable student and faculty resources. Physical resources, such as staff and faculty office space, conference rooms, faculty and student computing resources, operational supplies, information and communication technology, classroom space, and multi-media technology, support the achievement of the MSN Program outcomes.

The MSN 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. Most 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 nurse educators' teaching and course design tools. Course chairs and assigned mentors assist faculty in teaching and course evaluation each semester. The instructional method in the MSN program is online through asynchronous instruction and includes an online course syllabus, unit module information, and assignment descriptions and submission in the learning management system. Faculty are available for students through the LMS, Zoom, or other software programs and face-to-face.

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 a technology "help desk" for students and faculty using Canvas LMS (<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. A graduate student library guide was recently created to offer library and other resources specifically for MSN and DNP students <https://dc.weber.edu/collection/wsudoctoral>.

**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 (ATDSN) 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 for allocating financial resources according to Weber State University policy and ensuring adequate facilities at each campus site to meet the overall nursing mission, vision, and individual program EPSLOs. Program Directors regularly participate in budgeting through weekly administrative meetings, administrative council, and general faculty meetings. In the faculty survey, question seven (7) asks faculty to report their perceptions regarding having access to adequate financial resources to meet their goals and objectives (Appendix 5.1.1 Faculty Survey). The faculty rated question 7 at 90.91% for agree or strongly agree that they have adequate resources. The Chair and Program Directors review the report to determine department and program improvements

The ATDSN administrator and faculty salaries, relative to the academic degree, rank, tenure status, and years of service, are generally equitable compared to the other program administrators and faculty within the Dumke College of Health Professions (DCHP) and WSU. (Table 5.1.2). The ATDSN is assigned a portion of the DCHP budget (Appendix 5.1.2). The ATDSN 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 ATDSN is in the 50<sup>th</sup> 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 ATDSN 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 Department 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). Email reminders from the Annie Taylor Dee SON, the DCHP, and University are sent with details on funding deadlines and online application links throughout the academic year.

### **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 ATDSN learning and technology resources are sufficient to ensure EPSLOs, 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 the next budget cycle. The Program Directors regularly seek faculty and staff input relative to the individual program and student budgetary needs in program-level faculty meetings, the SON Chair in general faculty meetings, and the annual faculty survey (Appendix 5.1.1).

Evaluation activities for all SON programs are undertaken for 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. Question seven (7) in the faculty survey asks faculty to report adequate classroom space, equipment, and availability to meet classroom needs (Appendix 5.1.1 Faculty Survey). The faculty rated question 8 93.18% for agree or strongly agree that they have adequate resources. 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 ATDSN is located in Ogden, Utah, at Weber State University and is part of the DCHP in the Marriot Allied Health (MAH) building. There 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. 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 from 8 am to 6 pm, and Fridays from 8 am to 4 pm. The library computers are available on Saturday from 1 pm to 5 pm for weekend use. WSU is designated as an Adobe Creative Campus and has a 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-enhanced collaboration spaces, and an active-learning classroom.

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

### **Weber State University-Ogden Campus**

Physical resources, such as 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 the 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 are 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. The MSN program is taught online and does not require classroom space, but classroom requests for the SON are based on the number of individual courses being taught, scheduled course dates and times, and the number of students in each section of a course.

The MAH building includes faculty offices for SON and other DCHP departments. Faculty offices are assigned based on department needs. 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. Eleven new offices were created, allowing all nursing faculty to have individual or shared office spaces. However, two nursing offices were removed from the nursing department to support the MLS department's DCHP creation of lab space. 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 three years. The faculty rated questions 11 & 12 at 95.45%% for agree or strongly agree that they have adequate office space to meet their professional needs and have access to additional private spaces to meet with students. The Chair and Program Directors review the report to determine department and program improvements

The SON has an office suite containing a reception desk, a 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 supporting academic needs. This reception suite includes offices for program-level administrative assistants, a designated break room with a document/mail room with copy machines, office supplies, a mini-kitchen for faculty and staff, and additional faculty offices.

At the program's conclusion, students are asked about their perceptions regarding the sufficiency of ATDSN and WSU learning resources. Information from these surveys is 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 has 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 a personal computer, laptop, or desktop. Faculty can select an equivalent to a Dell laptop if they so choose.
- Computers are networked and updated with University license software. Individual faculty can access additional software for academic endeavors through the IT department and coordinate with the SON Chair or Program Directors if appropriate.
- Computers are updated regularly with malware and virus support.
- WSU and DCHP technology specialists 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 morning until late at night for students, faculty, and staff.
- New laptop computers are provided for nursing faculty at three-year increments if possible or sooner as needed.

*The following two sections are not routinely utilized by MSN students but are available resources. Nurse educator students completing their residencies with WSU Nursing faculty frequently utilize these resources during their teaching.*

### **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 the fall of 2016. This state-of-the-art learning center utilizes computer-aided engineering (CAE) technology. CAE is a video transfer system implemented beginning fall of 2016 at the simulation center in Ogden and 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 to 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. Students can access other areas of the simulation lab

with high-fidelity manikins for advanced training skills. Faculty are asked annually regarding the adequacy of the skills lab to meet teaching needs.

**Davis Nursing Lab**

The Davis nursing lab center has 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 into 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 computers and monitoring stations. For the open labs, there is a medication dispensing system. There are two debriefing room for students and faculty. All rooms in the Davis Nursing Lab have recording capability.

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

ATDSN learning and technology resources are sufficient and are selected with faculty input. The Nursing Chair seeks input from Program Directors regarding program fiscal needs before yearly budget deadlines. 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. 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 Technical Support for Online Resources**  
Likert Scale 1-5

<b>Q9: Technical support for online resources</b>		
<b>Year/Semester</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>
<b>Spring 2022</b>	4.42 (12)	4.27 (15)
<b>Fall 2021</b>	No Graduates	No Graduates
<b>Summer 2021</b>	4.00 (6)	4.64 (16)

<b>Fall 2020</b>	4.40 (10)	4.67 (10)
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The SON faculty provides insight into assuring that learning resources and technology are comprehensive, current, and accessible to faculty and students. SON faculty play a vital role in making decisions regarding the adequacy of available learning resources. Throughout the academic year, faculty have the 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 the acquisition. The faculty rated question 1 at 77.27% agree or strongly agree that they have input into the budgetary distribution resources. This number has not changed since spring 2021. However, on question 13, faculty reported satisfaction (93.18% agree or strongly agree) that they have the opportunity to participate and use learning resources. On question 14, the faculty reported 97.67 that they agree or strongly agree with having the opportunity to participate in selecting and using learning resources and technology. The Chair and Program Directors review the report to determine department and program improvements.

### **Library Resources**

The SON chair, Program Directors, and faculty can 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 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. The faculty rated question 15 at 97.67 % agree or strongly agree that they have adequate support for technology, library resources, and other equipment.

Library resources are available online 24/7. Support for Library resources is available for 12 -14 hours/day, depending on the day. Library chat extends these hours in some circumstances.

- The WSU library was expanded and updated in 2019.
- Up-to-date access is a course resource purchased by students through the American Association of Nurse Practitioners (AANP).
- There are interlibrary loan (ILLIAD) services through the Stewart Library homepage. The WSU library has multiple databases relevant to the SON and DCHP programs of study.
- WSU partners with other USHE and Non-USHE libraries to extend library coverage.
- In conjunction with the graduate program director, the library is working on securing funding to provide graduate students (MSN & DNP) with access to e-books for graduate courses, which are scheduled for the fall semester of 2022.

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, training 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. 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.

<b>Q7: Library resources</b>		
<b>Year/Semester</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>
<b>Spring 2022</b>	4.70 (13)	4.46 (15)
<b>Fall 2021</b>	No Graduates	No Graduates
<b>Summer 2021</b>	3.83 (6)	4.80 (15)
<b>Fall 2020</b>	4.50 (10)	4.46 (10)

A 3-month subscription to UpToDate must be purchased for NRS6150 Advanced Pathophysiology, pharmacology, and Assessment for the Nurse Educator. A student reduced rate digital subscription to UpToDate can be accessed on the UpToDate website.

### **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



## **Graduate Writing, Scholarship, and Project Course (NRSB 6190)**

Scholarly 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 an MSN 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 at student orientation. The information learned through the WSU graduate writing course can be accessed on the nursing website and the WSU Lib Guide

## **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 MSN project, accomplishments, and other artifacts (Appendix 5.3.1). Faculty and student policies were developed by a graduate portfolium task force of graduate faculty to determine the student portfolio elements (Appendix 5.3.2). The student portfolio also serves as a professional repository that students can use when seeking future employment (Appendix 5.3.3).

## **SPSS**

IBM® SPSS® Statistics is a powerful statistical software platform that is utilized for DNP students in NRSB 6120 (statistics) and NRSB 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.

## **Faculty and Staff Technology**

Faculty, Program Directors, and SON curriculum and evaluation committees assess the 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 networked and updated with University license software.
- Individual faculty can access additional software for academic endeavors through the IT department and coordinate with the SON Chair or Program Directors if appropriate.
- Computers are updated regularly with malware and virus support.
- WSU and DCHP technology specialists and staff have remote access to all computers and software for online faculty and staff support.
- The Weber State IT department has a telephone (801.626.7777) and online support from early in the morning until late at night for students, faculty, or staff.
- DCHP IT specialists and IT staff are available Monday-Friday for faculty or student support. They are also available via phone for emergencies 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 are networked and updated with university-licensed software. WSU standards of computing security are included in software updates and scanning.
- Common malware and virus support and scanning.
- WSU Student Computer Laboratories are available at either the main campus or one of the WSU satellite campus locations 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. The faculty rated question 4 at 100% agree or strongly agree that they have adequate support from non-nursing staff, which has increased since 2021.

Regardless of the delivery method, 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.

##### **Canvas Learning Management System**

WSU online student support includes technical support, software support, & limited hardware support. A call center is also 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 students' associated course assignments and activities.

WSU Online Canvas support is available during regular business hours. There are online help options 24/7 within Canvas. Canvas tutorials are included in every course as a student or faculty resource (Tables 5.4.2). WSU offers Canvas classes on various topics, such as *Canvas Workshop: Using the grade book*, *Canvas Workshop: Discussion and Assignments*, or *Bejewel your Online Course* to faculty through the WSU Teaching and Learning Forum (TLF). The faculty rated question 16 at 93.01% agree or strongly agree that they feel Canvas is sufficient to meet program outcomes. 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 can access the same support for Canvas and WSU technology.

#### **Table 5.4.2 Technology Enhanced Learning Resources (such as Canvas)**

*Likert Scale 1-5*

<b>Q8: Technology-enhanced learning resources (such as Canvas)</b>		
<b>Year/Semester</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>
<b>Spring 2022</b>	4.67 (12)	4.61 (15)
<b>Fall 2021</b>	No Graduates	No Graduates
<b>Summer 2021</b>	3.83 (6)	4.83 (16)
<b>Fall 2020</b>	4.40 (10)	4.70 (10)

### **Student Advisement**

Student advisement for all students, regardless of the educational delivery format, is assigned to 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 themselves 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 via phone, virtual interview, or face-to-face meeting.
6. Students are strongly encouraged to complete a "Degree Evaluation" each semester until graduation on 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 for reviewing advisement comments in CatTracks and ensuring program requirements are met.

**Table 5.4.4 Student Academic Advisement**  
Likert Scale 1-5

Q11: Student academic advisement		
Year/Semester	Executive Concentration	Education Concentration
Spring 2022	4.55 (13)	4.42 (15)
Fall 2021	No Graduates	No Graduates
Summer 2021	3.67 (6)	4.72 (16)
Fall 2020	4.30 (10)	4.37 (10)

## 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 ATDSN faculty participate in evaluation processes, including serving on the evaluation committee. Graduate faculty receive monthly evaluation reports and program updates at faculty meetings and have opportunities for monthly input related to EPSLOs, program outcomes, and program assessment (Appendix 6.0.1). The ATDSN has a dedicated Evaluation Committee, including faculty members at all program levels and a compliance coordinator (Appendix 6.0.2). The compliance coordinator was hired during the spring semester of 2022 and has recently begun responsibilities for coordinating data gathering, data analysis, and reporting data to the evaluation committee members and nursing administration. The evaluation committee follows policies and procedures (PPM) outlined in the ATDSN PPM (Appendix 6.0.3). At least one member of the administration team participates on the committee. The evaluation committee meets regularly to review program evaluation outcomes and 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 four (4)
- Program end-of-program student learning outcomes (EPSLOs) and role-specific competencies (RSCs)
- End-of-program (EOP) student satisfaction
- Graduate completion rates
- Alumni satisfaction related to the Program of study and achievement of program outcomes
- Alumni job placement rates

The faculty developed a standardized process to assess EPSLOs and RSCs (Appendix 6.0.4). MSN courses have specific student learning outcomes related to overall EPSLOs and Role-specific competencies (RSCs). To ensure student attainment of Program EPSLOs/RSCs signature assignments developed by the faculty to track signature assignment points to assess student attainment of prescribed benchmarks. For the graduate programs, faculty defined the signature assignments expected (ELA) that 90% of students will pass their signature assignments with a 90% or higher. The ATDSN Graduate programs officially implemented this nomenclature and accompanying evaluation process in 2020. EPSLOs and RSCs are measured throughout the MSN Educator and MSN Executive emphases, including courses at or near the Program's conclusion using signature assignments and grading rubrics. After the Program, students are asked to evaluate their perceptions of attainment of Program EPSLOs and RSCs as well, which are compared to summative data from intentionally designed course assessments.

At the University level, The Office of Institutional Effectiveness consults 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 MSN program assessment plans and participates in departmental reviews with the Graduate Council per university graduate programs policies (Appendix 6.0.5). The Institutional Effectiveness review schedule and processes are found at URL (<https://www.weber.edu/ie>)

## Systematic Plan for Evaluation

The faculty developed graduate program assessments to collect program completion rates, job placement rates, and graduate satisfaction on the End of Program Survey (Table 6.0.1). The alumni

survey and distribution processes were revised in Fall 2021 and implemented in Spring 2022 (Appendix 6.0.6)

Evaluation Component	Instrument	Interval
Student achievement of EPSLOs and Role Specific Competencies (Signature Assignments)	Signature assignments and Grading Rubrics Reported in Course Meeting Minutes MSN Program EPSLO/RSC Data Table Student perception at the end of program evaluation	Annually after the Semester. Some courses may be evaluated bi-annually depending on when they are offered.  At the conclusion of the Program
Program Completion Rates	Completion table reported by Program Director and Enrollment Director	Annually
Professional Job Placement Rates	Alumni Survey	10 months post-graduation
Student Satisfaction	Course Evaluations End-of-program Evaluation Alumni Survey	After each Semester Completion of Program (End-of-program Survey) 10 months post-graduation
Faculty and Preceptor Assessment of Student Residency	Residency evaluation instrument	Delivered at the end of the Program in the nurse educator (NRS 6700) and nurse executive (NRS 6400) courses.

**Table 6.0.1 MSN Program Evaluation Measures**

### **Student Satisfaction and End of Program Student Learning Outcomes**

Student satisfaction and achievement of end-of-program student learning outcomes EPSLOs and RSCs are 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 and RSCs. After program completion, student satisfaction is assessed with an online, anonymous end-of-program survey. In the MSN end-of-program (EOP) survey, program satisfaction and student perception regarding the achievement of EPSLOs and Role Specific Competencies (RSCs) are collected at the end of the Program in NRS 6700 (MSN-Educator) and NRS 6400 (MSN-Executive) (Appendices 6.0.7 and 6.0.8,). The evaluation committee reports the end-of-program evaluation data during subsequent School of Nursing (ATDSN) general meetings, advisory board meetings, and graduate

faculty meetings.

The alumni survey is designed to allow graduates to reflect on their overall preparation for employment and the achievement of EPSLOs and RSCs as MSN-prepared nurse educators and nurse administrators (Appendices 6.0.9). The alumni were redesigned in spring 2022 to reflect that ACEN standards and criteria were met regarding employment and consolidated to fewer questions to improve student response rates (Appendix 6.0.6). Furthermore, to improve response rates, student personal emails will be collected at the end of the Program in NRS 6700 and NRS 6400 beginning spring semester of 2022 (Appendix 6.0.10). Beginning spring semester 2022, automatic email reminders will be sent to students to complete the alumni survey. The evaluation committee reports graduate program alumni data annually at ATDSN general meetings, faculty meetings, and advisory board meetings. At program and evaluation faculty meetings, concerns regarding alumni response rates, data collection, and data findings are addressed by the faculty.

### **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 is measured by faculty using MSN end-of-program student learning outcomes and role-specific competencies using signature assignments and customized grading rubrics, which are placed in courses at the end of the semester. Refer to Program and course Maps (Standard 4) to align course outcomes/units and assignments to EPSLOs & RSCs. The Graduate End of Program Student Learning Outcomes will be measured annually through the following methods:

- 90% of students will meet signature assignment rubric guidelines at 90% on EPSLOs and RSCs for aggregate coursework (signature assignments).
- 90% of students performing in the final residency experience will meet student performance standards as evaluated by the faculty on the MSN Faculty/Preceptor Assessment of Student Residency Tool.
- (Measures RSCs 1-6)
- 80% of students who respond will rate their overall satisfaction related to the achievement of SON End of Program Student Learning Outcomes and RSCs at or above a 3.0/5.0 (End of Program Evaluation Survey)

#### **Course Signature Assignments and Grading Rubrics**

The MSN program is a three-semester program. Student attainment of EPSLOs and RSCs are measured at the Program's end in semesters two and three. Faculty intentionally created course signature assessments and grading rubrics to align with the six MSN EPSLOs and RSCs at the end of the Program. Course signature assignments were revised and relocated to that signature assignments were placed at the end of the Program, and MSN EPSLOs are congruent with the newly published AACN Essentials (Appendix 6.1.0 and 6.1.1). After reviewing three years of signature assignment data, the signature assignment ELA of 85% was increased to 90%. The preceptor and faculty assessment of residency was further refined to ensure that students are achieving a minimum level of proficiency with educator and executive role-specific competencies (Appendix 2.4.4). MSN student residencies are completed during the spring semester. The data is collected annually from NRS 6700 and NRS 6400 by the evaluation

committee and reported in the SPE (Table 6.1.5).

For signature assignment data, which includes EPSLO and RSCs, the faculty selected an expected level of achievement (ELA) of 90% of students who will achieve 90% or higher on signature assignments (Appendix 6.1.3). In November 2021, the MSN faculty intentionally identified course signature assignments to incorporate at the end of the Program, used to measure student achievement of both Program EPSLOs and RSCs (Appendix 6.1.1). Each signature assignment includes course-specific grading rubrics aligned to measure course outcomes, EPSLOs, and RSCs (Appendix 4. 7.2). Signature assignments are identified throughout the Program and are specifically targeted to ensure that faculty can assess student achievement of learning that meets increasingly complex educational course concepts and outcomes (Appendix 6.1.5). After each semester, the faculty reports signature assignments and student satisfaction data on a course meeting minutes summary (Appendix 6.1.6). Following a DNP accreditation visit in September 2021, recommendations were made for improving signature assignment grading rubrics. The recommendations were implemented in the graduate programs (MSN and DNP) by November 2021. The faculty reported and assessed the placements of signature assignments in the Program (EPSLO) data grading rubrics and found they needed to be moved to different courses at the end of the Program. Prior to the modifications, signature assessment data was being measured per semester, with three years of data being evaluated, as seen in Table 6.1.2. The original ELA for MSN EPSLO and RSC data was that 90% of students would achieve at least an 85% or higher of total points on Signature Assignments to meet the designated EPSLO/RSC criteria. In November 2021, the faculty modified grading rubrics and moved several signature assignments from the first semester to the end of the Program. A revised grading rubric template was created for faculty to incorporate in courses with a signature assignment (Table 6.1.4).

The signature assignment ELA was also modified to 90% of students will achieve at least a 90% of total points on the signature assignment grading rubrics to meet the designated EPSLO/RSC. The revised signature assignments, grading rubrics, and data table was incorporated into the MSN program in spring 2022. Students must upload signature assignments to Portfolio to showcase their student assignments and other graduate program artifacts (Appendix 5.3.3).

**Table 6.1.1 MSN Signature Assignment Grading Rubric Exemplar**

Policy Analysis on Patient Safety Issue				
Criteria	Ratings			Points
<b>Safety Problem &amp; History</b>	Problem is clearly defined. <b>Patient safety</b> implications of problem are identified. A brief history surrounding the problem is included. Facts are substantiated by current evidence.	<i>Place whatever criteria you want in the other columns.</i>		20 Points



<p><b>Identification of Alternatives</b></p>	<p>At least three alternatives related to the <b>patient safety</b> problem are identified. Each alternative focuses on how to address or eliminate the problem. Facts are substantiated by current evidence.</p>			<p>20 Points</p>
<p><b>Evaluation Criteria</b></p>	<p>Has identified at least nine criteria for evaluating the proposed alternatives. Required criteria are: efficacy, cost, equity, administrative and/or political feasibility, unintended consequences, sustainability, access, <b>patient safety</b>, and healthcare quality.</p>			<p>10 Points</p>
<p><b>Projected Outcomes Evaluation Table &amp; Discussion</b></p>	<p>Overall objective related to <b>patient safety</b> is identified. A brief summary of the evaluation process is included.</p> <p>Completed evaluation table in paper. Table includes a detailed evaluation of each alternative using the identified criteria. Facts are substantiated by current evidence.</p>			<p>35 Points</p>
<p><b>Summary of Tradeoffs.</b></p>	<p>Includes a brief summary of the pros and cons of each option. <b>Patient safety</b> considerations are discussed. Identifies any regulations that would be impacted or needed for each alternative.</p>			<p>20 Points</p>

<b>Final Decision</b>	Provides a final choice of which alternative is best in the current situation. Describes <b>safety implications</b> of the chosen solution. Includes discussion of the chosen solution's impact on patients and nurses. Facts are substantiated by current evidence.			20 Points
<b>Advocacy</b>	Describes how the nurse/APRN could influence stakeholders to implement the proposed change.	Missing some required information. Repeats self. Not as clear.		10 Points
<b>Written Communication Proficiency</b>	Correct use of grammar and spelling conventions. Paper follows APA formatting rules.	Some elements of writing are unclear or confusing. Lacks proper grammar and spelling. APA formatting errors noted.	Writing is very unclear or confusing. Many grammar and spelling errors. Did not use APA.	7.5 Points
<b>Portfolio</b>	Student places assignment in Portfolio and provides working link to faculty.		A 5% grade deduction of total assignment points if not uploaded in Portfolio and/or does not provide working link to faculty.	7.5 Points
<b>Signature Assignment-</b> This signature assignment meets the following DNP EPSLO: <b>Patient Safety-</b> <i>Influence healthcare policy relating to finance, access, safety, and quality as it applies to practice regulations and consumer advocacy.</i>		Met Students must achieve a 90% or greater score on this assignment (135 points) to meet proficiency standards for the	Not Met Less than 90% score (135 points).	0 Points

	signature assignment.		
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**Table 6.1.2 MSN EPSLO & RSC Data Table 2019-2021**  
*(Tracking of EPSLOs/RSCs prior to the change)*

<p align="center"><b>MSN Program</b>  Student Performance on  End of Program Student Learning Outcomes (EPSLOs)  Signature Assignments  &amp;  Expected Level of Achievement (ELA): 85% of students will achieve at least a 85% of total points on the signature assignment grading rubrics to meet the designated EPSLO/RSCs.</p> <p align="center"><i>*See individual signature assignments and grading rubrics for more information</i></p>					
EPSLO/Course/Assignment	Faculty	Semester/Year	Percentage Passing	Number of Students	ELA
<b>EPSLO/RSC #1</b> Patient-Centered Care <ul style="list-style-type: none"> <li>• <b>EPSLO/RSC: NRSNG 6400 Nurse Executive Reflective Journal #3</b></li> </ul>		Spring 2022 See New Table New Assignment Now Measures RSCs 1-6			85%
	Barra	Summer 2021 CRN 10840 CRN 10841	100%	14/14	
	Barra	Fall 2020 CRN 23105 CRN 23106	100%	11/11	
	Barra	Fall 2019	100%	9/9	
<b>EPSLO/RSC #1</b> Patient-Centered Care	Jeffrey	Spring 2022 See New Table New Assignment			

<ul style="list-style-type: none"> <li>• <b>EPSLO/RSC: NRSB 6700</b> <i>Nurse Educator Reflective Journal #3</i></li> </ul>		Now Measures RSCs 1-6			
	Jeffrey Sowerby Sowerby	Summer 2021 CRN 10911 CRN 11021 CRN 11034	100%	17/17	
	Sowerby	Fall 2020 CRN 23102 CRN 23103	100%	23/23	
	Neville Norton	Fall 2019	100%	12/12	
<hr/>					
<b>EPSLO/RSC #2</b> Teamwork and Collaboration <ul style="list-style-type: none"> <li>• <b>EPSLO/RSC: NRSB 6140</b> <i>Nurse Educator/Executive Community Health Program Development</i></li> </ul>	Cadman Wankier	Summer 2021 CRN 10896 CRN 10983	100% educators 100% Execs	23/23 11/11	85%
	Cadman	<b>New Class Began 2020</b> Fall 2020 CRN 23024 CRN 23033	91% Educators 100% Execs	11/12 9/9	
<hr/>					
<b>EPSLO/RSC #3</b> Evidence Based Practice <ul style="list-style-type: none"> <li>• <b>EPSLO/RSC: NRSB 6803</b> <i>Integrating Scholarship into Practice, Final Project Nurse Educator/Executive project paper</i></li> </ul>	Baron Beynon Clark Leggett-Fife Quayle	Spring 2022 CRN 33615 CRN 36675 CRN 36802 CRN 37067 CRN 37083	100% Educ 100% Exec	22/22 16/16	85%
	Berghout Leggett-Fife Baron Baron Thornock	Summer 2021 CRN 24081 CRN 24069 CRN 24067 CRN 24071 CRN 24073	100% Edu 100% Exec	17/17 14/14	

	Leggett-Fife Baron NeVille- Norton	Spring 2020 CRN 31966 CRN 31967 CRN 32024	100% Edu  100% Exec	23/23  11/11	
	Cantwell Baron Baron NeVille- Norton Leggett-Fife	Spring 2019 CRN 32108 CRN 32109 CRN 32110 CRN 32112 CRN 32111	100% Edu  100% Execs	12/12  9/9	
<b>EPSLO/RSC #4</b> Quality Improvement <ul style="list-style-type: none"> <li><b>EPSLO/RSC: NRSB 6300</b> <i>Nurse Executive Patient Safety and Risk Issues in Patient Care Delivery Portfolio</i></li> </ul>	Gooder	Fall 2022 CRN 29691	100%	16/16	85%
	Gooder	Fall 2021 CRN 32051	100%	14/14	
	Bartlett	Summer 2020	100%	11/11	
<b>EPSLO/RSC #4</b> Quality Improvement <ul style="list-style-type: none"> <li><b>EPSLO/RSC: NRSB 6560</b> <i>Nurse Educator Teaching Portfolio</i></li> </ul>	Barra	Spring 2022 CRN 36663	100%	22/22	85%
	Barra	Summer 2021 CRN 10839	100%	17/17	
	Barra	Summer 2020 CRN 32963	100%	23/23	
	Barra	Spring 2019	100%	12/12	
<b>EPSLO/RSC #5</b> Patient Safety <ul style="list-style-type: none"> <li><b>EPSLO/RSC: NRSB 6255</b> <i>Quality &amp; Safety Analysis Nurse Executive/Educator Quality &amp; Safety Analysis</i></li> </ul>	Neville Norton Thornock	Summer 2021 CRN 10978  CRN 11047	100% Educ  100% Exec	17/17  14/14	85%
	Neville Norton	Summer 2020 CRN 23029	Educ 95%  Exec 100%	22/23  11/11	
	Neville Norton	Spring 2019	91% edu  100% exec	11/12  9/9	

<b>EPSLO/RSC #6</b> Informatics <ul style="list-style-type: none"> <li>• <b>EPSLO/RSC #6 6180</b> <i>Nurse Educators/Executive Knowledge Development in Healthcare</i></li> </ul>	Trump	Summer 2022	New Assignment & Table		
	Trump	Spring 2021 CRN 31698 CRN 32025	100% exec 100% educ	14/14 17/17	
	Trump	Spring 2020 CRN 31523 CRN 32991	100% exec 100% educ	11/11 23/23	
	Gee	Fall 2019	100% MSN (exec)	9/9	
<ul style="list-style-type: none"> <li>• <b>RSCs 1-6</b></li> <li>• <b>NRSR 6400</b> <i>Nurse Executive Residency Clinical Evaluation</i></li> </ul>	Barra	Spring 2022 CRN 36618 CRN 36650	100%	16/16	
	Barra	Summer 2021 CRN 10840 CRN 10841	100%	14/14	
	Barra	Fall 2020	100%	11/11	
	Barra	Fall 2019	82%	9/11	
					85%
<ul style="list-style-type: none"> <li>• <b>RSCs 1-6</b></li> <li>• <b>NRSR 6700</b> <i>Nurse Educator Residency Clinical Evaluation</i></li> </ul>	Jeffrey	Spring 2022	100%	22/22	
	Jeffrey Sowerby Sowerby	Summer 2021 CRN 10911 CRN 11021 CRN 11034	100%	17/17	
	Sowerby	Fall 2020	100%	23/23	
	Neville Norton	Fall 2019	100%	12/12	


**Table 6.1.3 MSN EPSLO & RSC Data Table 2019-2021**

(Tracking of EPSLOs/RSCs after the change)

MSN Program Nurse Educator & Nurse Executive Emphases					
End of Program Student Learning Outcomes (EPSLOs) & Role Specific Competencies (RSC) Signature Assignments.					
<b>Expected Level of Achievement (ELA): 90% of students will achieve at least a 90% of total points on the signature assignment grading rubrics to meet the designated EPSLO/RSCs.</b>					
See individual assignment rubrics for each of the courses reported in this table.					
MSN EPSLO/ RSC	Course Number/ Emphasis	Assignment Name	Semester Year	ELA 90% or higher	# of students
<b>EPSLO/RSC #1</b> Patient Centered Care	NRSG 6360 Nurse Execs	New Director Challenges	Spring 2022	100%	14/14
<b>EPSLO/RSC #1</b> Patient Centered Care	NRSG 6520 Nurse Educators	Course Map	Fall 2021	100%	17/17

MSN EPSLO/ RSC	Course Number/ Emphasis	Assignment Name	Semester Year	ELA 90% or higher	# of students
<b>EPLSO/ RSC #2</b> Teamwork & Collaboration	NRSG 6380 Nurse Execs	Workforce Development, Retention, and Competency Presentation	Spring 2022	100%	14/14
<b>EPLSO/ RSC #2</b> Teamwork & Collaboration	NRSG 6170 Nurse Educators	Simulation Preparation	Fall 2021	100%	17/17

MSN EPSLO/ RSC	Course Number/ Emphasis	Assignment Name	Semester Year	ELA 90% or higher	# of students
<b>EPSLO #3</b> Evidence-Based Practice	NRSG 6802 Nurse Educators & Execs	MSN Scholarly Project Paper	Spring 2022	Educator 100% (22/22) Execs 100% (16/16)	Educator 22/22 Executive 16/16

MSN EPSLO/ RSC	Course Number/ Emphasis	Assignment Name	Semester Year	ELA 90% or higher	# of students
<b>EPLSO/ RSC #4</b> Quality Improvement	NRSG 6300 Nurse Execs	Case Study Part 2			
<b>EPLSO/ RSC #4</b> Quality Improvement	NRSG 6560 Nurse Educators	Teacher ePortfolio	Spring 2022	100%	22/22

MSN EPSLO/ RSC	Course Number/ Emphasis	Assignment Name	Semester Year	ELA 90% or higher	# of students
<b>EPSLO #5</b> Patient Safety	NRSG 6300 Nurse Execs	Case Study Part 2	Spring 2022	100%	16/16
<b>EPSLO #5</b> Patient Safety	NRSG 6150 Nurse Educators	Creation of pain and sensory case study	Spring 2022	100%	22/22

MSN EPSLO/ RSC	Course Number/ Emphasis	Assignment Name	Semester Year	ELA 90% or higher	# of students
<b>EPLSO #6</b> Informatics	NRSG 6180 Nurse Educators & Nurse Executives	Knowledge Development of Informatics and Healthcare Technologies			



	Nurse Educator		Summer 2022	In progress	
	Nurse Executive		Summer 2022	In progress	
	Nurse Educator		Fall 2021	100%	22/22
	Nurse Executive		Fall 2021	91%	10/11

MSN EPSLO/ RSC	Course Number/ Emphasis	Assignment Name	Semester Year	ELA 90% or higher	# of students
Role Specific Competencies 1-6	NRSRG 6700 Nurse Educator Residency	Faculty-Preceptor Assessment	Spring 2022	100%	22/22

MSN EPSLO/ RSC	Course Number/ Emphasis	Assignment Name	Semester Year	ELA 90% or higher	# of students
Role Specific Competencies 1-6	NRSRG 6400 (Executive)	Faculty-Preceptor Assessment			
	Nurse Executive Residency		Spring 2022	100%	16/16

**Table 6.1.4 Graduate Programs Signature Assignment Grading Rubric Template**

**Directions:** When creating rubrics for a Signature Assignment:

1. Include criteria that measure whether the learner has met the specific aspects of the EPSLO.
2. Include criteria for Communication Proficiency; it should be worth 5% of the total points for the assignment (**This should encompass APA, grammar, spelling, clarity etc.**).
3. Include a criteria for placing the finished assignment in Portfolium; it should be worth 5% of the total points for the assignment.

<p>4. Include a criteria on Proficiency Standard (whether the student has passes the assignment at 90% or higher of the total points). Also copy the program EPSLO or RSC that you are meeting.(See below)</p> <p><i>*(Remember, our goal (ELA) is that 90% of our students will pass with a 90% or higher).</i></p>	
<p><i>Outcome Specific for the EPSLO or RSC (detailed description of EPSLO/RSC Criteria 1)</i></p>	<p>points</p>
<p><i>Outcome Specific for the EPSLO or RSC (detailed description of EPSLO/RSC Criteria 2)</i></p>	<p>points</p>
<p><i>Outcome Specific for the EPSLO or RSC (detailed description of EPSLO/RSC Criteria 3)</i></p>	<p>points</p>
<p><i>Outcome Specific for the EPSLO or RSC (detailed description of EPSLO/RSC Criteria 4) *can add additional criteria as needed</i></p>	<p>points</p>
<p><b>Communication Proficiency Outcome (Written, oral, presentation, APA, etc.).</b></p>	<p>(worth 5% of total assignment points) points</p>
<p>Assignment is placed in Portfolium and a working link is sent to the instructor in the Canvas assignment.</p>	<p><u>Worth 5%</u> of total assignment points if not uploaded in Portfolium</p>
<p>Signature Assignment: Evidence-Based Practice This assignment is a signature assignment. It meets the following (MSN or DNP EPSLO or Role-Specific Competency). EPSLO Statement: RSC Statement:</p>	<p><b>Total Assignment Points:</b> The student must achieve 90% or greater on the assignment (xx points) to meet proficiency standards for the signature assignment.</p>

### MSN Student Residency

The MSN student residency allows students to apply the knowledge and skills gained through their MSN courses and demonstrate attainment of MSN EPSLOs and RSCs. Students complete a 90-hour supervised residency with a nurse educator or nurse administrator preceptor. The evaluation of the MSN residency includes formative and summative processes using reflective journals, time logs, and the development of personalized learning outcomes/goals, which align with the six RSCs/EPSLOs. The residency includes observation and assessments using a standardized evaluation tool by the faculty and preceptor. MSN faculty and preceptors complete the student residency evaluation midpoint at week 7 or 40 hours, whichever comes sooner. The residency preceptor and faculty complete a final practicum evaluation with the student by week 14 or 90 hours, whichever comes sooner (Appendix 2.4.2). The student must

satisfactorily meet the six MSN RSCs which align with the MSN program EPSLOs by the conclusion of the semester (Table 6.1.5).

**Table 6.1.5 Faculty Evaluations of Student Attainment of MSN Educator or Executive Residency RSC 1-6**

<i>90% of students performing in the final residency experience will meet student performance standards as evaluated by the faculty on the MSN Faculty and Preceptor Assessment of Student Residency Tool. (Measures RSCs 1-6)</i>				
<b>Year</b>	<b>Course/CRN</b>	<b>Educator</b>	<b>Executive</b>	<b>Certificates</b>
2022	37055 37054 36618 36658	100% (22/22)	100% 16/16	No Certificate Students
2021	10840 10841 11021 11034	100% (17/17)	100% (14/14)	No Certificate Students
2020	23102 23103 23105 23106	100% (23/23)	100% (11/11)	No Certificate Students
2019		100% (12/12)	82% (9/11)	No Certificate Students

### **Student Portfolios (Portfolio)**

Student portfolios are utilized in the graduate programs to provide evidence of student attainment of student learning outcomes and role-specific competencies. In 2020-2021, graduate faculty elected to use an e-portfolio product called Portfolio for showcasing student signature assignments, the MSN project, student accomplishments, and other artifacts were defined by faculty and policies (Appendix 6.1.8). Faculty and student policies were developed by a graduate portfolio task force made up of graduate faculty to determine the student portfolio elements. The student portfolio also serves as a professional repository for future employment students.

### **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 NRS 6400 (nurse executives) and NRS 6700 (nurse educators). School of nursing policies states that 80% of students will report satisfaction at or above a 3.0/5.0 regarding the achievement of program EPSLOs/RSCs on the end-of-program student survey (Appendix 6.0.7 & 6.0.8). The Evaluation Committee, faculty, program directors, School of Nursing Chair, and advisory board review assessment data. Any aggregate data score less than three 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 the Evaluation Committee.

**End of Program Student Evaluation**

Program evaluation by students is used to enhance decision-making and provide students with an opportunity to make recommendations for programmatic improvements. Every student is given an end-of-the-program evaluation, distributed during their final weeks in the Program, and assesses their overall experience. In the survey, students are asked to assess their perceptions regarding the achievement of the MSN EPSLOs and RSCs. Findings from the end of program evaluation are assessed in conjunction with our summative approach of signature assignments and grading rubrics to strengthen our Program's quality and improve outcomes for the students we serve. The ELA for the end of program student evaluation is that 80% of students who respond will rate their overall satisfaction related to the achievement of SON EPSLOs and RSCs or above a 3.0/5.0. The ELA was met for both EPSLOs and RSCs for three years, including data from students who graduated from the new three-semester Program (Table 6.1.6).

**Table 6.1.6 MSN End of Program Evaluation of EPSLO/RSCs**

*ELA 3.0/5.0*

*Range = 1 (poor) to 5 (excellent); (N)= Respondents*

<b>Q1: Overall Program of learning provided by the MSN program</b>		
<b>Year</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>
<b>Spring 2022</b>	4.86 (13)	4.74 (15)
<b>Fall 2021</b>	No Graduates	No Graduates
<b>Summer 2021</b>	4.33 (6)	4.89 (16)
<b>Fall 2020</b>	4.50 (10)	4.87 (10)

**Q14: Patient-centered Care EPSLO: Create and direct collaborative patient care environments that promote the development of nursing expertise that includes the patient perspective**

<b>Year/Semester</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>
<b>Spring 2022</b>	4.83 (12)	4.61 (15)
<b>Fall 2021</b>	No Graduates	No Graduates
<b>Summer 2021</b>	4.67 (6)	4.78 (16)
<b>Fall 2020</b>	4.50 (10)	4.87 (10)

**Q15: Teamwork and Collaboration EPSLO: Apply advanced communication strategies to support high-functioning interdisciplinary teams that support high quality, safe patient care**

<b>Year/Semester</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>
<b>Spring 2022</b>	4.85 (13)	4.67 (15)
<b>Fall 2021</b>	No Graduates	No Graduates
<b>Summer 2021</b>	4.33 (6)	4.89 (16)

<b>Fall 2020</b>	4.60 (10)	4.87 (10)
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<b>Q16: Evidence-based Practice EPSLO: Evaluate available evidence, expert opinion, and patient preferences to determine best practice. Evaluate the feasibility and appropriate evaluation methods for planned EBP interventions</b>		
<b>Year/Semester</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>
<b>Spring 2022</b>	4.85 (13)	4.67 (15)
<b>Fall 2021</b>	No Graduates	No Graduates
<b>Summer 2021</b>	4.67 (6)	5.00 (16)
<b>Fall 2020</b>	4.40 (10)	4.87 (10)

<b>Q17: Quality Improvement EPSLO: Promote development of policies and processes based on identification of best practice that improve the quality and safety of nursing care provided by health care</b>		
<b>Year/Semester</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>
<b>Spring 2022</b>	4.85 (13)	4.67 (15)
<b>Fall 2021</b>	No Graduates	No Graduates

<b>Summer 2021</b>	4.67 (6)	4.94 (16)
<b>Fall 2020</b>	4.40 (10)	4.70 (10)

<b>Q18: Patient Safety EPSLO: Incorporate patient safety principles into the development of comprehensive patient safety goals and safety education for nurses</b>		
<b>Year/Semester</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>
<b>Spring 2022</b>	4.92 (13)	4.67 (15)
<b>Fall 2021</b>	No Graduates	No Graduates
<b>Summer 2021</b>	4.67 (6)	4.83 (16)
<b>Fall 2020</b>	4.30 (10)	4.87 (10)

<b>Q19: Informatics EPSLO: Formulate policies, processes, and/or educational plans that leverage information technology to optimize information management, reduce errors, and support clinical decision-making</b>		
<b>Year/Semester</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>
<b>Spring 2022</b>	4.85 (13)	4.61 (15)

<b>Fall 2021</b>	No Graduates	No Graduates
<b>Summer 2021</b>	4.33 (6)	4.89 (16)
<b>Fall 2020</b>	4.20 (10)	4.87 (10)

<b>Q20: Patient-centered Care RSC: Design level-appropriate contemporary program outcomes and curricula that prepare graduates to function effectively in the healthcare environment with a focus on the patient</b>		
<b>Year/Semester</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>
<b>Spring 2022</b>	4.85 (13)	4.61 (15)
<b>Fall 2021</b>	No Graduates	No Graduates
<b>Summer 2021</b>	4.67 (6)	4.83 (16)
<b>Fall 2020</b>	Question added in new survey	Question added in new survey

<b>Q21: Teamwork and Collaboration RSC: Participates in interdisciplinary efforts to contribute to the professional standing of nursing and address the healthcare education needs in local, national, and international arenas</b>		
<b>Year/Semester</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>



<b>Spring 2022</b>	4.85 (13)	4.67 (15)
<b>Fall 2021</b>	No Graduates	No Graduates
<b>Summer 2021</b>	4.33 (6)	4.89 (16)
<b>Fall 2020</b>	Question added in new survey	Question added in new survey

<b>Q22: Evidence-based Practice RSC: Uses evidence to support best practices in teaching andragogy as well as the development of educational experiences</b>		
<b>Year/Semester</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>
<b>Spring 2022</b>	4.85 (13)	4.67 (4.89)
<b>Fall 2021</b>	No Graduates	No Graduates
<b>Summer 2021</b>	4.67 (6)	5.00 (16)
<b>Fall 2020</b>	Question added in new survey	Question added in new survey

<b>Q23: Quality Improvement RSC: Incorporates quality improvement strategies in the development and evaluation of educational programs</b>		
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<b>Year/Semester</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>
<b>Spring 2022</b>	4.85 (13)	4.67 (15)
<b>Fall 2021</b>	No Graduates	No Graduates
<b>Summer 2021</b>	5.00 (6)	5.00 (16)
<b>Fall 2020</b>	Question added in new survey	Question added in new survey

<b>Q24: Patient Safety RSC: Incorporates national patient safety resources that promote patient and provider safety in the practice arena</b>		
<b>Year/Semester</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>
<b>Spring 2022</b>	4.92 (13)	4.73 (14)
<b>Fall 2021</b>	No Graduates	No Graduates
<b>Summer 2021</b>	4.67 (6)	4.89 (16)
<b>Fall 2020</b>	Question added in new survey	Question added in new survey

<b>Q25: Informatics RSC: Utilizes information technology to support educational practice and incorporates the use of informatics to improve quality healthcare and innovative teaching.</b>		
<b>Year/Semester</b>	<b>Executive Concentration</b>	<b>Education Concentration</b>
<b>Spring 2022</b>	4.85 (13)	4.60 (15)
<b>Fall 2021</b>	No Graduates	No Graduates
<b>Summer 2021</b>	4.33 (6)	4.83 (16)
Fall 2020	Question added in new survey	Question added in new survey

**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.**

Students graduating from the MSN program do not require national certification or licensure after graduation. Students are prepared for and encouraged to take post-licensure certifications such as the National League for Nursing (NLN) certification (CNE) exams and the American Organization for Nursing Leadership (AONL) certification exam following graduation.

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

Students graduating from the MSN program do not require national certification or licensure after graduation

**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.**

Students graduating from the MSN program do not require national certification or licensure after graduation

**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.**

Students graduating from the MSN program do not require national certification or licensure after graduation

**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 essential metric for evaluating the MSN program's success. Based on student demographics and the Weber State University mission and goals related to retention and success of students, faculty set the level of achievement (ELA) for program completion at 80% of graduates will complete the program on time (Appendix 6.0.1). MSN completion rates continue to be aligned with existing undergraduate and graduate student completion rates of 80% on-time completion. The ELA of 80% will be evaluated annually (Appendix 6.3.0) with student completion data and revisions discussed with faculty and nursing administration. Program completion rates are tracked and recorded by the Enrollment Director and Graduate Programs Director.

The MSN program emphasis is a full-time program with students registered between nine to twelve graduate credit hours per semester. Program completion rates are calculated for students beginning with enrollment on the first day of NRSG 6190 (first nursing course) and ending with the course completion (NRSG 6802) required for conferral of the MSN degree. The Post-MSN Nurse Educator Certificate is a part-time, two-semester program option for 14 credits with an optional 90-hour nurse educator residency (2-credits) during the third semester. The Post-MSN Nurse Executive Certificate is a part-time, two-semester program option for 12 credits with an optional 90-hour residency (2-credits) during the third semester. Students must complete each program emphasis within the program length of 3 semesters. For the certificate options, students are required to complete each option within the program length, with students having two semesters to graduate with an optional third-semester residency. Students completing the post-MSN certificates will receive an end-of-program evaluation through Qualtrics in NRSG 6150 for nurse educators and NRSG 6380 for nurse executives. The new process for tracking end-of-program evaluations in Qualtrics for post-MSN students was discussed and adopted in March 2022 (Appendix 6.3.1). Using Qualtrics instead of Chi-Tester will disaggregate students in the certificate options that were not available previously.

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

Completion rates in the ATDN have consistently met or exceeded the faculty set ELA of 80%, as demonstrated annually in the systematic plan of evaluation (SPE). This ELA will be evaluated annually with student completion data reported to faculty and placed on the nursing website at <https://weber.edu/Nursing/Accreditation.html>. If completion numbers drop below 80% for on-time completion, this information is shared with faculty at the program and general faculty meetings for discussion and potential interventions. The program director reports program completion rates to the evaluation committee and faculty meetings. Completion data is also presented during general faculty meetings by members of the evaluation committee (Appendix 6.3.2).

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.

Data tables were created to ensure data collection based on location, program emphasis, completion/entry, and certificate options (Table 6.3.1). The MSN program emphasis is online, with graduation occurring during April following the three-semester block format and summer start date.

**Table 6.3.1 MSN Program Completion Rates**  
*Aggregated Program Completion Data*

	Year	Program Completion Rate
<b>Expected Level of Achievement</b>  <b>80% of MSN graduates will complete the program on time.</b>	<b>2021-2022</b> Block Program	<b>81%</b> (30/37)
	<b>2020-2021</b> Block Program	<b>89%</b> (34/38)
	<b>2019-2020</b> Semester Program	<b>82%</b> (29/35)

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.

Three years of data is provided and 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 (Table 6.3.2). While our completion rates are high, some factors that may have influenced completion rates are moving to a summer start date and the impact of COVID-19 on the nursing workforce.

**Table 6.3.2 MSN Program Completion Rates**  
*Disaggregated Completion Data*

<b>Expected Level of Achievement</b>  <b>80% of graduates will complete the program on time</b>	<b>Year</b>	<b>Option #1 MSN-Edu</b>	<b>Option #2 MSN-Exec</b>	<b>Option #3 Post-Master's Certificate Educator</b>	<b>Option #4 Post-Master's Certificate Executive</b>
		2021-2022	<b>81%</b> (18/22)	<b>82%</b> (14/17)	No Enrollees
	2020-2021	92% (23/25)	84% (11/13)	No Enrollees	No Enrollees
	2019-2020	92% (12/13)	88% (14/16)	100% n=1	100% n=2