



**SITE VISIT REPORT**  
**Weber State University**  
**Ogden, UT**

**Program Type:** Baccalaureate  
**Purpose of Visit:** Continuing Accreditation

**Program Type:** Associate  
**Purpose of Visit:** Continuing Accreditation

**Date of Visit:** February 19–21, 2019

**I. GENERAL INFORMATION**

Nursing Education Unit  
Annie Taylor Dee School of Nursing  
3875 Stadium Way  
Ogden, UT 84408-3903

Governing Organization  
Weber State University  
3850 University Circle  
Ogden, UT 84408-3912

Nurse Administrator  
Susan Thornock, EdD, RN  
Chair and Professor of Nursing  
Telephone: (801) 626-6833  
Fax: (801) 626-6397  
Email: sthornock@weber.edu

Chief Executive Officer (entire governing organization)  
Brad Mortensen, PhD  
President  
Telephone: (801) 626-6001  
Fax: (801) 626-8021  
Email: president@weber.edu

State Regulatory Agency Approval Status  
Baccalaureate  
Agency: N/A  
Last Review: N/A  
Outcome: N/A  
Next Review: N/A

State Regulatory Agency Approval Status  
Associate  
Agency: N/A  
Last Review: N/A  
Outcome: N/A  
Next Review: N/A

Accreditation Status (Program)  
Baccalaureate  
Agency: Accreditation Commission for  
Education in Nursing  
Last Review: Spring 2011  
Outcome: Continuing Accreditation  
Next Review: Spring 2019

Accreditation Status (Program)  
Associate  
Agency: Accreditation Commission for  
Education in Nursing  
Last Review: Spring 2011  
Outcome: Continuing Accreditation  
Next Review: Spring 2019

Accreditation Status (Governing Organization)

Agency: Northwest Commission on  
Colleges and Universities

Last Review: 2014

Outcome: Reaffirmation of Accreditation

Next Review: 2021

FINAL

## II. SITE VISIT INFORMATION

### Site Visit Team:

|  |   |
|--|---|
| <p><u>Chairperson</u><br/>Shellye A. Vardaman, PhD, RN-BC, NEA-BC, CNE<br/>Professor<br/>Troy University School of Nursing<br/>400 Pell Avenue<br/>Troy, AL 36082<br/>Telephone: (334) 670-3429<br/>Fax: (334) 670-3744<br/>Email: svardaman@troy.edu</p>  | <p><u>Member</u><br/>Sara Bishop, PhD, RNC-OB, CNE<br/>Associate Professor<br/>Stephen F. Austin State University<br/>5707 North Street<br/>Nacogdoches, TX 75965<br/>Telephone: (936) 468-7704<br/>Fax: (936) 468-7701<br/>Email: bishopse@sfasu.edu</p>   |
| <p><u>Member</u><br/>Elizabeth Ortiz, MSN, RN<br/>Nursing Instructor<br/>Delaware Technical Community College<br/>100 Campus Avenue<br/>Dover, DE 19904<br/>Telephone: (302) 857-1317<br/>Fax: (302) 857-1398<br/>Email: esortiz@dtcc.edu</p>  | <p><u>Member</u><br/>Anna Nguyen, PhD, RN<br/>Director of Nurse Science Department Oklahoma State University – Oklahoma City<br/>900 North Portland Avenue<br/>Oklahoma City, OK 73107<br/>Telephone: (405) 945-3210<br/>Fax: (405) 209-3175<br/>Email: nguyena@osuokc.edu</p>                                |
| <p><u>Member</u><br/>Genell Stites, MSN, RNC, C-EFM<br/>Director of PN and LPN-to-AAS Programs<br/>Department of Health Sciences<br/>Colorado Mesa University<br/>1100 North Avenue<br/>Grand Junction, CO 81501<br/>Telephone: (970) 248-1828<br/>Fax: (970) 210-4755<br/>Email: gstites@coloradomesa.edu</p> | <p><u>Member</u><br/>Susan (Sue) Dolinar, PhD, RN, CNE<br/>Adjunct Faculty for the Nursing Department<br/>Greenville Technical College<br/>506 South Pleasantburg Drive<br/>PO Box 5616<br/>Greenville, SC 29606<br/>Telephone: (864) 250-8199<br/>Fax: (864) 906-1388<br/>Email: susan.dolinar@gmail.com</p> |

ACEN Standards and Criteria Used: **2017**

### Program Demographics:

Baccalaureate

Year Nursing Program Established: **1987**

Year of Initial ACEN Accreditation: **1990**

Associate

Year Nursing Program Established: **1953**

Year of Initial ACEN Accreditation: **1966**

|  |  |
|--|--|
| <input type="checkbox"/> Yes           | The ACEN serves as the Title IV gatekeeper for the governing organization. |
| <input checked="" type="checkbox"/> No |  |

Faculty:

| Nursing Faculty Academic Credentials – (Highest Degree Only) – Baccalaureate |          |             |          |             |               |             |           |             |
|--|----------|-------------|----------|-------------|---------------|-------------|-----------|-------------|
| Number of Faculty  | Doctoral |             | Master's |             | Baccalaureate |             | Associate |             |
|  | Nursing  | Non-nursing | Nursing  | Non-nursing | Nursing       | Non-nursing | Nursing   | Non-nursing |
| FT Exclusive   | 1        | 1           | 1        | 1           |               |             |           |             |
| PT Exclusive   |          |             | 3        |             |               |             |           |             |

| Nursing Faculty Academic Credentials – (Highest Degree Only) – Associate |          |             |          |             |               |             |           |             |
|--|----------|-------------|----------|-------------|---------------|-------------|-----------|-------------|
| Number of Faculty  | Doctoral |             | Master's |             | Baccalaureate |             | Associate |             |
|  | Nursing  | Non-nursing | Nursing  | Non-nursing | Nursing       | Non-nursing | Nursing   | Non-nursing |
| FT Exclusive   | 1        |             | 11       | 1           |               |             |           |             |
| PT Exclusive   |          |             | 4        |             | 1             |             |           |             |

| Nursing Faculty Academic Credentials – (Highest Degree Only) – Shared |          |             |          |             |               |             |           |             |
|---|----------|-------------|----------|-------------|---------------|-------------|-----------|-------------|
| Number of Faculty   | Doctoral |             | Master's |             | Baccalaureate |             | Associate |             |
|   | Nursing  | Non-nursing | Nursing  | Non-nursing | Nursing       | Non-nursing | Nursing   | Non-nursing |
| FT Shared   | 10       |             | 14       |             |               |             |           |             |
| PT Shared   |          |             |          |             |               |             |           |             |

Students:

Baccalaureate

|                                   |            |
|-----------------------------------|------------|
| Total nursing student enrollment: | <b>291</b> |
| RN-to-BSN Hybrid Full-time:       | <b>145</b> |
| RN-to-BSN Hybrid Part-time:       | <b>7</b>   |
| RN-to-BSN Online Full-time:       | <b>131</b> |
| RN-to-BSN Online Part-time:       | <b>8</b>   |

Associate

|                                   |            |
|-----------------------------------|------------|
| Total nursing student enrollment: | <b>416</b> |
| Traditional RN AS WSU Ogden:      | <b>118</b> |
| Traditional RN AS WSU Davis:      | <b>118</b> |
| PN-to-RN AS Bridgerland Tech:     | <b>48</b>  |
| PN-to-RN AS Ogden/Weber Tech:     | <b>34</b>  |
| PN-to-RN AS Davis Tech:           | <b>61</b>  |
| PN-to-RN AS Online:               | <b>37</b>  |
| PN-to-RN AAS (all options):       | <b>0</b>   |

Program Options/Length:

|  |   |
|--|---|
| Program Type   | Baccalaureate   |
| Name of Program Option:  | RN-to-BSN   |
| Method of Program Delivery:  | Distance Education  |
| Percentage of Nursing Credits Delivered by Distance Education:   | <input type="checkbox"/> 0% <input type="checkbox"/> 1–24% <input type="checkbox"/> 25–49% <input checked="" type="checkbox"/> 50–100%  |
| Official Published Program of Study:   | Full-time; Part-time  |
| Academic Term Type:  | Semesters   |
| Length of Academic Term (in weeks):  | 15  |
| Length of Time/Required Number of Academic Terms (including any prerequisite terms prior to entry into the program): | 2 semesters   |
| Total Number of Credits for Entire Program Option:   | 120   |
| Total Number of Nursing Credits:   | 83  |
| Total number of Non-Nursing/General Education/Elective/Prerequisite Credits (do not count credits twice)             | 37  |
| Transfer Credits (included in the credits above) based on the governing organization or state policies:              | Up to <u>90</u> non-nursing/general education/elective/prerequisite credits can be transferred into the program option.<br>No nursing credits can be transferred into the program option. |

|  |   |
|--|---|
| Program Type   | Baccalaureate   |
| Name of Program Option:  | RN-to-BSN   |
| Method of Program Delivery:  | Hybrid  |
| Percentage of Nursing Credits Delivered by Distance Education:   | <input type="checkbox"/> 0% <input type="checkbox"/> 1–24% <input type="checkbox"/> 25–49% <input checked="" type="checkbox"/> 50–100%  |
| Official Published Program of Study:   | Full-time; Part-time  |
| Academic Term Type:  | Semesters   |
| Length of Academic Term (weeks):   | 15  |
| Length of Time/Required Number of Academic Terms (including any prerequisite terms prior to entry into the program): | 2 semesters   |
| Total Number of Credits for Entire Program Option:   | 120   |
| Total Number of Nursing Credits:   | 83  |
| Total number of Non-Nursing/General Education/Elective/Prerequisite Credits (do not count credits twice)             | 37  |
| Transfer Credits (included in the credits above) based on the governing organization or state policies:              | Up to <u>90</u> non-nursing/general education/elective/prerequisite credits can be transferred into the program option.<br>No nursing credits can be transferred into the program option. |

|  |   |
|--|---|
| Program Type   | Associate   |
| Name of Program Option:  | Traditional RN  |
| Method of Program Delivery:  | Face-to-Face  |
| Percentage of Nursing Credits Delivered by Distance Education:   | <input checked="" type="checkbox"/> 0% <input type="checkbox"/> 1–24% <input type="checkbox"/> 25–49% <input type="checkbox"/> 50–100%  |
| Official Published Program of Study:   | Full-time   |
| Academic Term Type:  | Semesters   |
| Length of Academic Term (weeks):   | 15 weeks  |
| Length of Time/Required Number of Academic Terms (including any prerequisite terms prior to entry into the program): | 4 semesters   |
| Total Number of Credits for Entire Program Option:   | 74–75   |
| Total Number of Nursing Credits:   | 33  |
| Total number of Non-Nursing/General Education/Elective/Prerequisite Credits (do not count credits twice)             | 41–42   |
| Transfer Credits (included in the credits above) based on the governing organization or state policies:              | Up to <u>55</u> non-nursing/general education/elective/prerequisite credits can be transferred into the program option.<br>No nursing credits can be transferred into the program option. |

|  |   |
|--|---|
| Program Type   | Associate   |
| Name of Program Option:  | PN-to-RN AS   |
| Method of Program Delivery:  | Distance Education  |
| Percentage of Nursing Credits Delivered by Distance Education:   | <input type="checkbox"/> 0% <input type="checkbox"/> 1–24% <input type="checkbox"/> 25–49% <input checked="" type="checkbox"/> 50–100%  |
| Official Published Program of Study:   | Full-time   |
| Academic Term Type:  | Semesters   |
| Length of Academic Term (weeks):   | 15  |
| Length of Time/Required Number of Academic Terms (including any prerequisite terms prior to entry into the program): | 2 semesters   |
| Total Number of Credits for Entire Program Option:   | 74–77   |
| Total Number of Nursing Credits:   | 33  |
| Total number of Non-Nursing/General Education/Elective/Prerequisite Credits (do not count credits twice)             | 41–44   |
| Transfer Credits (included in the credits above) based on the governing organization or state policies:              | Up to <u>41</u> non-nursing/general education/elective/prerequisite credits can be transferred into the program option.<br>No nursing credits can be transferred into the program option. |

|  |   |
|--|---|
| Program Type   | Associate   |
| Name of Program Option:  | PN-to-RN AS   |
| Method of Program Delivery:  | Face-to-Face  |
| Percentage of Nursing Credits Delivered by Distance Education:   | <input checked="" type="checkbox"/> 0% <input type="checkbox"/> 1–24% <input type="checkbox"/> 25–49% <input type="checkbox"/> 50–100%  |
| Official Published Program of Study:   | Full-time   |
| Academic Term Type:  | Semesters   |
| Length of Academic Term (weeks):   | 15  |
| Length of Time/Required Number of Academic Terms (including any prerequisite terms prior to entry into the program): | 2 semesters   |
| Total Number of Credits for Entire Program Option:   | 74–77   |
| Total Number of Nursing Credits:   | 33  |
| Total number of Non-Nursing/General Education/Elective/Prerequisite Credits (do not count credits twice)             | 41–44   |
| Transfer Credits (included in the credits above) based on the governing organization or state policies:              | Up to <u>41</u> non-nursing/general education/elective/prerequisite credits can be transferred into the program option.<br>No nursing credits can be transferred into the program option. |

|  |   |
|--|---|
| Program Type   | Associate   |
| Name of Program Option:  | PN-to-RN AAS  |
| Method of Program Delivery:  | Face-to-Face  |
| Percentage of Nursing Credits Delivered by Distance Education:   | <input checked="" type="checkbox"/> 0% <input type="checkbox"/> 1–24% <input type="checkbox"/> 25–49% <input type="checkbox"/> 50–100%  |
| Official Published Program of Study:   | Full-time   |
| Academic Term Type:  | Semesters   |
| Length of Academic Term (weeks):   | 15  |
| Length of Time/Required Number of Academic Terms (including any prerequisite terms prior to entry into the program): | 2 semesters   |
| Total Number of Credits for Entire Program Option:   | 63  |
| Total Number of Nursing Credits:   | 33  |
| Total number of Non-Nursing/General Education/Elective/Prerequisite Credits (do not count credits twice)             | 30  |
| Transfer Credits (included in the credits above) based on the governing organization or state policies:              | Up to <u>35</u> non-nursing/general education/elective/prerequisite credits can be transferred into the program option.<br>No nursing credits can be transferred into the program option. |

|  |   |
|--|---|
| Program Type   | Associate   |
| Name of Program Option:  | PN-to-RN AAS  |
| Method of Program Delivery:  | Distance Education  |
| Percentage of Nursing Credits Delivered by Distance Education:   | <input type="checkbox"/> 0% <input type="checkbox"/> 1–24% <input type="checkbox"/> 25–49% <input checked="" type="checkbox"/> 50–100%  |
| Official Published Program of Study:   | Full-time   |
| Academic Term Type:  | Semesters   |
| Length of Academic Term (weeks):   | 15  |
| Length of Time/Required Number of Academic Terms (including any prerequisite terms prior to entry into the program): | 2 semesters   |
| Total Number of Credits for Entire Program Option:   | 63  |
| Total Number of Nursing Credits:   | 33  |
| Total number of Non-Nursing/General Education/Elective/Prerequisite Credits (do not count credits twice)             | 30  |
| Transfer Credits (included in the credits above) based on the governing organization or state policies:              | Up to <u>35</u> non-nursing/general education/elective/prerequisite credits can be transferred into the program option.<br>No nursing credits can be transferred into the program option. |

Additional Locations:

|  |  |
|--|--|
| Name of Location:  | WSU Davis Campus   |
| Address:   | 2750 University Park Boulevard, Layton, UT 84041   |
| Location Classification:   | Branch Campus  |
| Percentage of Credit Hours for Entire Program of Study Taught at Location: | <input type="checkbox"/> 1–24% <input type="checkbox"/> 25–49% <input checked="" type="checkbox"/> 50–100% |
| Program Options Offered:   | PN-to-RN AS Face-to-Face<br>PN-to-RN AAS Face-to-Face<br>Traditional AS                                    |
| Visited By Site Visit Team:  | Yes  |

|  |  |
|--|--|
| Name of Location:  | Bridgerland Technical College Campus   |
| Address:   | 1301 North 600 West Logan, UT 84321  |
| Location Classification:   | Off-Campus Instructional Site  |
| Percentage of Credit Hours for Entire Program of Study Taught at Location: | <input type="checkbox"/> 1–24% <input type="checkbox"/> 25–49% <input checked="" type="checkbox"/> 50–100% |
| Program Options Offered:   | PN-to-RN AS Face-to-Face<br>PN-to-RN AAS Face-to-Face  |
| Visited By Site Visit Team:  | No   |



|  |  |
|--|--|
| Name of Location:  | Ogden/Weber Technical College Campus   |
| Address:   | 200 Washington Boulevard, Ogden, UT 84404  |
| Location Classification:   | Off-Campus Instructional Site  |
| Percentage of Credit Hours for Entire Program of Study Taught at Location: | <input type="checkbox"/> 1–24% <input type="checkbox"/> 25–49% <input checked="" type="checkbox"/> 50–100% |
| Program Options Offered:   | PN-to-RN AS Face-to-Face<br>PN-to-RN AAS Face-to-Face  |
| Visited By Site Visit Team:  | Yes  |

|  |  |
|--|--|
| Name of Location:  | Davis Technical College Campus   |
| Address:   | 550 East 300 South Kaysville, UT 84037   |
| Location Classification:   | Off-Campus Instructional Site  |
| Percentage of Credit Hours for Entire Program of Study Taught at Location: | <input type="checkbox"/> 1–24% <input type="checkbox"/> 25–49% <input checked="" type="checkbox"/> 50–100% |
| Program Options Offered:   | PN-to-RN AS Face-to-Face<br>PN-to-RN AAS Face-to-Face  |
| Visited By Site Visit Team:  | No   |

**Interviews:**

Individual Conferences

Susan Thornock, EdD, RN, Chair and Professor of Nursing  
 Sally Cantwell, PhD, RN, Associate Program Director and Associate Chair for the School of Nursing  
 Amy Stegen, EdD(c), MSN, RN, Baccalaureate Program Director  
 Jason Francis, MSL, Health Professions Librarian  
 Carla Jones, Administrative Specialist III for the Center for Community Engaged Learning  
 Mary Lou Morales, MSN, RN, PN Program Manager and Facilitator for Ogden/Weber Technical College  
 Robert Holt, MS, Enrollment Director for the School of Nursing

Group Conferences

College Administrators  
 Brad Mortensen, PhD, President  
 Madonna Miner, PhD, WSU Provost and Vice President of Academic Affairs  
 Yasmen Simonian, PhD, MLS (ASCP) CM, FASAHP, Dean of the Dumke College of Health Professions  
 Ken Johnson, PhD, FACHE, FASAHP, Associate Dean of the Dumke College of Health Professions  
 Steve Nabor, MBA, CPA, Senior Associate Vice President for Financial Services and Chief Financial Officer

Nursing Faculty

Melissa Neville, DNP, APRN, CPNP  
 Diane Leggett-Fife, PhD, RN  
 Valerie Gooder, PhD, RN, NHDP-BC  
 Tamara Dahlkemper, MSN, RN, CNE  
 Ann Rocha, PhD, RN, FNP-BC  
 Mary Anne Reynolds, PhD, RN, ACNS-BC  
 Jamie Wankier, MSN, RN  
 Trisha Small, MSN, RN  
 Rachel Ardern, HLTCSd, RN  
 Kathleen Cadman, PhD, RN, RAC-CT, CNE  
 Jon Kelly, MNA, RN, MAP  
 Holli Sowerby, EdD, RN, CNE  
 Tamara Berghout, MSN, RN

Nancy Weston, MSN, RN  
Cynthia Beynon, MSN, RN, CNE  
Tressa Quayle, MSN, RN  
Heather Clark, MSN, RN  
Pamela Anderson, MSN, RN  
Jody Reese, MSN, RN  
Rieneke Holman, PhD, RN  
Deon Openshaw, MSN, RN  
Kris Williams, DNP, APRN, FNP-C  
Terry Phillips, MSN, APRN, ANP-BC  
Vicky Hansen, MSN, RN, CNE  
Cathy Harmston, MSN, RN, FNP-BC  
Juanita Allen, DNP, RN, FNP-BC  
Kaylene Chalmers, MSN, RN

#### General Education Faculty

Kraig Chugg, MS, MT (ASCP), Assistant Professor and Chair of Health Sciences  
Craig Oberg, PhD, Brady Presidential Distinguished Professor of Microbiology  
Laine Berghout, PhD, Professor and Chair for the Department of Chemistry and Biochemistry

#### Support Services Personnel

Adrienne Andrews, MS, MA, Chief Diversity Officer  
Casey Bullock, PhD, University Registrar  
Dianna Abel, PhD, Executive Director of Counseling, Health, and Wellness  
Eric Neff, MA, DCHP Director of Admissions, Advisement, and Recruitment  
Jed Spencer, MPA, CPA, Financial Aid and Scholarships Director  
Ty Naylor, MBA, ITGC, IT Marketing and Training Manager  
Mike Mitchell, MEd, Canvas Administrator and Instructional Designer  
Scott Teichert, MEd, Director of the Office of Admissions

#### Nursing Students

Total David Campus Face-to-Face Associate students, n=68  
First Semester PN-to-RN students, n=2  
Traditional RN First Semester students, n=6  
Traditional RN Third Semester students, n=60  
RN-to-BSN students, n=4

#### **Documents Reviewed:**

##### Catalogs, Handbooks, and Manuals

Student Handbook, Academic Year 2018–2019  
Student Handbooks Part A and B: ADN and Part C: RN-to-BSN, 2018–2019  
Technology Addendum to Student Handbook A and B, 2018  
Weber State University (WSU) Dumke College of Health Professions School of Nursing Student  
Capstone Manual, current  
WSU School of Nursing Faculty Manual, 2018–2019  
WSU Policy and Procedure Manual Student Code: Due Process, 2018–2019  
WSU Catalog, 2018–2019

##### External Constituency Documents

Utah Board of Nursing NCLEX-RN pass rates, 2018  
Utah System of Higher Education Policy 401 3.1.5, current  
Northwest Commission on Colleges and Universities Glossary, current  
CDC listing of TB risk, 2016

Utah Department of Health Bureau of Epidemiology and TB recommendations, 2018

Nursing/Governing Organization Documents

WSU Faculty Equity Model, 2018–2019  
WSU/OWTC PN-to-RN Curriculum (AS or AAS), Fall 2019; Spring 2020  
WSU School of Nursing (SON) Job Descriptions for School of Nursing Chair, Program Director, Associate Chair, Technical College Facilitator, Faculty, and Adjunct Faculty, 2015; 2018  
Committee Structure and Function of the Administrative Council, 2018  
BSN Course Maps Parts A and B, 2019  
BSN Evaluation of Standard 6 BSN Outcomes, 2018  
SON Evaluation Committee, 2017–2018  
Evaluation Committee Reports (1.4 Faculty Surveys), 2019  
RN-to-BSN Program Map, 2017; 2018  
School of Nursing Organizational Chart, July 2018  
School of Nursing Advisory Board Members, 2017–2018  
Evaluation Committee presentation to Advisory Board, 2018  
School of Nursing Standing Committees, 2018–2019  
Dumke College of Health Professions Committees, 2018–2019  
WSU Faculty Senate Standing Committees, 2016–2017; 2017–2018; 2018–2019  
WSU Associate Degree Contract between Davis Applied Technology College and Weber State University, 2015  
Preceptor Packet, current  
Preceptor Qualifications, current  
Selection of Preceptors, April 2014  
Faculty Workload, Spring 2019  
WSU Staff Job Descriptions for Advisor, Administrative Specialist II (ADN, PN-to-RN), Enrollment Director, Laboratory Simulation Operations Assistant, Simulation Operations Manager, and Office Manager, current  
Faculty Survey to Measure ACEN Standards and Criteria, Spring 2018  
Annual Faculty Performance Evaluation and Goal Setting, current  
Adjunct Evaluation and Feedback, Fall 2018  
Faculty Senate Standing Committees, 2018–2019  
WSU School Default Rates, current  
ADN New Student Orientation Agenda and PowerPoint, 2018–2019  
RN-to-BSN Orientation Agenda: APA Format and Plagiarism Presentation, current  
AS and AAS Program of Study: WSU School of Nursing Previous and New Program of Study, current  
Clinical Contact List, Spring 2019  
Clinical Sites, Spring 2019  
Applicant Checklist for Fall 2019, Spring 2020  
WSU Student Characteristics, Fall Semester, Third Week 2018

Meeting Minutes

SON Advisory Board meeting minutes, 2017; 2018  
BSN Curriculum meeting minutes, 2017; 2018  
SON Course Review Data Form for NRS 4100 and 4400 and meeting minutes, 2018; 2019  
Closing Faculty meeting minutes, 2015  
ADN Faculty meeting minutes, 2016; 2017; 2018  
ADN Curriculum meeting minutes, 2018; 2019  
General Faculty Opening meeting minutes, 2018  
RN-to-BSN Evaluation meeting minutes, 2018  
ADN Evaluation meeting minutes, 2018  
NCLEX Decision-making 3300 Course meeting minutes, 2018  
SON Evaluation Committee meeting minutes, 2018; 2019

BSN Course meeting minutes, 2019

Course Materials

Course Maps A and B for NRS 4600 Communication, Collaboration, and Information Management in Health Care, 2018; 2019

NRS 4100 Caregiver and Advocacy paper, current

NRS 4200 Application Project: Call for Change in Evidence-based Practice, Spring 2019

NRS 4400 Community Presentation: Application Assignment, Fall 2018

NRS 4500 Signature and Application Assignment: Change Implementation, Fall 2018

NRS 4600 Informatics Application Assignment, current

NRS 2100 Test Blueprint, Fall 2017

Diversity Assignment Examples: NRS 3810 Unit E Assignment and NRS 4400 Signature Assignment Environmental with Cultural Factors, current

**Third-Party Comments:**

The nursing education unit had a reasonable process for soliciting third-party comments. Methods used to announce the accreditation visit to the program's communities of interest included an announcement on the Weber State University (WSU) Annie Taylor Dee (ATD) School of Nursing website with information regarding the public meeting and solicitation of third-party comments, including the correct ACEN contact information.

There were five attendees at the public meeting. Four attendees were members of the Advisory Board. One of the Advisory Board members and the other attendee were facilitators at the technical college locations, which partner with WSU to offer the PN-to-RN option. Advisory Board members discussed how the program discusses end-of-program student learning outcome and program outcome data. The attendees discussed the importance of the WSU-technical college partnership to the community and to nursing. One attendee discussed how he personally provides monies to WSU for nursing scholarships to support single parents in the nursing program. All attendees recognized that a nursing degree from WSU is highly respected and employers choose WSU graduates over other candidates when given the option.

Written third-party comments were not received by the ACEN.

### III. CLASSROOM AND CLINICAL OBSERVATIONS

#### Baccalaureate – Classroom/Laboratory Observation #1

|                                   |  |
|-----------------------------------|--|
| Course Prefix, Number, and Title: | NRSG 4400 Population Health in Nursing |
| Method of Course Delivery:        | Distance Education                     |
| Faculty Name and Credentials:     | Kathleen Cadman, PhD, RN, RAC-CT, CNE  |
| Number of Students in Attendance: | 24                                     |

This course was reviewed using the Weber State University (WSU) learning management system (LMS). This course contains multiple learning experiences that enable the student to assess and engage with diverse populations, focusing on health disparities, population risk, disease prevention, and health promotion. Students work both independently and collaboratively with entities within the community to explore population-based interventions. Activities included structured discussions, community assessments, written assignments, presentations within the LMS system and to a community group, and reflection. Grading was done using rubrics that included both quantitative and qualitative feedback. Student-to-student and faculty-to-student interactions were verified by the peer evaluators (graded rubrics in course gradebook). Information about assignments was clarified and amplified by the instructor.

#### Baccalaureate – Classroom/Laboratory Observation #2

|                                   |   |
|-----------------------------------|---|
| Course Prefix, Number, and Title: | NRSG 4500 Nursing Leadership and Management |
| Method of Course Delivery:        | Distance Education                          |
| Faculty Name and Credentials:     | Jon Kelly, MNA, RN, MAP                     |
| Number of Students in Attendance: | 24  |

This course was reviewed using the WSU LMS. The focus of this course is to examine roles, functions, and characteristics of the effective nurse leader. Assignments build toward the signature change project assignment. Students apply principles of nursing leadership to effect change with a desired outcome of increasing safety and quality of care. Teamwork, interdisciplinary collaboration, and the incorporation of evidence-based practice are stressed. Students work independently and in groups, based on assignment criteria. Grading was completed using rubrics that included both quantitative and detailed qualitative feedback. Student-to-student and faculty-to-student interactions were verified by the peer evaluators (graded rubrics in course gradebook). Information about assignments was clarified and amplified by course the instructor.

#### Associate – Classroom/Laboratory Observation #1

|                                   |  |
|-----------------------------------|--|
| Course Prefix, Number, and Title: | NRSG 2551 Patient-Centered Nursing Care 3 Laboratory |
| Method of Course Delivery:        | Distance Education                                   |
| Faculty Name and Credentials:     | Monte Roberts, DNP, RN                               |
| Number of Students in Attendance: | 10   |

This course is a PN-to-RN online section. Students were required to attend the laboratory offerings face-to-face. Students were seated in a debriefing room in the nursing simulation laboratory. Students had individual mobile desks. A large monitor was in the front of the room. Students were dressed in the required School of Nursing (SON) uniform. The instructor and students were revisiting content that was covered during the laboratory session, which focused on GI bleeds. The instructor facilitated the discussion with students, offering rationales. Discussion included signs and symptoms of GI bleeds, pharmacologic interference in GI bleeds, acute vs chronic bleeds, and treatment for GI bleeds. The importance of patient assessment was stressed.

**Associate – Classroom/Laboratory Observation #2**

|                                   |   |
|-----------------------------------|---|
| Course Prefix, Number, and Title: | NRSG 2551 Patient-Centered Nursing Care 3 Laboratory      |
| Method of Course Delivery:        | Face-to-Face  |
| Faculty Name and Credentials:     | Monica Bottelberghe, MSN, RN<br>Rachel Ardern, HLTCSd, RN |
| Number of Students in Attendance: | 20  |

This is a third-semester traditional RN option course. The course was a four-hour simulation in which 20 students (10 per section) simultaneously participated in a simulation experience. Each student was participating in a role as either patient, family member, nurse, doctor, or taking debriefing notes. Students in the role of nurse were in the simulation bays and throughout the laboratory collecting supplies from the supply room, medications from the electronic medication carts, and charting in the electronic medical record. The simulations were recorded for debriefing. Each student will be involved in 10 simulations throughout this course.

**Associate – Classroom/Laboratory Observation #3**

|                                   |                                     |
|-----------------------------------|-------------------------------------|
| Course Prefix, Number, and Title: | NRSG 2100 Pharmacology for Nurses I |
| Method of Course Delivery:        | Face-to-Face                        |
| Faculty Name and Credentials:     | Rieneke Holman, PhD, RN             |
| Number of Students in Attendance: | 30                                  |

The instructor used a multi-approach method to teaching this course, including an interactive question and answer time with NCLEX-style questions (using the overhead projector). Following this, as a review of the assigned homework, the instructor engaged the students in role-play. She instructed the students to look under their chair and see if they had a sticky note with a number on it. Students went to the front of the room in groups of three and were assigned roles. One student was in the nurse role, one in the patient role, and one in the patient's family role. The instructor then gave a scenario where the patient had a particular disorder and was prescribed a new medication. The instructor then said to the patient/family roles, "Ask the nurse questions about the medication you are taking." The nurse role had to answer the questions based on knowledge of the medication, as if speaking to a patient/family. The students enjoyed this and following this interaction, the instructor led the class in an interactive discussion of the medication, and students took notes. The instructor appeared comfortable in her role and demonstrated knowledge of the content.

The classroom was adequate size and was well lighted. There were enough tables and chairs for all students, with ample room. Most students were working on their own personal laptops, and it was noted by the peer evaluators that there were only a few electrical outlets in the room.

**Associate – Classroom/Laboratory Observation #4**

|                                   |   |
|-----------------------------------|---|
| Course Prefix, Number, and Title: | NRSG 3300 ONL: Entry into Nursing Professional Practice |
| Method of Course Delivery:        | Distance Education                                      |
| Faculty Name and Credentials:     | Carrie Jeffrey, MSN, RN                                 |
| Number of Students in Attendance: | 20  |

The peer evaluators were able to review the online course and find an interactive discussion board between the instructor and the students as well as between students. The instructor communicated through a variety of methods, including posting announcements, discussion boards, comments in grading rubrics, and video messages. The course outcomes were driven by the end-of-program SLOs, and assignments for the course were appropriate to achieve the outcomes. The students were evaluated through a variety of methods, including written assignments, responses to case studies, online discussions, and quizzes. The peer evaluators were able to find strong interaction between the instructor and students.

**Clinical Observation #1**

|   |  |
|---|--|
| Program Type (check all that apply):                                  | Baccalaureate                          |
| Course Prefix, Number, and Title:                                     | NRSG 4400 Population Health in Nursing |
| Clinical Agency:  | Not Available                          |
| Faculty Name and Credentials:   | Kathleen Cadman, PhD, RN, RAC-CT, CNE  |
| Names, Titles, and Credentials of Agency Representatives Interviewed: | Not Available                          |
| Number of Students Interviewed:                                       | 24 reviewed                            |

This is an application clinical assignment that simulates dependency on public transportation to access community services. Students have a detailed template to use for this assignment (located in the assignment on the LMS system, NRSG 4400). As part of the assignment, students perform a community assessment of a neighborhood while physically riding the bus. Students evaluate the general topography, roadway conditions, noise levels, economic states observed, evidence of ethnic neighborhoods, who rides that bus (race, gender, age, etc.), service facilities in the area (food, laundry, banks, gas stations, resale, other shopping services, business and industry, employment [help wanted], schools, libraries, health care [hospitals, dentists, clinics], places of worship, recreational areas/parks, restaurants and bars, housing [single family, apartments, vacancies, condition of housing], safety [police, fire], social services [Social Security office, health department, senior centers, daycares, assistance programs], other transportation options, and environmental/safety issues [sidewalks, wheelchair access, lighting, toxic chemicals, air pollution, sanitation, stray animals]. Students also access links available on the completion form to determine pollution issues in the area and online statistics about income and education levels of the area. Students then interview two key informants using guided questions: an official community leader and a community member who is also riding the bus, after which they compare and contrast concerns of the leader and the member. Students then synthesized the assessment and interviews to describe strengths and weaknesses in the community and health implications of the findings. They concluded the clinical assignment using reflective journaling. The peer evaluators reviewed all student assignments and feedback from the instructor. Objectives for this assignment were clear and were met by the activity. Application of course concepts was evident.

**Clinical Observation #2**

|   |  |
|---|--|
| Program Type (check all that apply):                                  | Associate  |
| Course Prefix, Number, and Title:                                     | NRSG 2250 Patient Centered Nursing Care Clinical 3   |
| Clinical Agency:  | McKay-Dee Hospital   |
| Units Visited:  | Pediatrics<br>Medical-Surgical<br>Cardiovascular<br>Labor and Delivery<br>Neonatal Intensive Care Unit   |
| Faculty Name and Credentials:   | Jeanette Harris, MSN, RN   |
| Names, Titles, and Credentials of Agency Representatives Interviewed: | Terrell Drainey, RN, Charge Nurse and WSU Graduate<br>Amber Westbrooke, RN, Nurse Manager and WSU Graduate<br>Christy Brown, MSN, RN, Nurse Staff and WSU Graduate<br>Danielle Nef, RN, Charge Nurse |
| Number of Students Interviewed:                                       | 5  |

The peer evaluators toured McKay-Dee hospital, which is licensed for 321 beds. Inpatient services include medical-surgical, progressive care, ER, ICU, cardiovascular care, pediatrics, mental health, and maternal/newborn. On the day of the tour, there were 10 students from NRSG 2550 course assigned to various units throughout the hospital (cardiovascular care, medical-surgical care, adult ICU, NICU, labor and delivery, and mental health). Five students from NRSG 2550 were interviewed. Both students and the instructor reported that there is an adequate number of patients and various patient types for students to

meet their learning objectives and achieve the end-of-program student learning outcomes (SLOs). These students were able to explain their objectives for the clinical day and were able to discuss in details how they would be evaluated at the end of the clinical day, mid-term, and final evaluation at the end of the semester.

In interviews with the instructor who reported that nursing staff are welcoming of students. This instructor is a former employee of McKay-Dee hospital. The instructor also verbalized that students receive a thorough orientation via an online orientation package, including training on the electronic health records prior to beginning clinical learning experiences. Peer evaluators interviewed three graduates who stated that WSU the nursing program prepared them well for licensure examination and for the workforce. The peer evaluators also interviewed four nursing service representatives, three of whom are also graduates of WSU nursing program. They indicated that WSU nursing students are knowledgeable and well prepared for patient care. The nursing service representatives also verbalized that they have hired new graduates from WSU, and they are very pleased with the quality of care that WSU graduates provide.

### Clinical Observation #3

|   |  |
|---|--|
| Program Type (check all that apply):                                  | Associate  |
| Course Prefix, Number, and Title:                                     | NRSG 3350 Entry Into Nursing Professional Practice Capstone  |
| Clinical Agency:  | McKay-Dee Hospital   |
| Units Visited:  | Medical-Surgical<br>Cardiovascular   |
| Faculty Name and Credentials:   | Carrie Jeffrey, MSN, RN  |
| Names, Titles, and Credentials of Agency Representatives Interviewed: | Terrell Drainey, RN, Charge Nurse and WSU Graduate<br>Amber Westbrooke, RN, Nurse Manager and WSU Graduate<br>Christy Brown, MSN, RN, Nurse Staff and WSU Graduate<br>Danielle Nef, RN, Charge Nurse |
| Number of Students Interviewed:                                       | 3  |

On the day of the tour, there were four students from NRSG 3350 course doing preceptorship clinical rotations. Three students from NRSG 3350 were interviewed. Students and the instructor reported that there is an adequate number of patients and various patient types for students to meet their learning objectives and achieve the end-of-program SLOs. These students were able to explain their objectives for the preceptorship experience and were able to discuss in details how they would be evaluated at mid-term and final evaluation at the end of the semester.

In interviews, the instructor reported that nursing staff are welcoming of students. Students work alongside the nurse preceptor, and the instructor will check in once a week. Students stated they have access and can call the instructor at any time as needed during clinical times. Peer evaluators interviewed three graduates who stated that the WSU nursing program prepared them well for licensure examination and for the workforce. The peer evaluators also interviewed four nursing service representatives, three of whom are also graduates of WSU nursing program. They indicated that WSU nursing students are knowledgeable and well prepared for patient care. The nursing service representatives also verbalized that they have hired new graduates from WSU, and they are very pleased with the quality of care that WSU graduates provide.



#### IV. EVALUATION OF THE 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.**

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

Interviews with the President, Provost/Vice President for Academic Affairs (VPAA), and other administrators verified the information in the SSR (p. 21) that the mission and vision of the nursing education unit, the Dumke College of Health Professions (DCHP), and governing organization are congruent. The Dean of the DCHP describes the School of Nursing (SON) as “the crown jewel” of the institution. The President discussed how the philosophy of WSU is a “dual mission model” and that nursing has led the university through the PN-to-RN and RN-to-BSN options and serves as the “poster child” for technical college partnerships. The President, Provost/VPAA, Dean, and Associate Dean expressed their ongoing support for the SON.

**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.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

Peer evaluators verified that the nurse administrator, program directors, and faculty are involved in governance of WSU at the university, college, school, and program levels. Committees in which faculty participate include the Dumke College of Health Professions 2018–2019 Committees, School of Nursing Standing Committees 2018–2019, and Faculty Senate Standing Committees 2018–2019). The nurse administrator was a member of the recent WSU Presidential Search Committee. Nursing faculty serve on the Faculty Senate Standing Committees. The Administrative Council for the School of Nursing is comprised of the nurse administrator, program directors, and facilitators from the affiliated technical colleges housing the PN-to-RN options. Students stated that opportunities exist for them to participate in governance through the student government. Student support staff noted that elected representatives serve students on the WSU Ogden and WSU Davis campuses. Peer evaluators verified that students actively

participate in governance through participation on School of Nursing committees (Curriculum Committee meeting minutes, September 17, 2018).

**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.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

There is a 23-member Advisory Board to the School of Nursing, which meets biannually (Advisory Board Member List, 2017–2018). Peer evaluators verified that end-of-program student learning outcome (SLO) and program outcome assessment data are shared with the Advisory Board through review of PowerPoint presentation presented during the meeting and minutes (Advisory Board meeting minutes, September 18, 2018). Feedback pertinent to the nursing programs is solicited from the Advisory Board (Advisory Board meeting minutes, March 13, 2018).

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

The SON has strong community partnerships, which have resulted in external funding for student scholarships, classrooms, and other resources. Peer evaluators verified external contributions through review of Faculty meeting minutes, in which discussion ensued about the contributions of the Stewart Education Foundation and the Annie Taylor Dee Foundation, which led to the naming of the SON (General Faculty Opening meeting minutes, August 21, 2018). The Dean and Chief Financial Officer confirmed that simulation laboratories were funded through donor monies (SSR, p. 106). WSU has strong partnerships with the applied technical colleges (ATCs) throughout the state of Utah. The contractual agreements are between WSU and Davis Technical College, Bridgerland Technical College, and Ogden/Weber Technical College. The partnership includes responsibilities for both parties, which include responsibilities for WSU, “work collaboratively with the college’s representative in meeting the educational objectives of the program; facilitate communication between WSU representatives and college representatives; provide on-site access to necessary materials as required in course content, skills, and learning objectives; provide standards, curriculum and instructional material to ensure eligibility for nursing program accreditation; hire as nursing faculty at WSU persons for the indicated positions and provide employee compensation and benefits; provide instructors for preceptorships, didactic instruction and laboratory instruction; provide advising services; maintain records and document grades; award the associate of science or associate of applied science degree to students upon successful completion of required curriculum program.”

With this partnership, students who are enrolled in the PN-to-RN option are WSU students and pay WSU tuition and receive financial assistance through WSU (*WSU/Davis Applied Technology College Contract*, July 2015). Students who successfully complete the PN program at the technical colleges are eligible for admission into the PN-to-RN option through WSU at that technical college. Students completing the AS degree are then able to continue their education into the RN-to-BSN program. The President stated that the state of Utah has a legislative initiative to fund nursing education across the state.

**BACCALAUREATE**

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

**ASSOCIATE**

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

The nurse administrator earned an EdD in eLearning and Teaching Online from Northcentral University in Prescott Valley, AZ, in 2013, an MSN in Nursing Education from the University of Utah in 1998, and a BSN from Weber State University in 1993. Peer evaluators verified educational qualifications through review of transcripts.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

The Board of Nursing has no oversight or requirements of faculty credentials for nursing education in the State of Utah. The nurse administrator meets the WSU requirements by having an “advanced degree in Nursing, doctorate in nursing or related field and academic rank (professor)” (*SON Chair Job Description*, June 2018). Peer evaluators verified that the nurse administrator has more than 20 years of experience at WSU and is experientially qualified, with prior work experience as an educator, consultant, and home healthcare manager, as verified in a review of her personnel file. The nurse administrator was oriented to her role and mentored by the Dean of the Dumke College of Health Professions.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

Peer evaluators verified through a review of transcripts and an autobiography that the Baccalaureate Program Director is academically and experientially qualified and meets the governing organization requirements of graduate nursing education and UT licensure. She has prior nursing education experience at Davis Technical College. She is currently enrolled in an EdD program at Walden University, with an expected Fall 2019 graduation date. She earned an MSN in 2003, a BSN in 1996, and an ADN in 1993. She served in the U.S. Air Force as a nurse reservist. The Baccalaureate Program Director position is 50% administrative (*Job Description – Program Director*, June 2018). Responsibilities of the Baccalaureate Program Director are the same regarding the baccalaureate program as those of the Associate Program Director, with exception of responsibilities of oversight and coordination with the ATCs.

Baccalaureate                       Associate                       Baccalaureate/Associate

Peer evaluators verified through a review of transcripts and an autobiography that the Associate Degree Program Director is academically and experientially qualified and meets the governing organization requirements of graduate nursing education and maintaining UT licensure. She also serves as the SON Associate Chair. She earned a PhD in Higher Education Leadership in 2014 from Northcentral University in Prescott Valley, AZ, an MSN in 2007 from the University of Utah, and a BSN in 2004 from Weber State University. The Associate Degree Program Director position is 50% administrative; however, the Associate Chair position is 100% administrative (*Job Descriptions*, June 2018). Functions and responsibilities of the Associate Degree Program Director include conducting faculty and course evaluations; reporting of evaluation data; advising students; working with the Enrollment Director in the development and implementation of policies/procedures for student admission, retention, and graduation, including program representation in the annual review of the *WSU Nursing Student Handbook*; providing management for the Associate Degree programs; and guiding coordination and articulation for assigned program on all campuses in cooperation with Campus Managers and ATC Facilitators (*Job Description*, June 2018).

Functions of the SON Associate Chair include assisting the SON Chair in providing leadership in development of educational program in accordance with university and college philosophy and objectives; supporting the SON Chair in meetings with regards to the College Executive Committee, DCHP, and the Administrative Council; maintaining responsibility of program, as directed by the Chair, in the absence of SON Chair; and serving as a department resource and contact person for orientation of new faculty (*Job Description – School of Nursing Associate Chair*, November 2015). Additionally, the Associate Chair/Associate Degree Program Director teaches a course in the Associate Degree Program and a course in the Master’s Program on overload (voluntary). A review of her autobiography revealed experiential qualifications in mental health nursing, which is one of the courses she currently teaches.

Facilitators at each of the technical colleges are not employees of WSU, despite peer evaluators confirming that formal WSU job descriptions are in place for these positions (*Job Description – ATC Facilitator*, June 2018). They are the coordinators for the PN students who are attending WSU for the PN-to-RN program. There 2–4 facilitators at each of the three sites. They are required to “hold at least a Master’s Degree in Nursing, and a faculty appointment with an Applied Technology College in Nursing.”

Peer evaluators confirmed that the facilitators are qualified (SSR, pp. 32–33) in interviews with faculty and facilitators, and at the public meeting. Since they are employees of the individual technical colleges, their personnel files are housed at the respective employer.

**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.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

Through review of the job description and interviews with the President, Provost/Vice President for Academic Affairs, Dean, and faculty, peer evaluators verified that the nurse administrator has the authority and responsibility for development and administration of the program. The nurse administrator has 100% administrative responsibility. Through interviews with faculty, peer evaluators verified that the nurse administrator has sufficient time and resources for her role responsibilities.

The nurse administrator is administratively responsible for the Associate, Baccalaureate, and MSN programs and is working to develop a DNP program, which will be WSU’s first doctoral degree. She is assisted in her role with an Associate Chair/Associate Degree Program Director, Baccalaureate Degree Program Director, and a Master’s Degree Program Director. The nurse administrator has an Office Supervisor as a direct report (*School of Nursing Organizational Chart*, July 2018).

The role responsibilities of the nurse administrator include faculty oversight; collaboration with the Enrollment Director and program directors on policies/procedures for student admission, retention, and graduation, ensuring due process is carried out for students and faculty; providing assistance to faculty in advisement of students with complex problems; interpreting SON policies to the college, university, community, and state; directing all activities of the SON; oversight and guidance of articulation between program levels; identifying SON needs, such as faculty, facilities, and finance, and interpreting such to university and college administration; directing faculty in planning, implementing, evaluating, and revising curriculum; and oversight of the accreditation process (Job Description – SON Chair, June 2018).

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

Through review of the job description and interviews with the President, Provost/Vice President of Academic Affairs, Senior Associate Vice President for Financial Services, Dean, and faculty, peer evaluators verified that the nurse administrator has the authority to prepare and administer the program budget, with faculty input. The nurse administrator’s responsibilities include planning, implementing and

monitoring SON budgets and creating internal budgets, and regulating all major SON expenditures with input from program directors (SON Chair Job Description, June 2018).

The Senior Associate Vice President for Financial Services noted that the Dean has the autonomy to transfer funds within her budget to the various departments with the College. Both the Associate Dean and Dean, as well as the nurse administrator and faculty, noted that requests from the SON have been granted. Faculty stated in interviews that they have input into the budget at the beginning and close of each academic year in general faculty meetings where budget requests are discussed. Faculty noted that budget requests go to the program directors who send requests to the nurse administrator and then on to the Dean.

**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.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

Policies for faculty and staff are comprehensive, but are not always followed. For example, faculty are required to “submit an official academic transcript to the School of Nursing” (SSR, p. 44); however, peer evaluators noted that not all faculty files contained official transcripts.

Faculty policies unique to the SON are listed in the SSR (p. 35). According to the General Faculty Opening meeting minutes, (August 21, 2018), the *Faculty Manual* was reviewed and updated, and it was reported by the Associate Chair/Associate Degree Program Director that “faculty are to be held to the same standards as the students” in regards to clinical requirements, which include “annual PPD screen,” as listed in the SSR (p. 35). The Associate Chair/Associate Degree Program Director confirmed that students are to have annual TB testing, despite the CDC listing Utah as a low-risk state. Some clinical affiliation agreements were found to require all participants, including faculty and students, in the agency to have annual TB testing. The faculty who were currently in clinical at the agency had verification of testing within the last year. Policies regarding TB testing were updated during the site visit to reflect the current CDC recommendations for the state of Utah, which reflect that additional TB testing is not required after a negative two-step TB skin test. These policy changes did not follow the SON policy, which require a meeting of the Administrative Council, which is tasked with assuring “articulation within the program between the program, college, university and affiliation agencies; formulating policies and exercising primary authority to make decisions related to the program; and assuring program compliance with University policies and directing input for change of policies when they are not meeting the needs of the program.”

Members of the Administrative Council include the SON; directors; contractual campus managers; Utah Systems of Technical Education Colleges facilitators; the Faculty Organization Chair; and international projects faculty (*Committee Structure and Function – Administrative Council*, June 2018). Changes to the *Faculty Manual* occurred immediately, as the document is fluid, being available in the “Box,” which is an electronic document repository that houses documents available to faculty. Additionally, the policy for faculty clinical requirements in the *Faculty Manual* stated that all clinical requirements were to be housed in CastleBranch. These requirements were not housed in this manner, but were in faculty files or were printed during the time of the visit.

Another example of documentation that was changed during the site visit was a discrepancy in the part-time faculty job description, which stated that a master’s degree was required. A line had been added to the job description to state that a master’s degree was preferred, but the requirement of the degree failed to be deleted. When the discrepancy was pointed out, the policy, which was updated in June 2018, containing both a required master’s degree and a preference of a master’s degree was changed to state only a preference. The policy was initially updated in 2018, as a part-time faculty member was hired with a baccalaureate degree in 2017.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

In interviews with the President and other administrators, peer evaluators verified that online delivery is congruent with the mission of WSU. The Provost/VPAA stated that the three core values of WSU are “access, value, and learning.” She believed that the use of distance education allows the SON to meet these core values. Peer evaluators verified that WSU embraces distance education to “make it easier for those at a distance.” The President stated that 26% of all credit hours earned at WSU are earned through distance education.

**Baccalaureate Program – Summary of Compliance:**

The peer evaluators identified the following strength for Standard 1:

|   |
|---|
| Criterion 1.4   |
| The partnership between Weber State University and the technical colleges throughout the state allows for seamless transition for educational mobility of students from the LPN through the BSN. Weber State University has a strong partnership with the community, which has resulted in external funding and monies to provide education to future nurses. |

The baccalaureate program is in compliance with Standard 1.

The peer evaluators identified the following area needing development for Standard 1:

|  |
|--|
| Criterion 1.10   |
| Ensure that policies for nursing faculty and staff are comprehensive, provide for the welfare of the faculty and staff, and are consistent with those of the governing organization. |

**Associate Program – Summary of Compliance:**

The peer evaluators identified the following strength for Standard 1:

|   |
|---|
| Criterion 1.4   |
| The partnership between Weber State University and the technical colleges throughout the state allows for seamless transition for educational mobility of students from the LPN through the BSN. Weber State University has a strong partnership with the community, which has resulted in external funding and monies to provide education to future nurses. |

The associate program is in compliance with Standard 1.

The peer evaluators identified the following area needing development for Standard 1:

|  |
|--|
| Criterion 1.10   |
| Ensure that policies for nursing faculty and staff are comprehensive, provide for the welfare of the faculty and staff, and are consistent with those of the governing organization. |



**STANDARD 2**  
**Faculty and Staff**

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

**Full- and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings.**

**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.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The following full-time faculty are enrolled in a graduate program:   |

|                                 |                              |
|---------------------------------|------------------------------|
| Faculty Name and Credentials:   | Cynthia Beynon, MSN, RN, CNE |
| Program Assignment:             | Baccalaureate; Associate     |
| Graduate Program:               | Doctorate (PhD) Nursing      |
| Anticipated Date of Completion: | Fall 2020                    |

|                                 |                     |
|---------------------------------|---------------------|
| Faculty Name and Credentials:   | Amy Stegen, MSN, RN |
| Program Assignment:             | Baccalaureate       |
| Graduate Program:               | Doctorate (EdD)     |
| Anticipated Date of Completion: | Fall 2019           |

Baccalaureate       Associate       Baccalaureate/Associate

All full-time faculty hold a master’s degree, and 13 faculty hold a doctorate, as verified in the faculty files. According to information in the new faculty profile table onsite, the Utah State Board of Nursing, the Utah State Board of Regents, and the Northwest Commission on Colleges do not determine faculty qualifications. Qualifications are determined by the governing institution. The Dumke College of Health Professionals (DCHP) and the SON requirements are listed in the *Weber State University School of Nursing Policy and Procedure Manual* under “job descriptions,” which was revised in June 2018.

Faculty in the ADN and RN-to-BSN programs are required to have a master’s degree in nursing. Other requirements include a current, unencumbered RN or APRN license. Faculty must maintain official transcripts, CPR certification, and immunizations if teaching in the clinical setting (Hepatitis B, TDAP, MMR, Varicella, OSHA, defense diving, background check, and urine drug screen). There was a discrepancy between what the *Faculty Manual 2018–2019* stated and what was found in faculty files. Peer evaluators were provided (onsite) with the CDC document (April 13, 2016) and the Utah Department of Health Bureau of Epidemiology (November 2018), which identify that Utah as a low-risk area for TB. Therefore, the recommendation is a two-step test (initial); if negative, no other testing needs to be completed. The Associate Chair/Associate Degree Program Director verbalized clinical faculty should follow the same protocol as the students; the students are required to have TST testing yearly. The 2018–2019 *Faculty Manual* (p. 12) states that if faculty travel internationally, they must show proof of BCG vaccine within the past 10 years or obtain the results of an x-ray. The Associate Chair/Associate Degree Program Director verbalized that faculty who travel abroad are sent to the health department, and the department makes recommendations for what is needed.

The *Faculty Manual 2018–2019* indicates that faculty information will be in CastleBranch for all requirements (the same as students). This had not been started at the time of this visit. As noted in the SSR (p. 38), yearly reviews of qualifications are expected and are located within the faculty files. Peer evaluators found that all files were complete. However, many documents were not in the faculty files and were printed from the office administrator email box during the site visit. An updated faculty profile was provided onsite, which confirmed that there are 41 full-time faculty in the ADN and RN-to-BSN programs. Peer evaluators verified through review of faculty files, which contain autobiographies, as well as in interviews with faculty that they are qualified to teach assigned courses. Many faculty members continue professional practice in the area in which they are teaching.

**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.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The following part-time faculty are enrolled in a graduate program:   |

|                                 |                                   |
|---------------------------------|-----------------------------------|
| Faculty Name and Credentials:   | Tiffany Hood, MSN, RN             |
| Program Assignment:             | Baccalaureate                     |
| Graduate Program:               | Doctorate (PhD) Nursing Education |
| Anticipated Date of Completion: | Spring 2020                       |

|                                 |                           |
|---------------------------------|---------------------------|
| Faculty Name and Credentials:   | Trevor Hightower, BSN, RN |
| Program Assignment:             | Associate                 |
| Graduate Program:               | Master’s Degree (MSNEd)   |
| Anticipated Date of Completion: | Spring 2019               |

Baccalaureate                       Associate                       Baccalaureate/Associate

Part-time faculty, as stated in the SSR (p. 39), only differ in number of credit hours per semester, which was verified onsite with the Associate Chair/Associate Degree Program Director. The new faculty profile shows eight part-time/adjunct faculty in the ADN and RN-to-BSN programs. All faculty except one hold a master’s degree in nursing, and this one adjunct faculty member is scheduled to complete their master’s in nursing in Spring 2019, which was verified in the faculty files.

The job description provided onsite and in the 2018–2019 *Faculty Manual* online had inconsistent language regarding need to have a master’s degree in nursing and being in the process of finishing a master’s degree for hire. The nurse administrator and Associate Chair/Associate Program Director were notified of the inconsistent language. The policy was changed in the *Faculty Manual* and job description, which are online running documents in the “box,” during the visit to read “in progress of a master’s degree.” The SSR (p. 39) states that there is one part-time faculty in the RN-to-BSN program and five part-time faculty in the ADN program.

As noted in the SSR (p. 39), a yearly review of qualifications is updated and placed into the faculty files. Full- and part-time faculty are required to maintain the same information within the faculty files. Peer evaluators viewed faculty files, which showed evidence of qualifications to teach the assigned nursing courses. Though not all faculty files were found to include all of this evidence, the office manager and Associate Chair/Associate Program Director printed information from the office manager’s email to have the files complete. Peer evaluators verified that many of the part-time faculty are actively engaged in clinical practice.

**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.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The nursing program does not utilize non-nurse faculty.   |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | The nursing program does not utilize preceptors.  |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate

Associate

Baccalaureate/Associate

The ADN program utilizes preceptors in the capstone course (NRS 3350). The SSR (p. 39) identifies the process for selection of clinical preceptors. The *Weber State University School of Nursing Policy and Procedure* for responsibility to students: Criteria for selection of preceptors (revised April 2014), gives these criteria for selection: Licensed as an RN in Utah; employed by clinical agency with affiliation agreement; currently employed in RN role; practice as RN for a minimum of one year, two preferred; and recommended by facility nurse administrator to become a preceptor. The Associate Chair/Associate Degree Program Director verified that minimum requirements for preceptors are confirmed both by the nurse administrator of the facility and the course chair. The Associate Chair/Associate Degree Program Director also confirmed that preceptors are chosen by the facility, not by the SON. Preceptors are required to have a current curriculum vitae (CV) with nursing license, expiration date, education, employer, position and unit. The CVs in the evidence room showed evidence of all requirements as noted in the Criteria for selection of preceptors (April 2014).

Peer evaluators verified in interview with a former preceptor that preceptors receive an orientation manual (SSR, p. 39) which thoroughly describes their roles and responsibilities. They receive ongoing mentoring through interaction with faculty who monitor them throughout the preceptorship experience. The former preceptor stated that many nurses only want to work with WSU students due to the faculty interaction compared to those in online programs.

Preceptors, as noted in the SSR (p. 39), may get six credit hours the following semester after precepting a student if they complete a clinic log sheet. The nurse administrator and Associate Chair/Associate Degree Program Director verified that about 10% of preceptors utilize the six credits, especially those already pursuing a graduate degree. One clinical log sheet was in the evidence room. Peer evaluators verified that students evaluate preceptors in NRS 3350.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

Peer evaluators verified that faculty are sufficient in number to achieve the end-of program SLOs and program outcomes. Full-time faculty are required to have a total of 12 credits a semester or 24 credits a year over a nine-month contract, as verified during faculty interviews and in the faculty workload policy onsite. Faculty confirmed that they are required to have at least 32 on-campus hours per week. As noted in the SSR (p. 41) and verified onsite, faculty teach across programs using a concept-based curriculum. Faculty noted that teaching across programs enabled better alignment of end-of-program SLOs. The SSR (p. 41) shows the faculty-to-student ratios, which were verified onsite (ADN: 1:30 lecture; 1:10 clinical/laboratory; 1:20 online; RN-to-BSN: 1:25 online; 1:30 hybrid). Faculty confirmed that overload teaching is used on a need basis. As noted in the SSR (p. 41) and verified during faculty interviews, overload is paid on a credit basis above the faculty member’s regular salary and is voluntary, with many requesting the additional hours to supplement pay. In the SSR (p. 41) and found in the faculty workload policy, faculty may teach six credit hours per semester of overload. Faculty workload for all full-time faculty identified that 23 faculty are on overload this semester. The overloads vary between 1–5 credits. Peer evaluators verified with faculty that other areas of responsibility include scholarship, advising, and service to the community, which was verified in review of the faculty profile and faculty files. Faculty participate in department and WSU committees, as noted in the faculty files and profile.

**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.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

Peer evaluators verified that faculty have a variety of means in which to stay current in their areas of responsibility. Peer evaluators verified with faculty that full-time faculty work four days and have one day a week for professional scholarly or clinical activities (SSR, p. 44). Clinical practice to maintain APRN status was identified by some faculty as one way they stay current. In interviews, faculty stated that they utilize their personal clinical practice to bring expertise back to the classroom as well as maintain expertise for themselves. The LMS is available to all faculty for faculty development courses on all campus. Faculty verified (SSR, p. 42) that they are encouraged to attend at least two conferences per year. Faculty identified scholarly activities for their SON as publications, presentations, peer review publications, research, grant writing, book reviews, and clinical practice. Faculty receive up to \$3,000 for single author publication and \$1,500 for two-author publications, which was verified by the Dean of the College of Health Professions, the President, and faculty.

Faculty identified that funding is available to assist with maintaining expertise and scholarship. There is money from several different funds to pay for conferences. Faculty who wish to continue their education into a graduate program at WSU receive six free credits a semester. They can get help with purchasing books as well. Faculty files and profiles verified that faculty are able to maintain expertise and do engage in scholarly activities.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

The SSR (pp. 45–47) identifies staff assigned to the SON. The job description for the advisor, administrative specialist II, enrollment director (revised June 2018), laboratory simulation coordinator, office specialist, and assistant laboratory simulator coordinator (June 13, 2018) were reviewed by the peer evaluators and found to be consistent with the responsibilities as shown in the job descriptions. Faculty were supportive of the staff and complimentary of the integral part they have within the SON. A faculty survey viewed by peer evaluators indicated that faculty have high satisfaction with support staff. Faculty and students confirmed that the number of staff is sufficient to meet the needs of the program.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

Mentoring was identified in the SSR (pp. 48–49) and verified with faculty to include both full-time and part-time or adjunct faculty. There is an extensive online orientation through the online platform, which outlines both SON and WSU policies and processes. Also available is a new hire orientation that is set up in blocks. The new hire orientation is used for the first three years (3) of hire. New hires are matched with a mentor and a course chair for the formal mentoring process. Peer evaluators found evidence within the online platform of orientation to the new roles, which included student advising, faculty committees, expectations of adjunct, new hire courses and training, and course orientation. Recently hired full-time faculty confirmed the online process, ease of access, and thoroughness of information. The faculty survey includes a question on adequate mentoring of faculty (revised February 15, 2019). Peer evaluators verified through review of faculty surveys that there is satisfaction with the mentoring process. Full-time faculty discussed how they orient part-time faculty who are assigned to teach in their courses. Since the assignments may change based on need each semester, part-time faculty are oriented to new courses as assigned.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

Peer evaluators verified the process for annual performance evaluation as outlined in the SSR (p. 50). Full- and part-time faculty do a yearly self-evaluation, which is qualitative, and then meet with the program director for the final evaluation. Formal evaluation is completed in the spring each year, as verified by peer evaluators. Faculty are also formally evaluated in each course by students, which is part of the supervisor evaluation. Faculty confirmed that as part of the evaluation process, peer reviews are completed as outlined in the SSR (p. 51). Copies of the formal supervisor evaluations were found in the faculty files. Student evaluations for years up to 2017 were also found in faculty files. The Associate Chair/Associate Degree Program Director and office manager confirmed that student evaluations for the last year are no longer kept within the faculty files, and are being kept with faculty on the Chitester, which is WSU's electronic evaluation system. Part-time faculty receive course evaluations each semester, but have no formal evaluation process. The tenure review process for promotion and tenure was verified with faculty to be as written in the SSR (p. 51).

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

Faculty voiced they have support for technology and are satisfied with the instruction received. Technology support is available 24/7 for any issues. Peer evaluators verified that faculty are able to utilize the Teaching and Learning forum, which provides programs, events, book groups, video, and syllabi resources. The online learning system provides faculty with help, guides, and teaching and learning forums. The forums are all in the eLearning system within the WSU online platform. The online teaching expertise offers faculty professional development opportunities. Faculty files contained faculty certificates utilizing the eLearning teaching forums.

**Baccalaureate Program – Summary of Compliance:**

The baccalaureate program is in compliance with Standard 2.

The peer evaluators did not identify areas needing development for Standard 2.

**Associate Program – Summary of Compliance:**

The associate program is in compliance with Standard 2.

The peer evaluators did not identify areas needing development for Standard 2.

FINAL

**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.**

**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.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

The peer evaluators reviewed the college website, the student handbooks for the ADN program and RN-to-BSN program, and the College Catalog and found that policies for nursing students are congruent with those of WSU. Differences are explained in the SSR (pp. 54–55). Interviews with faculty, students, and staff indicated that differences in policies were because of clinical requirements and admission selection process for the rigor of the nursing program. Additionally, nursing students are required to meet the essential elements for student success. The essential requirements include elements of the following: (1) intellect, (2) observation, (3) communication, (4) movement, and (5) learning (*Student Handbook*, pp. 22–25). Students stated that their rights are similar to that of all students at WSU. Students verbalized that they can easily access all policies online. Students also verbalized that they received a copy of the student handbooks at orientation and sign the agreement that they read and will abide by the policies of WSU, the Dumke College of Health Professions, and the Annie Taylor Dee School of Nursing.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

|   |  |
|---|--|
| <input checked="" type="checkbox"/> Yes | The institution has a transfer of credit policy that is publicly disclosed and includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education. |
| <input type="checkbox"/> No             |  |

|   |  |
|---|--|
| <input checked="" type="checkbox"/> Yes | The institution/nursing program makes available to students and the public current academic calendar, grading policies, and refund policies. |
| <input type="checkbox"/> No             |  |

|   |   |
|---|---|
| <input checked="" type="checkbox"/> Yes | The institution/nursing program makes available to students and the public current outcomes data – licensure/certification pass rate, completion rate and job placement rate. |
| <input type="checkbox"/> No             |   |



|   |  |
|---|--|
| <input checked="" type="checkbox"/> Yes | Recruitment materials for the nursing program accurately represent the institution's/nursing program's practices and policies. |
| <input type="checkbox"/> No             |  |

|   |  |
|---|--|
| <input checked="" type="checkbox"/> Yes | <p>The institution avoids the following recruitment practices in order to comply with U.S. Department of Education regulations:</p> <ul style="list-style-type: none"> <li>a. Assuring employment unless employment arrangements have been made and can be verified,</li> <li>b. Misrepresenting job placement and employment opportunities for graduates,</li> <li>c. Misrepresenting program costs,</li> <li>d. Disparaging comparisons of secondary or postsecondary institutions,</li> <li>e. Misrepresenting abilities required to complete intended program, and</li> <li>f. Offering money or inducements other than educational services of the institution in exchange for student enrollment. (Except for awards of privately endowed restricted funds, grants, or scholarships are to be offered only on the basis of specific criteria related to merit or financial need.)</li> </ul> |
| <input type="checkbox"/> No             |  |

Baccalaureate                       Associate                       Baccalaureate/Associate

The WSU nursing website provides online information for prospective nursing students. However, the link entitled “Prerequisites and Course Requirements” fails to mention that students must have “current proof of certification as a Certified Nursing Assistant (CNA) or a current Emergency Medical Technician (EMT) certificate” upon application (*Applicant Checklist Spring 2020*). This information is also not available in the *WSU 2018–2019 Catalog* for the Traditional AS option. The PN-to-RN options state that applicants “must have an LPN license or be eligible for testing for the NCLEX-PN exam” (*WSU 2018–2019 Catalog*, p. 534). The Catalog refers applicants to the admission application, but the application is only available after a login is created. The “Applicant Checklist for Spring 2020” is a PDF that can be found on the website, which does list prerequisite requirements to include CNA or EMT certification for the Traditional RN option. However, this document was not easily located.

There are discrepancies between printed documents in the SON and the *WSU 2018–2019 Catalog* provided to peer evaluators. SON documents (*WSU School of Nursing– Associate Degree Nursing Programs of Study*, current) state that the PN-to-RN AAS option requires 63 credits, while the *WSU 2018–2019 Catalog* (p. 535) states that “a minimum of 55 credits” is required for the PN-to-RN AAS degree. The program of study for the Traditional RN option (AS degree as listed in the Catalog) is 75 hours. However, the document provided by the Associate Chair/Associate Program Director listed the credit hours as variable of 74–75, dependent upon courses chosen by the student. The credit hours for the PN-to-RN AS have a minimum number of credit hours listed in the Catalog, but was varied in the document provided (74–77). The Enrollment Director who serves as an advisor stated that students are not advised in terms of “credit hours,” because all students are admitted with prior degrees. These credits differ from those listed in the SSR (p. 6). The nurse administrator verified that it would take an applicant (high school graduate) with no prior degree approximately a year and a half before they would be accepted into the program, due to the weighting of points in the admission selection process.

Recruitment materials included a brochure specific to the Associates Degree in Nursing, which lists the Traditional RN and the PN-to-RN options, employment opportunities, and transitioning to the RN-to-BSN program. A health professions recruitment brochure included programs offered in the Dumke College of Health Professions to include the “AS Registered Nurse, BS Nursing, MSN Educator or Executive, and MSN Nurse Practitioner.” This was the only recruitment material that included the BSN program. No accreditation information regarding the nursing programs was included on any of the recruitment materials that listed the Annie Taylor Dee School of Nursing (dated 2018) nor the College brochure. Older recruitment material for the associate degree program (dated 2016) used prior to the naming of the SON did contain the accreditation status of the Associate Degree program and ACEN

contact information. Both versions of the recruitment materials were made available to students. However, accurate accreditation information for both programs was noted in the *WSU Catalog 2018–2019* (pp. 533–534).

The peer evaluators verified that the catalog publishes the transfer credits policy (p. 9), which is posted online along with refund policies, the academic calendar, and grading policies. Additionally, the grading scale is published in every nursing course syllabus. Nursing program outcomes were found in the *Nursing Student Handbook 2018–2019* (Section III; pp. 36–38).

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

Nursing policies and procedures are explained for all program options in the *Nursing Student Handbook* (Parts A, B and C, 2018–2019). Every student has a signed agreement uploaded in CastleBranch. Any changes in policies, procedures, and program information are communicated to students via Catemail, in the LMS, and in class. Students in the face-to-face cohorts and students enrolled online verbalized that they receive the information regarding changes in policy timely, and their instructors are easily accessible if they have questions.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

The peer evaluators interviewed the President, the Provost/VP of Academic Affairs, and the Dean of Dumke College of Health Professions and found that student services are commensurate with the needs of all nursing students, including traditional, hybrid, and online options. The Dean of Health Professions stated that there are numerous scholarship opportunities for the general students, to which nursing students can also apply. There are additional scholarship opportunities that are available for nursing students only. The student support services were easily accessible online and onsite for students enrolled in all program options. The services include student health, counseling, academic advisement, career services, and financial aid services were listed in the SSR (p. 60). The WSU website also posted a wide variety of student support services. Interviews with students in the face-to-face cohorts and students enrolled online verified that the services are beneficial and are being utilized.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

|   |  |
|---|--|
| <input checked="" type="checkbox"/> Yes | The institution has written procedures in place specific to protecting the privacy of students enrolled in distance education courses or programs. |
| <input type="checkbox"/> No             |  |
| <input type="checkbox"/> N/A            | The nursing program does not utilize distance education.   |

Baccalaureate                       Associate                       Baccalaureate/Associate

The peer evaluators interviewed student service support personnel and found that student academic records are maintained according to university policy, federal, and state laws. Prior to 2016, student records were stored in the Marriott Allied Health Building. Effective in the 2016–2017 academic year, student records were managed on the database system called CastleBranch. Documents stored on CastleBranch include (1) clinical evaluation tools for every nursing course, (2) clinical requirements include immunizations, contract, health insurance information, (3) drug test, (4) OSHA training, and (5) background check. The peer evaluator reviewed 10% of current students and graduates’ records on CastleBranch. A total of 120 program records were reviewed – 10% from each program option, which included traditional AS RN, PN-to-RN AS, students at the Ogden Campus, Davis Campus, Bridgerland Tech Campus, Ogden/Weber Tech Campus, Davis Tech Campus, and students enrolled in online/hybrid sections, including the RN-to-BSN full- and part-time students. All records demonstrated compliance with the policies of WSU School of Nursing, federal, and state laws.

**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.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

|          |   | Year | Three-Year Default Rate |
|----------|---|------|-------------------------|
| Current  | <input checked="" type="checkbox"/> Final<br><input type="checkbox"/> Draft | 2015 | 7.3%                    |
| Previous |   | 2014 | 7.3%                    |
| Previous |   | 2013 | 6.5%                    |

Baccalaureate                       Associate                       Baccalaureate/Associate

According to the Director of Financial Aid and Scholarship, the 2013–2015 default rate were received by the college in September 27, 2018. Peer evaluators verified that all students/first-time borrowers go through pre-loan counseling available online including types of loan, conditions of loans, repayment options, and exit counseling, including balance outstanding on loans and number of payments remaining. For students who do not complete the counseling online, they will receive the written information packet via ground mail. Students are also required to complete exit counseling when they drop below half-time and/or complete their program of study.

Scholarships were made available and posted on the nursing website. Interviewing with students indicated that scholarship opportunities and instructions for submission were posted and easy to access. Students also indicated that they receive regular scholarship announcements and other program information via the Student Bulletin Board and via students’ Wildcat email address.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

During interview with the Director of Financial Aid and Scholarship, the peer evaluator confirmed that written, comprehensive student loan repayment information is available to students via the university website under the “Financial Aid and Scholarship” tab. The students receive a federal direct loan counseling checklist and master promissory note explaining the rights and responsibilities of the students. Promissory notes are kept in the Loan Servicing Office. The Director of Financial Aid and Scholarship also stated that WSU receives detailed information about students’ completion of mandatory pre-loan and exit counseling offered online. The peer evaluators reviewed the website and found that the information is communicated to students online.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

The WSU’s policy and procedure manual on financial aid is published on the website. Information on how to apply for scholarships and financial aid is also available online in English and Spanish. Ethical obligations regarding repayment of federally funded loans are included in the pre-loan/exit counseling the code of conduct for education loans is found on the website. The direct subsidized loan and direct unsubsidized loan borrower’s rights and responsibilities statement is easily accessible on the website.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

The peer evaluators verified through interview with the Director of Financial Aid and Scholarship that financial aid records are maintained in compliance with the policies of WSU, state, and federal guidelines. These records are kept for three years after the students graduate. The Director of Financial Aid and Scholarship also confirmed that these financial aid records are kept on password protected computers, which are located in the Loan Servicing Office.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

According to the nurse administrator, there were zero formal grievances filed for the nursing program at WSU between 2015–2018. The peer evaluators asked whether any formal grievances were received between 2011–2015. The nurse administrator reported none received and stated that the nursing department receives few complaints; the students are provided with an informal process for resolution as the first step in resolving conflicts, which is also illustrated in the *Nursing Student Handbook* under Section III: Process of Resolution. She assured this approach is effective for the SON and provides appropriate levels of resolution to students. If the informal resolution cannot be reached, then the student may request a formal appeal with the Due Process Officer.

In interviews, students explained the process of communication and voiced that their instructors are the first if they have problems needing to be resolved. Students verbalized the process to voice a complaint and to file a grievance if needed. The peer evaluators reviewed the College Catalog on Student Due Process Policy and Procedures (2018–2019) and the Student Handbook (2018–2019), which illustrate that the progressive opportunity for students to file formal grievances.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

During interviews, students verbalized that they receive orientation to technology during the university’s new student orientation. Orientation to technology is also emphasized in the mandatory nursing program orientation at the beginning of the program. Students in the hybrid and online classes stated that they receive orientation to the LMS, Canvas, upon admission to WSU and are further supported by electronic help through the LMS service provider, as well as onsite in the library. Students reported that they received online technology support and orientation to several resources available to nursing students. A complete orientation to library services, databases, and support is made available to students. Information technology (IT) support is available live in the college library during hours of operation. A total number of IT support available onsite to students is 60 hours each week and 24/7 online.

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

| B                                       | A   |   |
|---|---|---|
| <input checked="" type="checkbox"/>     | <input checked="" type="checkbox"/>   | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>                | <input type="checkbox"/>  | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>                | <input type="checkbox"/>  | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |
| <input checked="" type="checkbox"/> Yes | Processes are in place (e.g., login name/password, use of technology such as cameras/video stream) through which the institution can establish that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. |   |
| <input type="checkbox"/> No             |   |   |
| <input checked="" type="checkbox"/> Yes | Written procedures are distributed at the time of registration or enrollment in a distance education course that notify students of any projected additional student charges associated with the verification of student identity (e.g., proctoring center fee, required purchase of specific technology such as a camera).           |   |
| <input type="checkbox"/> No             |   |   |
| <input type="checkbox"/> N/A            | There is no charge to verify student identity.  |   |

Baccalaureate                       Associate                       Baccalaureate/Associate

The peer evaluators reviewed the websites listed under Criterion 3.9 (pp. 65–66) and found that information related to technology requirements and policies specific to distance education is accurate, clear, consistent, and easily accessible. There are three online options: (1) PN-to-RN AS, (2) RN-to-BSN full-time, and (3) RN-to-BSN part-time. Students verbalized that they receive adequate orientation and receive information related to technology requirement via the WSU Online Portal, which is available on the website. All nursing students also receive an email notification of their computer requirements, hardware, and software. This information was added to the *School of Nursing Handbook* as an addendum. IT Help Desk and Canvas support are easily accessible on the website.

**Baccalaureate Program – Summary of Compliance:**

The baccalaureate program is in compliance with Standard 3.

The peer evaluators identified the following area needing development for Standard 3:

|   |
|---|
| Criterion 3.2   |
| Review and revise program documents (paper and electronic) to ensure that information intended to inform the public is accurate, clear, consistent, and accessible. |

**Associate Program – Summary of Compliance:**

The associate program is in compliance with Standard 3.

The peer evaluators identified the following area needing development for Standard 3:

|   |
|---|
| Criterion 3.2   |
| Review and revise program documents (paper and electronic) to ensure that information intended to inform the public is accurate, clear, consistent, and accessible. |

**STANDARD 4**  
**Curriculum**

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

**4.1 Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines, and competencies and has clearly articulated end-of-program student learning outcomes.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

The Quality and Safety Education for Nurses (QSEN) Competencies were used to develop the end-of-program SLOs (SSR, p. 67). End-of-program SLOs clearly tie to the established nursing competencies, are evident in the SSR (pp. 67–71), and are consistently noted in BSN Program Map (SSR, pp. 73–74) and course maps (available in BSN Course Maps Part A and BSN Course Maps Part B, updated February 12, 2019). The SSR (pp. 72–73) further breaks down how the end-of-program SLOs direct the development of the SLOs for each course in the ADN program. The end-of-program SLOs are available in the *Student Handbook 2018–2019* (pp. 9–10) and are differentiated across programs (pp. 11–13). Faculty clarified that QSEN was chosen after consideration by the SON Curriculum Committee, the faculty, and with input from community members. The BSN program and associate program utilize a concept-based curriculum. Faculty discussed the process changing to a concept-based curriculum. Concepts by class were verified in course syllabi and in the *2018–2019 Student Handbook* (pp. 14–18) as well as the BSN Program Map (RN-to-BSN Program Map 2017).

The faculty have identified six SON end-of-program SLOs, which are delineated in the SSR (pp. 68–71) based on QSEN competencies. Each program has six end-of-program SLOs, one for each competency. Each end-of-program SLO progresses from the associate to the baccalaureate degree. For example, end-of-program SLO #5: Patient Safety (SSR, p. 70) in the associate program reads, “Incorporate patient safety goals into the plan of care for all patients”; in the baccalaureate program, it reads, “Generate patient safety plan based on patient safety goals.” The faculty and students were able to articulate these outcomes and give examples of various activities and case studies within several different courses that help the students to achieve the end-of-program student learning outcomes. Faculty articulated how the end-of-program SLOs progress from the associate to baccalaureate program and how the end-of-program SLOs in the baccalaureate program address BSN Essentials. For example, BSN end-of-program SLO #2 addresses BSN Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |



Baccalaureate                       Associate                       Baccalaureate/Associate

End-of-program SLOs are clearly mapped to curriculum and teaching/learning activities. This was verified by the peer evaluators by reviewing Course Map Templates A, which demonstrated alignment of end-of-program SLOs, BSN-differentiated competencies, course outcomes, unit outcomes, and activities designed to meet these, and Course Map Templates B, which demonstrated alignment of unit outcomes, concepts/exemplars, student preparation, learning activities, assessment methods in relation to end-of-program SLOs (QSEN), and BSN Essentials. The peer evaluators reviewed Course Maps A and B for all RN-to-BSN courses (BSN Course Maps, Part B and BSN Course Maps, Part A). Evidence room exemplars were reviewed by the peer evaluators to verify use of end-of-program SLOs in assignments. Individual course alignment to end-of-program SLOs was verified in the LMS by peer evaluators. Use of end-of-program SLOs in curriculum development and course delivery was verified in interviews with faculty, who gave multiple examples that were specific to courses. They also gave examples of how the students in the RN-to-BSN program will build on the end-of-program SLOs from the ADN program.

Baccalaureate                       Associate                       Baccalaureate/Associate

Through a review of the SSR (pp. 72–73), peer evaluators verified that the WSU SON uses the end-of-program SLOs to organize the curriculum, guide the delivery of instruction, and direct learning activities. In interviews with the faculty, this was further substantiated, as the faculty were able to give numerous examples of how the end-of-program SLOs are threaded through the curriculum.

Peer evaluators verified that the SON SLOs and the ADN Program SLOs, along with the course outcomes, drive the Unit Outcomes for each course, and that assessment is appropriate. In interviews, faculty verified that the Bloom’s taxonomy level increases throughout the curriculum. Review of the test blueprints demonstrated that examination construction also supports the simple-to-complex theory, as there is a larger percentage of higher-level questions in each course as students progress through the associate program. The peer evaluators verified through review of syllabi that the end-of-program SLOs are referenced throughout course outcomes.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

The peer evaluators verified that faculty have a role in curriculum development and revision, as noted in BSN Curriculum Committee meeting minutes (September and October 2018). This was amplified in interviews with the faculty, who specifically discussed how courses were reviewed and revised. Courses reviewed are also listed in SON Curriculum meeting meetings (March 12, 2018 and October 15, 2018). A course review data form is used that incorporates quantitative and qualitative student feedback as well as course faculty input. The peer evaluators reviewed samples in the evidence room (NRSB 4400 and NRSB 4100). Documentation of course and curriculum review was found in BSN Curriculum Committee meeting minutes (September 19, 2019, September 19, 2018, and September 20, 2017). The Baccalaureate Program Director verified that courses are reviewed each semester by the Course Committee (course chair and all who teach course), by the entire faculty at BSN faculty meetings every three years, and that the entire curriculum is reviewed at least every five years by the SON Curriculum Committee. Peer

evaluators found evidence that changes to courses are made based on quantitative and qualitative data from student evaluations. An example was found in NRS 4400 Course meeting minutes from Fall 2018 (January 15, 2019). Students expressed concerns that more detailed instruction was needed for assignments. In addition to written directions, voiceover PowerPoint videos were added to assignments in this and other courses.

Baccalaureate                       Associate                       Baccalaureate/Associate

The SSR (p. 89) contains a table with results of a question given to nursing faculty as part of a survey. The question asks whether the faculty feel that they participated in the development of the curriculum. More than 90% of faculty strongly agreed or agreed that they have participated. The SSR outlines four ways in which the curriculum is reviewed. On a 2–3 year basis, the faculty review courses during the monthly faculty meetings to ensure currency. The entire ADN curriculum was reviewed by the SON Curriculum Committee in 2016 and is scheduled for complete review every five years; this verified by the Associate Chair/Associate Degree Program Director. The SON Curriculum Committee meets 3–5 times every semester to discuss any issues; minutes were verified in the evidence room on campus. Each semester, in meetings, both faculty and students verified that students complete feedback on the courses they took using a Likert scale. The results are reviewed, and trends are addressed as appropriate. Evidence of this was found in Curriculum Committee meeting minutes (2017–2018). Students stated that the faculty has been very responsive to comments in the evaluations.

Faculty confirmed that they have the responsibility for developing and revising the curriculum. In the student interviews, it was mentioned that the school uses only online testing and that recently, anyone not testing on campus has to find their own testing site and pay a fee ranging from \$10–23/per test; the students mentioned that their understanding was that the change was due to possible cheating. In the faculty interviews, it was further clarified that examinations were previously taken at sites, such as public libraries, and that the students were not actually being proctored. This was realized as students were texting their instructors during the examination and reported that there was no one overseeing their examination.

Through review of Course Curriculum meeting minutes, evidence was found that the curriculum is updated based upon both qualitative and quantitative data from expected levels of achievement (ELAs), course evaluations, and test scores. An example of this was found in Course meeting minutes for NRS 3200.

**4.4 The curriculum includes general education courses that enhance professional nursing knowledge and practice.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

The general education requirements for the BSN program were found in the *Weber State University Catalog 2018–2019* (pp. 58–71). The general education requirements are designed to provide students with a “foundation in the arts and sciences that transcends and complements their academic emphasis” (p. 58). Requirements for the bachelor’s degree are clearly articulated, including core requirements in composition, quantitative literacy, American institutions, information literacy, and diversity. Students are also required to complete general education requirements in Humanities and creative arts, social sciences, and physical sciences. Specific general education requirements for the RN-to-BSN program (e.g.,

chemistry, human anatomy and physiology, etc.) are specified in the *Weber State Catalog* (p. 542), A tool to aid students in selecting and/or evaluating courses already taken is available on the university website (Bachelor of Science [BSN] (RN-to-BSN) in Nursing Degree Map, 2018–2019). The peer evaluators verified information in detail with SON advisors and with three members of the general education faculty.

Baccalaureate                       Associate                       Baccalaureate/Associate

The *WSU Catalog 2018–2019* (pp. 56–71) outlines the general education requirements for the various associate degree options available in the SON. Of the general education courses for the associate degree options, those that are considered prerequisite courses are HTHS1110/1111 Biomedical Core with Laboratory (eight [8] credits), CHEM 1050 Intro to General, Organic, and Biochemistry (five [5] credits), and Math – Quantitative Literacy (three [3] credits). These general education courses are necessary for foundational knowledge needed for the nursing program. Peer evaluators verified this necessity in interviews with general education faculty.

**4.5 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

In addition to the list of courses incorporating cultural, ethnic, and socially diverse concepts (SSR, p. 92), the peer evaluators found evidence of these concepts in NRSG 4600. This course has an assignment that includes a cultural/gender assessment paper. In addition, RN-to-BSN students have the opportunity to participate in study abroad programs (Global Health Practicums) to Thailand/Cambodia, China, Ecuador, and Ghana, which allow students to apply cultural, ethnic, and diversity concepts. The peer evaluators verified this with the Baccalaureate Program Director and faculty supervising the practicum. In faculty interviews, the peer evaluators verified that concepts relating to local, regional, state, and national perspectives are covered in assignments in NRSG 4200, 4400, 4500, 4600, and 4050. Health disparities and social justice are also concepts that address cultural, ethnic, and diversity. Specific examples were verbalized by faculty.

Baccalaureate                       Associate                       Baccalaureate/Associate

The peer evaluators verified that faculty and staff value diversity; this was verified during interviews. In addition to stating that the curriculum weaves the concept of diversity through all of its courses, faculty from six separate courses were able to list specific case studies, simulations, and exemplars in which the concept of diversity with regard to culture, ethnicity, and sexual orientation is explored. Through interviews with the students, it was verified that they feel the curriculum adequately prepares them to both work with and care for a culturally, ethnically, and socially diverse population.

Through a review of course materials, the peer evaluators verified a variety of case studies and classroom discussions and activities used in NRSG 3810 and 4400 that include healthcare across a variety of diverse populations.

Peer evaluators noted in an observation of simulation that diverse patient scenarios are utilized (e.g.,

Native American) to ensure that students are familiar with caring for diverse populations.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

The faculty were surveyed and asked to describe in detail educational theories used in their teaching/learning. They were also surveyed on their use of interprofessional collaboration in classes, laboratories, simulations, etc., as well as for examples of how they integrated evidence-based practice into their teaching. Educational theories used by faculty were varied, including adult learning theory, Constructivism, Benner’s novice-to-expert theory, Social Cognitive Theory, Collaborative Learning, Emotional Intelligence, Clark’s Creative Leadership, Experiential Learning, and Liberating education (SSR, p. 93). The majority of faculty incorporate interprofessional collaboration into their courses through work with community partners, online resources from various discipline outside of nursing, but related to course concepts, and through assignments that specifically ask the student to utilize interdisciplinary consultation to problem solve. This was verified by peer evaluators through review of course syllabi. Faculty indicated that they use evidence-based practice in review and update of courses, and the majority required use of an evidence-based literature review for projects and assignments (SON Evaluation Committee meeting minutes, 2017, 2018, 1.4 Faculty Surveys).

The faculty and students both verified exposure to interdisciplinary collaboration through the simulation that takes place at the Weber Campus. The students work collaboratively, particularly in the final semester of the ADN program, with the students from the Emergency Medicine Program and the Respiratory Program.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

Each course uses a variety of evaluation methodologies, including a signature assignment in each core course that is connected to a specific end-of-program SLOs. Students must achieve an 80% on the assignment to meet the end-of-program SLOs (BSN Evaluation Committee meeting September 19, 2018). Signature assignments linked to end-of-program SLOs were reviewed by the peer evaluators in course syllabi (NRSG 4400, 4500, 4200, 4300, 4100, and 4600), and examples of student work were found in the evidence room. All course syllabi on the Weber State LMS were reviewed for types of evaluation method. These include in-class participation (hybrid, online), scholarly papers, individual and group presentations, online structured discussions, case studies, reflective journals, critical-thinking exercises, application of

concepts assignments, quizzes, video presentations, and in one elective (NRSNG 4070), simulation activities. Aggregated data for performance on end-of-program SLOs by RN-to-BSN students from Fall 2016–Spring 2018 are available in the SSR (pp. 129–130) and are detailed; disaggregated data were available in a spreadsheet, which was amplified in interviews with the Baccalaureate Program Director (BSN Evaluation – Standard 6 BSN Outcomes).

Baccalaureate                       Associate                       Baccalaureate/Associate

The SSR pp. 94–95 provides examples of signature assignments used to measure course student learning outcomes, which are mapped to the end-of-program SLOs. Peer evaluators confirmed that end-of-program student learning outcomes are evaluated by a variety of methods, both summative and formative, including papers, examinations, quizzes, reflective journals, case studies, and oral presentations. Peer evaluators reviewed the learning activities from various courses onsite to verify the use of these activities. Many of these varied methods were simply named “Assignment” or “Activity” but were found to be varied as above when reviewed onsite (SSR, pp. 446–451). The faculty also verified that they use simulations, skills competencies, clinical evaluations and assignments, written assignments, and presentations. Faculty members confirmed that the end-of-program SLOs are also evaluated through these evaluation methods. A review of the clinical evaluation tool, as well as the clinical syllabi in Appendix Standard 4 and onsite, verified that the tools are organized around the end-of-program SLOs and progress to higher level of Bloom’s taxonomy through the curriculum.

**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.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

|   |  |
|---|--|
| <input checked="" type="checkbox"/> Yes | The governing organization/nursing program has policies and procedures for determining the credit hours awarded for nursing courses, and policies and procedures conform to commonly accepted practices in higher education. |
| <input type="checkbox"/> No             |  |

|   |   |
|---|---|
| <input checked="" type="checkbox"/> Yes | The governing organization/nursing program policies and procedures for awarding credit hours are consistently applied to all courses required in the official published nursing program of study. |
| <input type="checkbox"/> No             |   |

Baccalaureate                       Associate                       Baccalaureate/Associate

The RN-to-BSN program consists of 120 credit hours. There are 83 nursing credits and 37 non-nursing/general education/prerequisite credits. A total of 25 nursing credits are earned through the RN-to-BSN curriculum, and three are earned through a non-nursing upper-division elective. Twelve (12) hours of experiential credit (upper division) are earned by previous WSU (AS) RN graduates and those AS (RN) graduates from other regionally and nursing (ACEN) accredited programs. The remainder of the hours come from credit for courses taken as part of the Associate Degree (RN) program. Students are required to have 40 hours of upper-division courses. These are met with the hours earned in nursing and the experiential hours. RN-to-BSN students are also required to have 30 residency hours. Transfer students who have not previously earned credits from WSU are advised to take two elective hours to

complete the residency requirements (*Weber State Catalog 2018–2019*, pp. 541–542; Weber State University website).

The peer evaluators verified that the RN-to-BSN credit requirements are consistent with the governing organization, the state, and the governing organization’s accrediting agency. Weber State University Bachelor’s degree requirements include a minimum of 120 hours, a minimum of 40 upper-division hours, and a minimum of 30 residency hours (*Weber State Catalog 2018–2019*, p. 55). The Utah System of Higher Education requires a minimum of 120 hours and a maximum of 126 hours (Policy 401 – 3.1.5). The regional accreditor, the Northwest Commission on Colleges and Universities (NWCCU) Glossary, defines the Bachelor of Science as, “An undergraduate degree normally representing about four years (120 semester or 180 quarter units) of college study, or its equivalent in depth and quality of learning experience.” The NWCCU also requires that “Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published “(Standard 2.C.4), which is congruent with the RN-to-BSN, WSU, and Utah System of Higher Education guidelines for general education and core requirements.

Baccalaureate

Associate

Baccalaureate/Associate

The PN-to-RN AS students begin with an equivalency of 15 credit hours for their LPN. The curriculum includes 18 nursing credits, and 37–38 general education credits (math can be 3–4 credits), four additional required credits, and two residency credits (if students have 20 WSU credits, this is not needed), for a total of 74–77 credits.

The PN-to-RN AAS students begin with an equivalency of 15 credit hours for their LPN. The curriculum includes 18 nursing credits, and 28–30 non-nursing credits, for a total of 63 credits. Students are required to have a minimum of 20 credits from WSU in order to graduate.

The generic ASN curriculum includes 16 prerequisite credits, 21–22 general education credits (depending whether three [3] or four [4] credits for math) – for a total of 37–38 credits, four additional prerequisites not covered by general education, 33 nursing credits integrated into the nursing program, for a total of 74–75 credit hours. The Traditional RN option is offered only as a full-time, four-semester program, which is offered over two academic years. The program does not offer summer courses in nursing.

The number of credit hours differs from those in the SSR (p. 6) and the *ADN Student Handbook* (pp. 47–48). All options meet or exceed the minimum credit hour requirements of WSU (*WSU Catalog, 2018–2019*).

The credit-to-contact-hour ratios were verified in review of the University Catalog (p. 11). The credit-to-contact-hour ratios are 1:1 in lecture, 1:3 in laboratory instruction, and 1:3 in clinical learning experiences. These ratios are the same for both the associate and baccalaureate programs with the exception of the clinical learning experiences in the BSN program. The clinical learning experiences in the BSN program are included as part of an assignment and a specific number of hours is not mandated. The length of the program is four 15-week semesters, which include 14 weeks of instruction and one week of examinations. The Weber State University School of Nursing is part of the Utah System of Higher Education (USHE) and is governed by the Utah State Board of Regents.

The ADN students complete 90 hours of clinical learning experiences each of the first three semesters, and the fourth semester is 135 credits, for a total of 405 clinical credit hours.

The PN-to-RN complete the second year of the program, for a total of 225 clinical credit hours.

**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.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

Clinical experiences in the RN-to-BSN program are designed to apply skills and concepts learned in courses. They vary in design, but include application of evidence-based practice, leadership and teaching skills, problem-solving, facilitating change in practice and community settings, and serving as advocates and political activists for nursing and clients. Culture and diversity considerations are stressed as are interprofessional communication and collaboration. Clinical application experiences are tied to QSEN Competencies and support achievement of end-of-program SLOs. The environment varies, and some assignments allow students to seek out learning sites that appeal to them while meeting assignment and course objectives. Assignments are not generally given set hours although some set minimum hours. Faculty reported that students often do more hours than designated. Clinical application assignments are designed to build upon one another in the courses and across the curriculum. This was verified in interviews with RN-to-BSN students. One course does have an eight-hour, on-campus simulation activity, and students do perform hands-on skills and teaching under faculty supervision during study abroad courses. Clinical assignments were verified in courses via the LMS and in interviews with the Baccalaureate Program Director and RN-to-BSN faculty members. Students interviewed described clinical experiences as “geared to the real world and not busy work” and “assignments let us apply concepts beyond traditional patient care, which we did in our associate programs.” Students also positively commented on the flexibility of clinical assignment schedules that met their needs as working RNs.

Baccalaureate                       Associate                       Baccalaureate/Associate

The peer evaluators verified during interviews with the nurse administrator and faculty that the clinical sites utilized by the WSU SON all meet the Joint Commission standards of patient health and safety goals. The clinical syllabi demonstrate that the clinical is based upon the end-of-program SLOs. The faculty and the students confirmed that they are given the opportunity to evaluate their clinical sites, and all expressed approval of the sites. There is also a clinical site evaluation survey for the students to complete at the end of each clinical experience. On a Likert Scale, the students rated their clinical sites (SSR, p. 97) 4.47 average over the past three semesters (surpassing the ELA of 3), and the instructors rated 4.39 (surpassing the ELA of 3). Faculty stated that many of their clinical hours are done in simulation-based experiences. These experiences are designed to simulate the clinical environment and offer the students opportunities to perform skills that are often not available during assigned clinical hours. Practice skills laboratories are available for students to hone fundamental skills such as IV initiation and injections. Peer evaluators verified that simulation and practice laboratory environments are available and comparable at the branch and off-campus instructional locations and support the achievement of end-of-program SLOs.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

The students in the RN-to-BSN program do not engage in hands-on nursing care of patients. In all courses, clinical experiences involve application of concepts to make change within their workplaces and the community. There are no clinical affiliation agreements or preceptor agreements as there are in the AS program for pre-licensure nurses. The Center for Community Engaged Learning (CCEL) houses the Memorandums of Understanding (MOUs) for agencies used by students and faculty within the community. If the clinical activity involves interaction with a community (local/area/regional) group, the student utilizes an App called Community Connect to determine if there is an MOU with that community partner. If not, the CCEL evaluates the site and initiates the MOU. The peer evaluators verified this information with the Administrative Specialist III, who assists the students and faculty at the CCEL. The peer evaluators received a list of all clinical partners used this semester and were given access to online storage of the MOUs through the Baccalaureate Program Director. All MOUs are dated after May 2018, ensuring currency for the 2018–2019 academic year. They are renewed yearly.

Baccalaureate                       Associate                       Baccalaureate/Associate

The nursing program currently uses 34 clinical sites, including long-term care, acute care, Veterans Homes, Surgical Centers, a Home Care/Hospice, a Prison, and mental health clinical sites. All contracts were reviewed during the visit and were found to be current, to specify the expectations for all involved, and to ensure the protection of students. All contracts were signed by appropriate personnel. Some contracts that were reviewed specified that all parties onsite must have annual TB testing. The Associate Chair/Associate Degree Program Director was able to determine that only two faculty were currently conducting clinical at the facility, and they did have TB testing within the last year. Another facility was only used for a preceptorship and did not require faculty presence on the unit.

**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.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

A review of syllabi and laboratory facilities, as well as interviews with the nurse administrator and faculty, indicated that instruction is adequate for all delivery formats. All students use the Canvas LMS to upload assignments and access program documents. For the online students, lectures can also be found on Canvas, along with discussion boards and other assignments.



Peer evaluators reviewed all courses in the RN-to-BSN program and two courses in the PN-to-RN option (NRS 3100 and NRS 3300) via access to the LMS. Online and hybrid students have the same access in this system. Each course clearly delineates in the calendar any assignment differences that arise from hybrid face-to-face meeting days for RN-to-BSN students (e.g., online vs. in-class discussion). Courses are designed using a template that facilitates ease of use within each class and between courses. Syllabi follow a standard template and were reviewed in the LMS and the SSR (pp. 399–442). The learning activities are appropriate for online/hybrid formats and any non-textbook instructional materials are available either on the course site or via links to outside resources, such as Ted Talks. Assignments within the courses are mapped to unit, course, and end-of-program SLOs and course concepts, which guide the learning activities. Evaluation of assignments is completed using rubrics available to the students within the assignments. Students can access the graded rubric via their gradebook for both quantitative and qualitative feedback from the faculty. The peer evaluators verified that feedback is given in a timely manner in courses. Faculty also create (at least) weekly announcements available to all students to enhance communication. Students interviewed reported that this learning format met their needs as working RNs and allowed them to complete the BSN. They voiced that within this format faculty and other resources at the university were readily available for assistance and the response was “quick”.

**Baccalaureate Program – Summary of Compliance:**

The baccalaureate program is in compliance with Standard 4.

The peer evaluators did not identify areas needing development for Standard 4.

**Associate Program – Summary of Compliance:**

The associate program is in compliance with Standard 4.

The peer evaluators did not identify areas needing development for Standard 4.

**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.**

**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.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate

Associate

Baccalaureate/Associate

In interviews with college administrators, the nurse administrator, faculty, and students, peer evaluators verified that fiscal resources are sustainable and sufficient to ensure the achievement of the end-of-program SLOs and program outcomes. WSU receives funding from tuition, fees and donor monies. The budget for the current and previous three years are presented in Table 5.1 (SSR, p. 101). The peer evaluators verified through interviews with the Senior Associate Vice President of Finance/Chief Financial Officer that the SON receives a larger allocation of funds from the overall budget than many departments. The President stated that nursing is the largest department at WSU.

According to the Senior Associate Vice President of Finance, budgets are given to the Dean of the College, who divides monies to the departments in the college. The Dean stated that nursing typically receives all requested funds. Additional funds for the SON come from external fundraising and donations. The SON Chair confirmed that recent donations were received from the Dee Family and the Stewart Education Foundation. Faculty confirmed that they have input into the budget at the beginning of the year “Welcome Back” meeting and at the end of the year faculty meetings and that they have sufficient fiscal resources to meet their needs.

Peer evaluators verified in interviews with faculty, the nurse administrator, and college administrators that simulation equipment and other resources have been purchased for the nursing program through donations and the college’s budget. Table 5.2.1 of the SSR (p. 103) shows results of a faculty survey regarding sufficiency of fiscal resources. The SON set an ELA of 80% with results showing that 84.61% of faculty agree that fiscal resources were sufficient in Spring 2018, compared to 79.49% in Spring 2017 and Spring 2016.

Peer evaluators verified through review of the *Weber State University 2018–2019 Faculty Equity Model* that faculty salaries for nursing faculty are equitable to faculty in other departments with similar qualifications and rank.

**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.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

The SON is housed in the Dumke College of Health Professions building, which is located on the main campus of WSU in Ogden, UT. An additional branch campus location includes the WSU Davis campus in Layton, UT. The SON contracts with ATCs throughout the state and the off-campus instructional sites include Bridgerland Technical College, Ogden/Weber Technical College, and Davis Technical College.

Peer evaluators visited the WSU Davis branch campus, which is located in Layton, UT, approximately 15 miles south of Ogden. Traditional RN and RN-to-BSN students take courses on this campus. Peer evaluators verified that students have access to all of the resources available to students on the Ogden Campus. Additionally, peer evaluators verified the facilities and resources listed in SSR (pp. 107–108). There are four classrooms dedicated to nursing on the WSU Davis Campus, which can hold 30 students. The classrooms have ceiling-mounted projectors, pull-down screens, whiteboards, LED monitors, and have the availability for video conferencing. The WSU Davis Campus has a laboratory with 32 computers with a teaching station. There are eight “open/shared” faculty offices and private meeting rooms available for conferences with students.

Peer evaluators visited the Ogden/Weber Technical College off-campus instructional location, which is located in Ogden, UT. Once students are accepted into the PN-to-RN program, they are WSU students, despite attending courses at the off-campus instructional location. Students have access to all resources as those on the main campus. Resources at the off-campus instructional site are comparable to those on the main campus. There is a computer laboratory with 36 computers and a faculty computer set up for proctoring. There are two WSU faculty members on the Ogden/Weber Technical College Campus and they have sufficient office space. There is a conference room available for private meetings that has a computer, monitor, and an Elmo projector. The simulation laboratory has two private simulation bays, a control room, debriefing room, and student lockers. Peer evaluators verified that equipment in the simulation and practice laboratories is similar to the equipment listed in the SSR (pp. 107–108). There are two practice laboratories with six beds containing low- and mid-fidelity mannequins. There is a dedicated WSU classroom for 36 students with an Elmo projector, a whiteboard, a computer, a screen, a teaching station, and a ceiling-mounted projector.

Peer evaluators verified that the SON at all locations has adequate space and resources through interviews with faculty and students.

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

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

Peer evaluators confirmed in interviews with faculty and students that learning resources and technology are comprehensive, current, and accessible to faculty and students. The library is housed on the main campus. Peer evaluators verified in interviews with the librarian that faculty are involved in decision-making for purchases of resources and technology for the SON through a recently established Library Advisory Committee, which includes a representative from the department. Additionally, the librarian consults the Associate Chair/Associate Degree Program Director regarding purchases. Peer evaluators verified that the library has comprehensive resources to facilitate teaching and learning for faculty and students. It was verified that the library facilities, resources, and staff adequately support the nursing students' and faculty members' education and professional needs. The library is equipped with several student study rooms, conference space, and classrooms with computers and printers.

Peer evaluators reviewed holdings in the library. The peer evaluators noted that the holdings are quite dated. The sections on the shelves that students have access to are not within the last five years. Any current materials are kept in a section at the reserve desk. This is not limited to nursing, but most departments. These include current books used in courses. Students have limited access (typically one hour–two days) to these items to ensure availability to the largest number of students. Nursing students have models, such as heart and skeleton available in the library. The shelved collections included older bound journals and historical items. The librarian stated that the shelved collection is viewed as reference material, whereas those in the reserve area are viewed as the current materials. Faculty select items housed and purchased for the reserve area. The librarian stated that e-books are purchased when available. Students have access to interlibrary loan. Items will be mailed at no cost to students living outside a 50-mile radius of the Ogden or Davis Campuses.

**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.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate                       Associate                       Baccalaureate/Associate

Peer evaluators verified through a review of documents (*Faculty Manual 2018-2019*, pp. 15–17; *ADN Student Handbook*, p. 42; *General Faculty Opening meeting minutes*, August 21, 2018) onsite and in interviews with faculty and students that resources are sufficient to meet the needs of students and faculty in all program options. Faculty and students at any of the campuses or off-campus instructional sites have access to the same resources as those on the main campus in Ogden. Table 5.4.2 in the SSR (p. 118) provides results of a student survey disaggregated by student type as to satisfaction with technology learning enhanced resources, which exceed the established ELA. Table 5.4.3 of the SSR (p. 120) provides faculty survey results regarding satisfaction with the LMS exceeding the ELA. Peer evaluators did clarify that a statement in the SSR (p. 120), “Online student can take a proctored exam at one of the WSU distant sites, a local library, or another university or college testing center” is no longer accurate. Students can take proctored examinations at a WSU location, one of the ATCs, or at approved testing centers. Students can no longer take examinations at local libraries, including the university libraries. Students may have to pay for proctoring services if required. The SSR (p. 120) lists WSU distance locations.

**Baccalaureate Program – Summary of Compliance:**

The baccalaureate program is in compliance with Standard 5.

The peer evaluators did not identify areas needing development for Standard 5.

**Associate Program – Summary of Compliance:**

The associate program is in compliance with Standard 5.

The peer evaluators did not identify areas needing development for Standard 5.

FINAL

**STANDARD 6**  
**Outcomes**

**Program evaluation demonstrates that students have achieved each end-of-program student learning outcome 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 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 and each program outcome.**
- d. **Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.\***
- e. **Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome 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 student learning outcome and each program outcome.**

**\*Programs seeking initial accreditation are required to have data from the time that the program achieves candidacy with the ACEN.**

**6.1 The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.**

**There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome.**

**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' attainment of each end-of-program student learning outcome.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

Baccalaureate

Associate

Baccalaureate/Associate

The peer evaluators verified that a combined systematic plan of evaluation (SPE) for the RN-to-BSN program is in place and is a working document. There are six end-of-program SLOs, and each is associated with assessment measures and measurable ELAs. Each end-of-program SLO is associated with

two assessment measures (one through an assignment and one through student survey). Assignments that correlate to the end-of-program SLOs are identified as signature assessments. The SSR (pp. 453–456) details the attainment of each end-of-program SLO for RN-to-BSN students with ongoing assessment demonstrated in faculty, course review, and Evaluation Plan meeting minutes and in interviews with faculty. Assessment measures are appropriate in the baccalaureate degree program. In the baccalaureate program, an evidence-based practice paper was identified as the signature assessment for end-of-program SLO #3: Evidence-Based Practice: 85% of students must score 12 points in order to meet the ELA, and it was found that in Spring 2018, 88.08% of the students met the ELA (SSR, p. 128). In review of Course Review meeting minutes (2017), it was noted that faculty discuss the achievement of end-of-program SLOs and if any changes need to be made in the courses. In a review of faculty meeting minutes, Course Review meeting minutes, and Evaluation Committee meeting minutes, it was found that assessment methods data are reviewed, and changes are made as needed; for example, in the NRS 3100, an assessment method used to determine the use of informatics found the students scoring poorly and not meeting the ELA, and in a review of the tool, faculty found that some components of the tool were not covered in class. The tool was revised, and the ELA was again met (Course Review meeting minutes, 2017).

Baccalaureate

Associate

Baccalaureate/Associate

Peer evaluators were able to verify that a combined systematic plan of evaluation (SPE) for the ADN program is in place and is a working document. There are six end-of-program SLOs, and each is associated with assessment measures and measurable ELAs. Each end-of-program SLO is associated with two assessment measures, throughout the program. Assignments that correlate to the end-of-program SLOs are identified as signature assessments. The other assessment method used is the clinical evaluation tool; both assessment methods are graded using rubrics. The SSR (pp. 127–131) details the attainment of each end-of-program SLO with ongoing assessment demonstrated in faculty, course review, and Evaluation Plan meeting minutes and in interviews with faculty. Assessment measures are appropriate; for example, in the associate degree program, for an assignment on Impact of Illness is identified as a signature assessment for end-of-program SLO #1 – Patient-Centered Care, the students must achieve a four out of five on a Likert scale in order to successfully meet the ELA. For the ELA that 85% of the students will achieve a four or higher, it was identified that 97.55% (SSR, p. 127) of the students met the ELA in Fall 2018.

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

**The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.**

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

**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.**

**There is a minimum of the three (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.**

B A

|                                     |                                     |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Licensure examination pass rates are not applicable as all students are licensed registered nurses.             |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

| Associate – Performance on Licensure Examination – Aggregated for Entire Program |      |                                 |
|--|------|---------------------------------|
| Expected Level of Achievement  | Year | Licensure Examination Pass Rate |
| 80% for all first-time test-takers within a 12-month period                      | 2018 | 83.4% (269/318)                 |
| Same as above  | 2017 | 88.54% (286/323)                |
| Same as above  | 2016 | 84.09% (260/302)                |

| Associate – Performance on Licensure Examination – Disaggregated by Program Option |      |                                 |                  |                 |
|--|------|---------------------------------|------------------|-----------------|
| Expected Level of Achievement  | Year | Licensure Examination Pass Rate |                  |                 |
|  |      | ADN                             | PN-to-RN         | PN-to-RN Online |
| 80% for all first-time test-takers within a 12-month period                        | 2018 | 87.06% (101/116)                | 83.43% (136/163) | 82.05% (32/39)  |
| Same as above  | 2017 | 93.96% (109/116)                | 84.61% (143/169) | 85.00% (34/40)  |
| Same as above  | 2016 | 84.75% (100/118)                | 87.83% (130/148) | 83.33% (30/36)  |



| Associate – Performance on Licensure Examination – Disaggregated by Location |      |   |   |   |   |  |                             |
|--|------|---|---|---|---|--|-----------------------------|
| Expected Level of Achievement  | Year | Licensure Examination Pass Rate                       |   |   |   |  |                             |
|  |      | WSU Ogden   | WSU Davis   | Online  | Bridgerl and Tech                                     | Davis Tech   | Ogden/Weber Tech            |
| 80% for all first-time test-takers within a 12-month period                  | 2018 | 88.00%<br>Fall 17<br>(27/39)<br><br>Spr 18<br>(26/29) | 86.20%<br>Fall 17<br>(23/29)<br><br>Spr 18<br>(27/29) | 82.05%<br>Fall 17<br>(16/19)<br><br>Spr 18<br>(23/24) | 85.41%<br>Fall 17<br>(18/24)<br><br>Spr 18<br>(23/24) | 80.68%<br>Fall 17<br>(18/24)<br><br>Spr 18<br>(25/32)<br><br>Sum 18<br>(22/27) | 88.89%<br>Spr 18<br>(24/27) |
| Same as above  | 2017 | 87.71%<br>Fall 16<br>(24/27)<br><br>Spr 17<br>(26/30) | 100%<br>Fall 16<br>(30/30)<br><br>Spr 17<br>(29/29)   | 85.00%<br>Fall 16<br>(17/21)<br><br>Spr 17<br>(17/19) | 88.63%<br>Fall 16<br>N=16/20<br><br>Spr 17<br>(24/30) | 84.09%<br>Fall 16<br>(25/29)<br><br>Spr 17<br>(24/30)<br><br>Sum 17<br>(25/29) | 88.57%<br>Spr 17<br>(31/35) |
| Same as above  | 2016 | 80.00%<br>Fall 15<br>(25/29)<br><br>Spr 16<br>(23/31) | 89.65%<br>Fall 15<br>(24/28)<br><br>Spr 16<br>(28/30) | 83.33%<br>Fall 15<br>(12/15)<br><br>Spr 16<br>(18/21) | 95.83%<br>Spr 16<br>(23/24)                           | 87.77%<br>Fall 15<br>(28/33)<br><br>Spr 16<br>(26/29)<br><br>Sum16<br>(25/28)  | 82.35%<br>Spr 16<br>(28/34) |

| Associate – Performance on Licensure Examination – Disaggregated by Date of Completion |      |                                 |                   |                     |
|--|------|---------------------------------|-------------------|---------------------|
| Expected Level of Achievement  | Year | Licensure Examination Pass Rate |                   |                     |
|  |      | April                           | August            | December            |
| 80% for all first-time test-takers within a 12-month period                            | 2018 | 87.58%<br>(141/161)             | 81.48%<br>(22/27) | Not Available       |
| Same as above  | 2017 | 89.82%<br>(150/167)             | 86.20%<br>(25/29) | 81.53%<br>(106/130) |
| Same as above  | 2016 | 86.39%<br>(146/169)             | 89.28%<br>(25/28) | 88.18%<br>(112/127) |
| Same as above  | 2015 | 86.58%<br>(142/164)             | 85.18%<br>(23/27) | 84.61%<br>(88/104)  |

Baccalaureate

Associate

Baccalaureate/Associate

The RN-to-BSN program requires an unencumbered RN license for admission; therefore, no tracking of NCLEX pass rates is in place.

Baccalaureate                       Associate                       Baccalaureate/Associate

In a review of data, it was found that data did not correlate between tables, and the Associate Chair/Associate Degree Program Director reviewed the data and provided corrected tables, which are attached to this report. For the associate degree program, licensure pass rates have consistently been above 80% and have not fallen below this level for any cohort. In interviews with faculty, they stated that they review the NCLEX pass rate when reported and stated if there were a decrease in the passing percentage, they would immediately review to determine a potential causative factor and implement interventions to increase the success rate of the students.

**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.**

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

**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.**

**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.**

| B                                   | A                                   |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

| Baccalaureate – Program Completion – Aggregated for the Entire Program |           |  |
|--|-----------|--|
| Expected Level of Achievement  | Year      | Program Completion Rate                  |
| 80% of students will complete in 150% of program length                | 2017–2018 | 78.18% (319/408)<br>85 still progressing |
| Same as above  | 2016–2017 | 95.16% (354/372)<br>14 still progressing |
| Same as above  | 2014–2015 | 91.13% (144/158)                         |

| Associate – Program Completion – Aggregated for the Entire Program |           |                         |
|--|-----------|-------------------------|
| Expected Level of Achievement                                      | Year      | Program Completion Rate |
| 80% of students will complete in 150% of program length            | 2017–2018 | 97.57% (321/329)        |
| Same as above  | 2016–2017 | 96.98% (353/364)        |
| Same as above  | 2015–2016 | 96.83% (336/347)        |

| <b>Baccalaureate – Program Completion – Disaggregated by Program Option</b> |             |  |  |  |  |
|---|-------------|--|--|--|--|
| <b>Expected Level of Achievement</b>  | <b>Year</b> | <b>Program Completion Rate</b>             |  |  |  |
|   |             | Hybrid – Full-time                         | Online – Full-time                         | Hybrid - Part-time                       | Online - Part-time                       |
| 80% of students will complete in 150% of program length                     | 2017–2018   | 95.95%<br>(190/198)<br>4 still progressing | 97.72%<br>(129/132)<br>3 still progressing | 0%<br>(0/32)<br>32 still progressing     | 0%<br>(0/46)<br>46 still progressing     |
| Same as above   | 2016–2017   | 98.82%<br>(168/170)                        | 96.61%<br>(114/118)<br>2 still progressing | 84.21%<br>(32/38)<br>6 still progressing | 86.95%<br>(40/46)<br>6 still progressing |
| Same as above   | 2015–2016   | 91.67%<br>(77/84)                          | 91.11%<br>(41/45)                          | 80.00%<br>(12/15)                        | 100%<br>(14/14)                          |

| <b>Associate – Program Completion – Disaggregated by Program Option</b> |             |                                |                     |                   |
|---|-------------|--------------------------------|---------------------|-------------------|
| <b>Expected Level of Achievement</b>                                    | <b>Year</b> | <b>Program Completion Rate</b> |                     |                   |
|   |             | ADN                            | PN-to-RN            | PN-to-RN online   |
| 80% of students will complete in 150% of program length                 | 2017–2018   | 98.33%<br>(118–120)            | 97.04%<br>(164/169) | 97.5%<br>(39/49)  |
| Same as above   | 2016–2017   | 97.33%<br>(146/150)            | 95.65%<br>(166/173) | 100%<br>(41/41)   |
| Same as above   | 2015–2016   | 98.01%<br>(148/151)            | 98.05%<br>(151/154) | 88.09%<br>(37/42) |

| <b>Baccalaureate – Program Completion – Disaggregated by Location</b> |             |   |   |   |
|---|-------------|---|---|---|
| <b>Expected Level of Achievement</b>                                  | <b>Year</b> | <b>Program Completion Rate</b>              |   |   |
|   |             | WSU Ogden                                   | WSU Davis                                 | Online                                      |
| 80% of students will complete in 150% of program length               | 2017–2018   | 79.31%<br>(115/145)<br>26 still progressing | 88.23%<br>(75/85)<br>10 still progressing | 72.47%<br>(129/178)<br>49 still progressing |
| Same as above   | 2016–2017   | 95.76%<br>(113/118)<br>4 still progressing  | 96.67%<br>(87/90)<br>3 still progressing  | 93.90%<br>(154/164)<br>7 still progressing  |
| Same as above   | 2015–2016   | 87.50%<br>(49/56)                           | 93.02%<br>(40/43)                         | 93.22%<br>(55/59)                           |

| Associate – Program Completion – Disaggregated by Location |           |   |   |   |   |  |                          |                        |
|--|-----------|---|---|---|---|--|--------------------------|------------------------|
| Expected Level of Achievement                              | Year      | Program Completion Rate                     |   |   |   |  |                          |                        |
|  |           | WSU Ogden                                   | WSU Davis                                   | Online                                      | Bridgerl and Tech                           | Davis Tech   | Ogden/Weber Tech         | Utah State             |
| 80% of students will complete in 150% of program length    | 2017–2018 | 98.33%<br>Fall 17 (30/30)<br>Spr 18 (29/30) | 96.67%<br>Fall 17 (29/30)<br>Spr 18 (29/30) | 97.5%<br>Fall 17 (19/20)<br>Spr 18 (20/20)  | 100%<br>Fall 17 (24/24)<br>Spr 18 (24/24)   | 97.80%<br>Sum17 (29/30)<br>Fall 17 (29/30)<br>Spr 18 (31/31) | 90%<br>Spr 18 (27/30)    |                        |
| Same as above  | 2016–2017 | 93.33%<br>Fall 16 (27/30)<br>Spr 17 (29/30) | 98.33%<br>Fall 16 (30/30)<br>Spr 17 (29/30) | 100%<br>Fall 16 (21/21)<br>Spr 17 (20/20)   | 89.58%<br>Fall 16 (20/24)<br>Spr 17 (23/24) | 97.77%<br>Sum16 (29/30)<br>Fall 16 (29/29)<br>Spr 17 (30/31) | 100%<br>Spr 17 (35/35)   | 100%<br>Spr 17 (30/30) |
| Same as above  | 2015–2016 | 98.36%<br>Fall 15 (29/30)<br>Spr 16 (31/31) | 96.67%<br>Fall 15 (15/19)<br>Spr 16 (22/23) | 88.09%<br>Fall 15 (15/19)<br>Spr 16 (22/23) | 100%<br>Spr 16 (24/24)                      | 97.87%<br>Sum15 (31/31)<br>Fall 15 (32/34)<br>Spr 16 (29/29) | 97.22%<br>Spr 16 (35/36) | 100%<br>Spr 16 (30/30) |

| Baccalaureate – Program Completion – Disaggregated by Date of Completion |           |   |   |
|--|-----------|---|---|
| Expected Level of Achievement  | Year      | Program Completion Rate                     |   |
|  |           | Fall  | Spring                                      |
| 80% of students will compete in 150% of program length                   | 2017–2018 | 79.76%<br>(205/257)<br>50 still progressing | 75.49%<br>(114/151)<br>35 still progressing |
| Same as above  | 2016–2017 | 94.17%<br>(226/240)<br>12 still progressing | 96.97%<br>(128/132)<br>2 still progressing  |
| Same as above  | 2015–2016 | 79.17%<br>(38/48)                           | 96.36%<br>(106/110)                         |

| Associate – Program Completion – Disaggregated by Date of Completion |           |                         |                     |                     |
|--|-----------|-------------------------|---------------------|---------------------|
| Expected Level of Achievement  | Year      | Program Completion Rate |                     |                     |
|  |           | August                  | December            | April               |
| 80% of students will complete in 150% of program length              | 2017–2018 | 96.67%<br>(29/30)       | 97.76%<br>(131/134) | 96.96%<br>(100/165) |
| Same as above  | 2016–2017 | 96.67%<br>(29/30)       | 94.78%<br>(127/134) | 98.00%<br>(196/200) |
| Same as above  | 2015–2016 | 100%<br>(31/31)         | 92.03%<br>(104/113) | 99.01%<br>(201/203) |

Baccalaureate                       Associate                       Baccalaureate/Associate

Program completion rates have consistently been above 80%. Some cohorts have students that are still in progress, but have not reached 150% of program length; despite this, most program completion rates have reached the ELA. In interviews with faculty, they stated that the ELA was designated by the faculty based on student demographics (>70% of students coming from two counties local to WSU; 74.8% Caucasian, 11% Hispanic, *WSU Student Characteristics, Fall Semester, Third Week 2018*) and the university mission and philosophy related to retention and success of students. The 2015–2016 the program completion rate fell below 80%. In interviews with faculty, it was stated that a review of assessment data was undertaken to determine causative factors. No causative factors could be found, so a review of course content was undertaken to determine currency, and no areas could be identified that needed interventions. Program completion rates improved at the next data collection point and have not fallen below the ELA since then.

Baccalaureate                       Associate                       Baccalaureate/Associate

Program completion rates have consistently been above 80%. In interviews with faculty, it was stated that the ELA was designated by the faculty based on student demographics (>70% of students coming from two counties local to WSU; 74.8% Caucasian, 11% Hispanic, *WSU Student Characteristics, Fall Semester, Third Week 2018*) and the university mission and philosophy related to retention and success of students. In interviews with faculty, it was stated that program completion rates are regularly reviewed, and if rates were to fall below the ELA, faculty would review the analysis of assessment data to determine causative factors and determine interventions to increase student success. WSU no longer has a location at Utah State University.

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

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

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

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

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

B A

|                                     |                                     |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The peer evaluators verified evidence to support compliance with this Criterion.                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators verified evidence to support compliance with this Criterion with areas needing development. |
| <input type="checkbox"/>            | <input type="checkbox"/>            | The peer evaluators could not verify evidence to support compliance with this Criterion.                        |

| Baccalaureate – Job Placement Rates – Aggregated for the Entire Program |              |                    |                           |                                    |                   |
|---|--------------|--------------------|---------------------------|------------------------------------|-------------------|
| Expected Level of Achievement   | Year         | Job Placement Rate | Total Number of Graduates | Total Number of Graduate Responses | Response Rate (%) |
| 80% of graduates will be employed between 3–6 months post-graduation    | October 2018 | 100% (239/239)     | 369                       | 239/369                            | 64.7%             |
| Same as above   | 2017–2018    | 94.27% (181/192)   | 339                       | 192/339                            | 56.6%             |
| Same as above   | 2016–2017    | 95.48% (169/177)   | 334                       | 177/334                            | 52.9%             |
| Same as above   | 2015–2016    | 100% (202/202)     | 281                       | 201/281                            | 71.88%            |

| Associate – Job Placement Rates – Aggregated for the Entire Program  |              |                    |                           |                                    |                   |
|--|--------------|--------------------|---------------------------|------------------------------------|-------------------|
| Expected Level of Achievement  | Year         | Job Placement Rate | Total Number of Graduates | Total Number of Graduate Responses | Response Rate (%) |
| 80% of graduates will be employed between 3–6 months post-graduation | October 2018 | 100% (276/276)     | 299*                      | 276/299                            | 92.3%             |
| Same as above  | 2017–2018    | 100% (300/300)     | 321                       | 300/321                            | 93.46%            |
| Same as above  | 2016–2017    | 100% (300/300)     | 353                       | 300/353+                           | 84.99%            |
| Same as above  | 2015–2016    | 100% (292/292)     | 336                       | 292/334+                           | 86.99%            |

\*does not include August graduates from Davis Tech

+numbers include Utah State University graduates

Baccalaureate

Associate

Baccalaureate/Associate

Job placement rates are close to or at 100% as there is a nursing shortage in the area, and employers seek out WSU graduates, according to interviews with faculty, hospital administrators during clinical visits, and members of the public. However, these data had been difficult to validate, as job placement rates have been tracked using a survey, which has had a traditionally low response rates. In interviews with faculty, it was revealed that associate and baccalaureate degree job placement rate tracking via phone call had been initiated. Additionally, another tracking point for associate degree graduates was initiated in the RN-to-BSN program, where the majority of associate degree graduates continue their education. In this case, job placement tracking was completed via direct student contact. In interviews with faculty, it was stated that the disbursement of the survey will continue, but job placement rates will be tracked by phone and personal contact. Peer evaluators confirmed in interviews with faculty, students, employers, and members of the Advisory Board that most hospitals require a BSN degree within 2–5 years of employment. They

stated that there may be no change in jobs, but the degree is required to maintain employment. WSU no longer has a location at Utah State University.

**Baccalaureate Program – Summary of Compliance:**

The baccalaureate program is in compliance with Standard 6.

The peer evaluators did not identify areas needing development for Standard 6.

**Associate Program – Summary of Compliance:**

The associate program is in compliance with Standard 6.

The peer evaluators did not identify areas needing development for Standard 6.

DRAFT

## **V. RECOMMENDATION FOR ACCREDITATION STATUS**

### **Baccalaureate Program**

#### **Continuing Accreditation:**

Continuing accreditation as the program is in compliance with all Accreditation Standards.

### **Associate Program**

#### **Continuing Accreditation:**

Continuing accreditation as the program is in compliance with all Accreditation Standards.

FINAL



**FACULTY PROFILE TABLE**

Agency Information

*Directions: Instructions for completing the Faculty Profile Table can be found at [http://www.acenursing.net/resources/FacultyProfile\\_Instructions.pdf](http://www.acenursing.net/resources/FacultyProfile_Instructions.pdf)*

**Name of Institution: Weber State University**

**Date Form Completed: January 2019**

**Name of Nursing Education Unit: Annie Taylor Dee School of Nursing**

| Agency   | Name of Agency                         | <p align="center"><b><u>Full- and Part-time Faculty Requirements</u></b></p> <p><i>Directions: List the specific academic, licensure, practice/teaching, and/or other requirements (as applicable) for full and part-time faculty by agency and include the reference (link or location) where information can be verified. If requirements are not applicable for an agency, provide a brief explanation why.</i></p>  |
|--|--|---|
| <p><b>The program's state regulatory agency for nursing</b></p>                            | <p>Utah State Board of Nursing</p>     | <p>Reference:<br/> <a href="https://dopl.utah.gov/licensing/nursing.html">https://dopl.utah.gov/licensing/nursing.html</a></p> <p>Text:<br/>                     Utah State Board of Nursing is affiliated with the Utah Division of Occupational and Professional Licensing (DOPL).<br/>                     This agency monitors eligibility and scope of practice for all levels of nursing professionals.<br/>                     No oversight or evaluations of faculty credentials for Nursing Education in the State of Utah</p> <p>DOPL determines if licensure requirements and required national testing are met for registered nurses (RNs) or APRNs.</p> |
| <p><b>Other state agency (e.g., state department of education, state system, etc.)</b></p> | <p>The Utah State Board of Regents</p> | <p>Reference:<br/> <a href="https://higheredutah.org/policies/r481-academic-freedom-professional-responsibility-tenure-termination-and-post-tenure-review/">https://higheredutah.org/policies/r481-academic-freedom-professional-responsibility-tenure-termination-and-post-tenure-review/</a></p> <p>Text:<br/>                     R481, Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review</p>   |

|  |   |  |
|--|---|--|
|  |   | <p>The Utah State Board of Regents is governed by Utah Code (policy). The Code does not define faculty requirements.</p> <p>The Utah Code defers academic qualifications to individual institutions and the respective department or college for discipline specific credentials, tenure, and professional faculty responsibility.</p>   |
| <p><b>The program's governing organization</b></p> | <p>Weber State University<br/>3850 University Circle<br/>Ogden, UT 84408-3912</p> | <p><u>Reference #1:</u><br/><a href="#">Faculty Tenure Requirements</a></p> <p><a href="#">WSU PPM - Faculty</a></p> <p>Text:<br/>Qualifications defined by Dumke College of Health Professions and the School of Nursing</p> <p>From the document:<br/>For the School of Nursing<br/>(1) Doctorate or a terminal degree in this field or related discipline, current unencumbered RN or APRN license, and three years in the discipline of primary responsibility<br/>(2) Master's degree in Nursing and current unencumbered RN or APRN license, if teaching only in the licensed practical nursing (LPN) and/or associate degree (AD) level nursing programs.</p> <p>Additional requirements for the full-time nursing faculty:</p> <p><a href="#">Full-time Faculty Job Description</a><br/><a href="#">Part-time Faculty Job Description</a><br/><a href="#">Adjunct Faculty Job Description</a></p> <p>Faculty are evaluated annually for adherence to licensure and certification requirements.<br/>Student, peer, and faculty self-review are a component of the annual evaluation process.</p> <p><u>Reference #2:</u><br/><a href="#">School of Nursing Faculty Handbook</a></p> |

|  |  |   |
|--|--|---|
|  |  | <a href="#">School of Nursing PPM</a>   |
| <b>The governing organization's accrediting agency</b> | Northwest Commission on Colleges and Universities<br>Fall 2014 Reaffirmed through 2022<br>No recommendations | <p>Reference: <a href="http://www.nwccu.org">http://www.nwccu.org</a></p> <p>Accreditation by Northwest Commission indicates the institution as a whole is substantially achieving its mission and that it meets the Northwest Commission's expectations for accreditation criteria" (n.d.).</p> <p>There are no specific guidelines for faculty credentials and qualifications. Weber State University's Dumke College of Health Professions and the School of Nursing recommend qualifications based on individual accrediting bodies for the discipline.</p> <p>Faculty qualifications determined by the School of Nursing and Dumke College of Health Sciences.<br/>(See section above)</p> <p>The School of Nursing MSNP faculty qualifications are determined by ACEN, QSEN, NONPF, and other national educational organization recommendations.</p> <p>See section above for supporting documents related to faculty qualifications for university accreditation.</p> <p>This means faculty credentials appropriate for School of Nursing and other university programs based on national accrediting bodies and guidelines for each discipline.</p> |

FACULTY

## Faculty Profile Table

### Qualifications of **Full-time Faculty Shared Teaching Responsibilities in More than One Nursing Program**

*Directions: Complete requested information below for each full-time shared faculty member teaching at the time of the site visit. Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.*

| 1  | 2   | 3  | 4   | 5  |
|--|---|--|---|--|
| LAST NAME,<br>FIRST NAME   | DATE OF<br>INITIAL<br>APPOINTMEN<br>T                               | ACADEMIC DEGREES   | LICENSURE/<br>CERTIFICATION   | TEACHING AND NON-TEACHING<br>AREA(S) OF RESPONSIBILITY   |
| <ul style="list-style-type: none"> <li>• Alphabetic<br/>al Order by Last<br/>Name</li> </ul> | <ul style="list-style-type: none"> <li>• Month/Y<br/>ear</li> </ul> | <ul style="list-style-type: none"> <li>• Undergraduate<br/>Degree(s): name of<br/>degree/date of completion</li> <li>• Graduate Degree(s):<br/>name of degree/specialty/date<br/>of completion</li> <li>• Waiver/exception (if<br/>applicable) for<br/>credential/experience<br/>requirements: (explain)</li> <li>• Currently enrolled:<br/>name of degree/projected<br/>date of completion</li> </ul> | <ul style="list-style-type: none"> <li>• Current licensure:<br/>state/license number/expiration<br/>date</li> <li>• Current certifications:<br/>type/date acquired/expiration<br/>date</li> </ul> | <ul style="list-style-type: none"> <li>• Course: Prefix, Number,<br/>Role/Responsibilities</li> <li>• Committees; Course, Clinical,<br/>Laboratory Coordination, etc.</li> </ul>   |
| Allen, Juanita G   | July 2017   | BSN 1981<br>MSN 1999<br>DNP 2009   | Utah 20836974405<br>Expires 1/31/21<br>DEA MA0583460<br>Expires 6/18<br>Minnesota RN 2461381<br>Minnesota APRN 5565<br>Both expire 11/19  | N4100 – Faculty<br>MSN 6220 – Faculty<br>MSN 6225 – Faculty<br>Faculty Development Committee   |
| Anderson,<br>Pamela  | 07/2013<br>Full-time<br>01/2010 Adjunct                             | LPN/1999, BTECH<br>RN/2000, WSU<br>BSN/2008, WSU<br>MSN/2009, WSU  | Utah 374496-3102<br>exp:01/31/2021  | N2551 – Lab<br>N2551 – Lab Coordinator<br>N2550 – Clinical<br>N3200 – Complex Patient Centered Care 1,<br>face-to-face<br>N3200 – Complex Patient Centered Care 1,<br>online<br>N3350 – Patient Care Management<br>N4080 – High Risk Adult |

|                          |         |   |  |  |
|--------------------------|---------|---|--|--|
|                          |         |   |  | <p>N4060 – Oncology Nursing<br/> SON - Co-chair N3200 Course Committee<br/> SON - Co-chair Testing Committee<br/> Faculty Senate, APAFT Committee<br/> SON - Peer Review Committee<br/> Utah Simulation Coalition Representative for Weber<br/> Past:<br/> N2500 Patient Centered Care 3, 2013–2017<br/> Co-chair 2550 Patient Centered Care 3 clinical/lab, 2015–2017<br/> DCHP – Simulation Lab Committee, 2015-2017<br/> SON – Simulation Committee, 2013-2017<br/> SON - Curriculum Committee, 2013-2014</p> |
| Ardern, Rachel           | 06/2017 | <p>BN/1997<br/> MN/2008<br/> HlthScD/(projected) 2018</p>   | <p>Idaho - 50926 exp: 8/2021<br/> BLS exp: 3/2019</p>  | <p>N2550 - Clinical<br/> N2551 – Lab<br/> N3350 – Preceptorship<br/> N4400 – Population Health in Nursing<br/> Undergraduate Research Committee member<br/> Evaluation committee member<br/> Research, Scholarship and Professional Growth Committee member</p>  |
| Suzanne Ballingham-Tebbs | 7/2004  | <p>LPN, 1978<br/> ADN 1988<br/> BSN 1996<br/> FNP 2001</p>  | <p>Utah APRN 218156-4405,<br/> expires 1/31/20<br/> Utah controlled substance<br/> 218156-8900<br/> Expires 1/31/20<br/> ANCC 0360737<br/> Expires 9/30/21</p> | <p>NRSNG 4400/ 33296<br/> NRSNG 4090/20528<br/> MSNP 6245/20810<br/> MSNP 6230/20851<br/> MSNP 6230/20852<br/> MSNP 6230/20853<br/> Course chair MSNP 6235<br/> Peer review committee</p>  |
| Baron, Kristy            | 7/2012  | <p>ADN 1976<br/> BSN 1998<br/> MFHD 2004 (Master of Family and Human Development)<br/> Bridged MFHD to Nursing Degree 2006-2007</p> | <p>RN Utah: 321178–3102 (Expires January 2019)<br/> RN California: 268437 (Expires May 2019)<br/> BLS<br/> (Expires August 2019)</p>                           | <p>N4060-Oncology Nursing<br/> N4200-Scholarship for Evidence-Based Practice<br/> N4840-Honors Seminar in Nursing<br/> MSN 6801-Integrating Scholarship Into Practice<br/> MSN 6802-Integrating Scholarship Into Practice</p>  |

|                  |        |  |   |  |
|------------------|--------|--|---|--|
|                  |        | Nursing Education Graduate Certificate 2008<br>PhD 2014 (Nursing)                                  |   | MSN 6803-Integrating Scholarship Into Practice<br>Co-Chair of SON Curriculum Committee<br>Member of SON Testing Committee<br>Chair of N4060<br>Co-Chair of MSN 6801-6803<br>Member of DCHP Curriculum Committee<br>Member of Admissions, Standards, and Student Affairs (ASSA)<br>Member of Engaged Learning Series (ELS)  |
| Berghout, Tamara | 7/2013 | ADN 1986<br>BSN 2007<br>MSN 2011   | UT RN License: 216069-3102<br>BLS exp. 8/19   | N2350 – Clinical<br>N2550 – Clinical<br>N4100-Complex Patient Centered Care 2<br>N4300 Course Chair – Healthcare Policy and Decision Making<br>N4392 Course Chair –Case Management<br>Co-chair Curriculum Committee<br>Constitutional Review, Apportionment, and Organization committee member<br>Scholarship committee member<br>Women’s and Gender Studies Committee |
| Beynon, Cynthia  | 5/2015 | ADN, 1985<br>BSN, 2012<br>MSN, 2015<br>Currently enrolled, PhD;<br>Anticipate graduation Fall 2020 | UT RN License: 215288-3102<br>CNE exp. 12/20<br>BLS exp. 08/19<br><br>CITI training: Exp 9/19 | N3100 – Pharmacology; Course Chair<br>N2550 – Clinical<br>N2551 – Lab<br>N3550 – Clinical Precepting<br>NSNA Student Advisor<br>Evaluation Committee, member<br>WSU Clubs and Orgs Advisory Board, member<br>Dumke College Building Safety/Emergency Committee, member   |
| Cadman, Kathleen | 7/2013 | BFA 2002<br>ADN 2007<br>BSN 2011<br>MSN 2012<br>PhD 2018 (complete May 18)                         | UT RN License: 7028837-3102<br>BLS exp. 8/19  | N 4400- Course Chair<br>N 4200- Course Chair<br>N 2550 and N 4380- Instructor  |

|                   |                               |   |  |   |
|-------------------|-------------------------------|---|--|---|
| Chalmers, Kaylene | 08/2011<br>Adjunct<br>07/2014 | ASN – 1976<br>BSN – 2011<br>MSN - 2014  | Utah RN license<br>197682-3102   | 4300 – Course Instructor<br>4200 – Course Instructor<br>4300 – Course Instructor<br>3350 – Preceptor Instructor<br>3300 – Course Instructor<br>2550 – Clinical Instructor<br>Faculty Development Committee – committee member<br>DCHP Graduation Committee – committee member   |
| Clark, Heather    | 7/2011                        | LPN/2004<br>ADN/2005<br>BSN/2009<br>MSN/2011  | Utah<br>5802535-3102 exp. 1/31/2021<br>BLS exp. 1/2019<br>ACLS exp. 4/2019   | 4200- Course instructor<br>2500- Course instructor<br>2550- Clinical instructor<br>2551- Lab instructor<br>3350- Preceptor instructor<br>2500- Co-Chair<br>Engaged Learning Series- committee member<br>Department Scholarship Committee- committee member<br>Clinical Coordinator-BTECH Campus Governance committee Chair<br>Energy and sustainability green- committee member |
| Gooder, Valerie   | 7/2005                        | <ul style="list-style-type: none"> <li>• BSN-1981</li> <li>• MSN Nursing Informatics 1994</li> <li>• PhD Nursing, 2001</li> </ul> | <p>Utah<br/>215634-3102 ex. 1/31/2021</p> <p>National Healthcare Disaster Professional- NHDP-BC exp. 1/1/2023<br/>Basic Disaster Life Support exp. 6/2022</p> <p>Advanced Disaster Life Support exp. 6/2022</p> <p>C.E.R.T. Certified- no expiration</p> <p>AHA Basic Life Support ex.8/2019</p> | <p>4080- Course, Chair<br/>4070-Course, Instructor<br/>6120- Course, Chair<br/>6300- Course, Chair<br/>Evaluation Committee- Chair<br/>University Pandemic Committee-member<br/>Tenure Committee Chair 2018-2019</p>  |

|                     |         |   |  |  |
|---------------------|---------|---|--|--|
|                     |         |   |  |  |
| Hansen, Vicky       | 7/2015  | AD 1977<br>BSN 2000<br>MN 2002  | Utah RN License<br>94566435-3102<br>exp.01/31/2021<br>CNE: exp. 12/31/2019           | N2351 Lab<br>N2300 Course Instructor<br>N2300 Co-chair<br>N3350 Monitor preceptors<br>N4500 OL Course Instructor<br>Peer Review Committee  |
| Johnson, Kimball    | 7/2012  | ADN- Brigham Young<br>University<br>BSN – University of Utah<br>MS – Brigham Young<br>University  | Utah # 205340-3102; exp:<br>1/31/2021<br><br>BLS exp: 8/2019                         | NRSNG 2300 – Theory<br>NRSNG 2300 – Co-chair<br>NRSNG 2350 - Clinical<br>NRSNG 4090 - Theory<br>NRSNG 4200 - Theory<br>NRSNG 4500 – Theory<br>Testing Committee<br>Appropriations Committee  |
| Leggett-Fife, Diane | 08/1999 | LPN, 1973 Weber State<br>College<br>ADN, 1974 Weber State<br>College<br>BSN, 1998 Weber State<br>University<br>MSN, 2000 University of<br>Phoenix<br>PhD, 2010 University of Utah | Utah #193545-3102 Expires<br>01/31/2021  | NRSNG 4090 - Chair<br>NRSNG 4045<br>NRSNG 4200<br>MSN 6170 – Chair<br>MSN 6110 – Chair<br>MSN 6580 – Chair<br>MSN 6800 – Co-Chair<br>SON Curriculum Committee<br>NSNA MSN Representative   |
| NeVille, Melissa    | 7/2010  | BSN 1998<br>MSN/NP 2001<br>DNP 2009   | Utah 364714-3102<br>APRN Expires 1/31/2019<br>CPNP-PC 20010271<br>Expires: 2/28/2019 | 6520 – Course Chair<br>6700 – Course Chair<br>6110 – Course Co-chair<br>6255 –Course Chair<br>6801 – Instructor<br>6802 – Instructor<br>6803 - Instructor<br>4090 – Instructor<br>Testing Committee – Member<br>APAFT/ University Committee - Member |



|                              |   |  |  |  |
|------------------------------|---|--|--|--|
| Openshaw, Deon               | 7/1/2017                                  | ADN-1991<br>BSN-2007<br>MSN-2010   | Utah<br>1966953102 Exp. 1/31/2019<br>BLS 8/18  | NRSRG 2350 Clinical<br>NRSRG 3350 Precepting<br>NRSRG 4400 Population Health<br>NRSRG 4600 Informatics and Communication<br>Governance committee member  |
| Phillips, Terry              | 7/2018-present                            | BS Nursing 1975<br>MS (CNS) 1986<br>Post Master's Certificate NP<br>1995                   | Utah A.P.R.N. 197886-4405;<br>1/20<br>ANP-BC (ANCC); 11/2020<br>0243908<br>BLS Instructor: 11/2020                                 | NRSRG 3350 Precepting<br>NRSRG 4100 Complex Pt Centered C. II<br>NRSRG 4200 Evidence Based Practice<br>NRSRG 4400 Population Health<br>NRSRG 4600 Informatics and Communication<br>MSNP 6260 Advanced Practice Nursing<br>Clinical Practicum |
| Reese, Jody                  | 7/2006 - Present                          | ADN – 1993<br>BS – 1979<br>MSN - 2005  | Utah RN – 200915-3102<br>1/2021  | NRSRG 4300 – Instructor<br>NRSRG 4400 – Instructor<br>NRSRG 3500 – Instructor<br>Governance Committee Member   |
| Reynolds, Mary<br>Anne Hales | 7/2017-present<br>7/88-6/92<br>12/79-6/82 | AD Nursing 1978 WSC<br>BS Nursing 1979 UofU<br>MS (CNS) 1984 UCSF<br>PhD Nursing 1997 UofU | Utah RN 202394-3102; 1/19<br>ID APRN-CNS-20; 8/19<br>ACNS-BC (ANCC) 0101442;<br>12/21<br>BLS (AHA) 8/18<br>ELNEC Trainer Certified | N4100<br>N4200<br>N4600<br>N6130   |
| Rhodes, Julie                | January 2015                              | ADN, 1987<br>BSN, 2013<br>MSN, 2014  | Utah # <a href="#">217382-3102</a> ; 1/31/2021   | NRSRG 2200<br>NRSRG 2250<br>NRSRG 4850<br>MSN 6180<br>International Projects Chair   |
| Roberts, Monte               | July 2013                                 | AAS/2001<br>ADN/2002<br>BSN/2005<br>MS/2010<br>DNP/2013<br>PHD/ Projected 12/2018          | Utah:<br>4771368-3102<br>BLS exp: 8/2018   | 2551- Teach lab simulations<br>Simulation Director   |
| Rocha, Ann                   | 7/2016                                    | Diploma/Nursing 1972<br>BSN/Nursing 1981<br>MS/Community Services<br>1993<br>MSN/FNP 1995  | Utah 9840808-3102<br>Expires 1/31/2021<br>AACN Certification for Clinical<br>Nurse Specialist                                      | N4700/Course Chair<br>NP 6255/Course Chair<br>N6560<br>Faculty Org/SON<br>Prism Committee/University   |

|                     |        |   |   |   |
|---------------------|--------|---|---|---|
|                     |        | Post MSN/CNS 2008<br>PhD/Nursing 2014   | Expires 12/31/2019<br>BLS Expires 8/2018  | Faculty Senate/University   |
| Wankier, Jamie      | 7/2012 | BS 2000<br>BSN 2002<br>MSN 2012   | RN License - Utah#4744995-3102<br>BLS - #UT05958 Exp. August 2018   | *Courses; N2550, N3350, N4045, N4600<br>*Course Chair N2550<br>*NP Clinical Coordinator<br>*Committee's: Chair Faculty Development, Green Sustainability Team, N3350, N4600, N4045<br>*College Faculty Development, University; President Faculty Staff Association |
| Williams, Kristiann | 7/2003 | ADN 1983 -<br>Weber State College<br>BSN 1987 -<br>University of Utah<br>MSN 1990 -<br>Brigham Young University<br>Post Master's Family Nurse Practitioner 2009 -<br>Indiana State University<br>DNP 2011 -<br>Chatham University | Utah APRN FNP<br>#175966-4405 exp. 1/31/2020<br>Utah Controlled Substance<br>#175966-8900 exp. 1/31/2020<br>BLS exp. 8/2020 | N4100 Course Chair/Instructor<br>N4400 Instructor<br>N4830 Course Chair/Instructor<br>MSN6730 Co Course Chair<br>MSN 6801 Content Expert<br>MSN 6802 Content Expert<br>MSN 6803 Content Expert<br>Student Health Center FNP   |

FACULTY

## Qualifications and Professional Development Addendum

**Directions:** Complete requested information below for each full- and part-time nursing and non-nursing faculty member currently teaching in the nursing program. Details should be relevant (1–2 pages per faculty member) to how the faculty member is qualified (or maintains qualifications) for their assigned nursing course(s).

### Qualifications and Professional Development Addendum

**Faculty Name: Juanita G Allen, DNP, FNP-BC**

List relevant:

• **Area(s) of expertise and experience (e.g., medical-surgical, leadership, geriatrics)**

- \* Family Nurse Practitioner
- \* Pediatrics
- \* Geriatrics
- \* Public Health

• **TEACHING**

2017-present Faculty – Weber State University

FNP – Pediatrics, Older Adult, Physical Assessment and Diagnostic Reasoning, Transition to Practice

BSN – Complex Patient Centered Care 2, Community Health (online and on ground)

2009-2017 Student Mentor – Western Governors University (2009-2010)

Course Mentor – Evidence Based and Applied Nursing Practice; Advanced Evidenced Based Practice (RN-to-BSN bridge course)

Advanced Pathophysiology; Contemporary Nursing Issues; Nutrition (BSN courses of study)

2014-present Didactic and Clinical Faculty – Walden University – Primary Care Adolescent and Child, Older Adult, Elderly Adult

2008 Instructor, N4410 Integrated Nursing Practice (Online, RN-to-BSN) - Team Member.

2009 Instructor, N4225 Community Clinical Instructor

2008 Instructor, N4225 Community Clinical Instructor

2007 Instructor, N4410 Integrated Nursing Practice (Online, RN-to-BSN) - Team Member.

2007 Instructor, N4225 Community Clinical Instructor

2007 Instructor, N4400 Capstone - Team Member.

2007 Instructor, N4225 Community Clinical Course Coordinator

N4225 Community Clinical Instructor

2007 NURS 4225(2): Community Health Home Care, Primary Instructor, 124 SCH, 62 students, University of Utah, Nursing.

2007 Instructor, N4410 Capstone - Team Member.

2007 NURS 4225(1): Community Health Home Care, Primary Instructor, 124 SCH, 62 students, University of Utah, Nursing.

2006 Instructor, N4225 Community Clinical Course Coordinator

N4225 Community Clinical Instructor.

2006 Instructor, N4410 Integrated Nursing Practice (Online, RN-to-BSN) - Team Member.

2006 Instructor, N4400 Capstone.

2006 Instructor, N4225 Community Clinical Course Coordinator

N4225 Community Clinical Instructor.

2006 NURS 4215(2): Community Health Home Care, Primary Instructor, 114 SCH, 38 students, University of Utah, Nursing.

2006 NURS 4225(2): Community Health Home Care, Primary Instructor, 80 SCH, 40 students, University of Utah, Nursing.

2006 Instructor, N4215 Community Didactic (2nd degree students) - Lead Teacher.

2005 NURS 4225(1): Community Health Home Care, Primary Instructor, 94 SCH, 47 students, University of Utah, Nursing.

2005 Instructor, N4225 Community Course Coordinator

N4225 Community Clinical Instructor.

2005 Instructor, N4400 Capstone - Team Member.

2005 Instructor, N4225 Community Clinical Instructor - Team Member.

2005 Instructor, N3525 Nursing Care of Adults Clinical - Team Member.

#### **Didactic Lectures**

2017-18 Older Adult, Physical Assessment and Diagnostic Reasoning, Weber State University

2006 Community Health Nursing for 2nd Degree Students - N4215

#### **Development of New Courses**

2017-18 Pediatrics, Older Adult, Physical Assessment and Diagnostic Reasoning

2012 Health Assessment; Nutrition – Western Governors University

2006 Development of the new curriculum for the second degree students for N4215 Community Health Nursing. This was a new and exciting challenge for me. I was able to get direction from the N4215 traditional course but also felt that this level of student needed more in-depth information about community health and diversity.

#### **• Professional development and/or Scholarly work: (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)**

2006-present: Ongoing online CEU training, ongoing Meaningful Use training

2009-present: Monthly pharmacology in-services

2009-present: AANP webinars

2017-present: Nurse Tim webinars including incivility, 9-2017

12/2017 Buprenorphine Waiver Training

### **Qualifications and Professional Development Addendum**

**Faculty Name: Pamela Anderson, MSN, RN**

#### **List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
- *Critical Care Nursing*
- *Medical/Oncology Nursing*
- *Nurse Educator*
- *ELNEC Trainer*
- *Simulation Educator*
  
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
  - *Weber State University, Assistant Professor, 2013-current*
    - *N4060 Oncology Nursing*
    - *N4080 High Risk Adult*
    - *N3350 Patient Care Management*
    - *N3200 Complex Patient Centered Care 1*
    - *N2550 Patient Centered Care 3 Clinical*
    - *N2551 Patient Centered Care 3 Lab*
    - *N2500 Patient Centered Care 3*
    - *N2081 Patient Management*
    - *N2071 Clinical Nursing*
  - *McKay-Dee Hospital, 2000-2013*
    - *ICU staff nurse*
    - *Medical/Oncology staff nurse/shift coordinator*
    - *Nurse Educator/Simulation Facilitator*
    - *Coach for Bachelor Degree RN students*
    - *Instructed and Mentored Nurse Residents*

- *Coach for Associate Degree RN students*
- *End-of-Life Nursing Education Consortium (ELNEC), 2014*
- *Certified ELNEC Trainer*
- *Brigham Young University-Idaho, 2014-present*
- *Online Instructor, N400 Advanced Nursing Concepts in Critical Care of the Older Adult*
- *Ogden Weber Applied Technology College, 2012-2013*
- *Simulation Educator/Clinical Instructor*
- *Dr. Wagnon and Dr. Johnson, 2001*
- *Oncology nurse*
- *Nightingale College, 2014*
- *Clinical Instructor*
- *Brigham City Community Hospital, 2000-2001*
- *Staff Nurse, Medical/Surgical*
- *Logan Nursing and Rehab, 1999-2000*
- *Licensed Practical Nurse, Geriatric*
- *Brookside Home Health, 1999-2000*
- *Licensed Practical Nurse, Pediatric/Adult*
- *Sunshine Terrace, 1998-1999*
- *Certified Nurse Assistant, Geriatric*
  
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)
- *Relevant Continuing Education:*
- *Northern Utah Trauma Conference, Logan Utah, Apr 28, 2018*
- *Utah Student Nurses Association, 66th Annual Convention, Brigham Young University, Provo, Utah, Feb 10, 2018*
- *Northern Utah Trauma Conference, Logan Utah, Apr 22, 2017*
- *Utah Organization of Nurse Leaders, Spring Conference, Salt Lake Community College, Utah, Mar 24, 2017*
- *UVU Nursing Conference, Utah Valley University, Orem Utah, March 8, 2017*
- *Brigham Young University Idaho, Online Learning and Teaching Conference, Jun 22-24, 2016*
- *2016 Northern Utah Trauma Conference, Logan Utah, Apr 23, 2016*
- *Nurse Educator's Conference in the Rockies, Breckenridge Colorado, July 16-18, 2015*
- *2015 Northern Utah Trauma Conference, Logan Utah, Apr 25, 2015*
- *Nurse Educator's Conference in the Rockies, Breckenridge Colorado, July 16-18, 2014*
- *Nurse Tim, Managing the Clinical Learning Environment, Feb 8, 2018*
- *Nurse Tim, Teaching Mental Health: Engaging Students to Facilitate Learning, Nov 30, 2017*
- *Nurse Tim, Energizing Faculty: Rediscovering the Joy in Teaching, Nov 14, 2017*
- *Nurse Tim, Concept-Based Curriculum from the Group Up, Part 3, Sept 29, 2017*
- *Nurse Tim, Concept-Based Curriculum from the Ground Up, Part 2, Sept 22, 2017*
- *Nurse Tim, Concept-Based Curriculum from the Ground Up, Part 1, Sept 22, 2017*
- *Nurse Tim, Incivility? Ten Strategies for Minimizing or Managing Student Misbehavior, Sept 5, 2017*
- *Voice Threads Online Course, September-December 2015*
- *National Council of State Boards of Nursing (NCSBN), Test Development and Item Writing Online Course, Mar 4-11, 2015*
- *Brigham Young University Idaho, The Heart of Learning Online Course, Feb 21, 2015*
- *Kaplan Nursing, Test Construction and Item Writing Workshop Online Course, Jan 30, 2015*
- *Nurse Tim, Item Analysis Made Easy Online Course, Dec 13, 2014*
- *Nurse Tim, Test Item Writing: From Knowledge to Analysis Online Course, Dec 13, 2014*
- *Nurse Tim, Test Blueprints: A Formula for Success Online Course, Dec 12, 2014*
- *Nurse Tim, The Clinical QSEN Connection: Where the Rubber Meets the Road Online Course, Dec 12, 2014*
- *Nurse Tim, Concept-Based Teaching: Six Strategies to Enhance Learning Online Course, May 8, 2014*

- Nurse Tim, *Interactive Testing Technologies Online Course*, May 8, 2014
- Nurse Tim, *The ABC's of Conceptual-Based Learning Online Course*, May 8, 2014
- Nurse Tim, *Managing Exams Across the Curriculum Online Course*, May 8, 2014
- Nurse Tim, *Nursing Skills Lab Teaching Strategies: Learning and Assessment Online Course*, March 16, 2014
- Nurse Tim, *Connecting Concepts: Clinical and Classroom Online Course*, March 16, 2014
- Nurse Tim, *Succeeding as a Nurse Educator Online Course*, March 15, 2014
  
- **Presentations:**
  - Cantwell, S., and Anderson, P. (2018) *Critical Care Nursing*. Podium Presentation. Utah Student Nurses Association, 66th Annual Convention, Brigham Young University, Provo, Utah, Feb 10, 2018
  - Harris, J., and Anderson, P. (2017) *Impact of Pediatric Simulation on Students Test Scores*, Podium Presentation. UVU Nursing Conference, Orem Utah. March 8, 2017
  - Harris, J., Berghout, T., and Anderson, P. (2015) *The Impact of Pediatric Simulation on Student Test Scores*, Poster Presentation. Sigma Theta Tau Nu Nu Chapter Annual Induction Meeting, Layton, Utah. March 23, 2016.
  - Harris, J., Berghout, T., and Anderson, P. (2015) *The Impact of Pediatric Simulation on Student Test Scores*, Poster Presentation. Nurse Educators Conference in the Rockies, Breckenridge Colorado. July 16-18, 2015
  - Harris, J., Berghout, T., and Anderson, P. (2014) *The Impact of Pediatric Simulation on Student Test Scores*, Poster Presentation. 9th Annual Nursing Research Conference, Intermountain Health Care McKay Dee Hospital, Ogden Utah. Oct 24, 2014
  - Anderson, P. and Benson, L. (2014) *Simulation in Mental Health*, Poster Presentation. Sigma Theta Tau Nu Nu Chapter Annual Induction Meeting, Layton Utah. March 2014
  - *End-of-Life Nursing Education Consortium ELNEC Conference Planner*, Feb 27, 2016
  - *End-of-Life Nursing Education Consortium ELNEC Conference Planner*, Oct 10, 2015
  - *End-of-Life Nursing Education Consortium ELNEC Conference Planner*, Feb 28, 2015
  
- **Publications:**
  - Harris, J., Berghout, T., and Anderson, P. (2015) *Improving First Year Nursing Student's Test Scores through Pediatric Simulation*. *Open Journal of Nursing*, Vol. 5 No.8 2015.. <http://dx.doi.org/10.4236/ojn.2015.58076>.

### **Qualifications and Professional Development Addendum**

**Faculty Name:** Rachel Ardern

**List relevant:**

• **Area(s) of expertise and experience**

Medical/Surgical  
 Thoracic ICU  
 Critical care  
 Curriculum development  
 Nursing leadership

• **Clinical practice and/or teaching experience:**

**ASSISTANT NURSING PROFESSOR - WEBER STATE UNIVERSITY, OGDEN, UTAH**

August 2017- Present

Responsible for educating in the clinical setting within the 3<sup>rd</sup> semester and 4<sup>th</sup> semester preceptorships. Instruct in the simulation labs associated with 3<sup>rd</sup> semester clinical labs. Developing classroom material and teaching in the BSN Population Health class

**ASSISTANT NURSING PROFESSOR – BRIGHAM YOUNG UNIVERSITY – IDAHO, REXBURG, IDAHO**

August 2015-August 2017

Development and co-ordination of undergraduate subjects with a specific focus on acute medical/surgical and fundamentals. Co-ordinated clinical units associated with these first and second semester units. Developed and co-ordinated simulation labs associated with the second semester clinical units. Developed and co-ordinated the skills and simulation labs associated with the fundamentals unit. Assisted with a million dollar redevelopment of the first semester clinical lab/simulation space

**Sessional Lecturer and clinical facilitator, Australian Catholic University, Banyo, Australia**

August 2014-July 2015

Taught and marked in the final semester units for completing students. Student facilitation in the clinical environment in their first clinical experience.

**Lecturer, Australian Catholic University, Banyo, Australia**

January 2011-July 2014

Development and co-ordination of undergraduate subjects with a specific focus on acute and complex care in medical and surgical. Development and co-ordination of final semester elective units in high dependency and peri-operative nursing. Team leadership across a national university, team management involved in curriculum development.

**CRITICAL CARE NURSE EDUCATOR, GREENSLOPES PRIVATE HOSPITAL, BRISBANE, AUSTRALIA**

December 2008-January 2011

Developed a graduate program that received accreditation with a local university. Developed and co-ordinated the ACLS programs for the 600+ bed hospital. Development and co-ordination of education needs within the ICU and CCU, competency assessment and training. Education for clinical staff within the ICU and associated specialities

**CRITICAL CARE FACILITATOR – INTENSIVE CARE, GREENSLOPES PRIVATE HOSPITAL, BRISBANE, AUSTRALIA**

November 2007-December 2008

Development and running of training programs specific to the Intensive care unit, new staff orientation, graduate orientation and training

**Clinical nurse – Intensive care, Greenslopes private hospital, Brisbane, Australia**

October 2002-September 2007

Co-ordination of shifts and manage the staff from a roster and fiscal responsibility. Liaising with multi-disciplinary health care team, supporting junior staff members, direct patient care, liaising with family members.

**RN - INTENSIVE CARE, GREENSLOPES PRIVATE HOSPITAL, BRISBANE, AUSTRALIA**

December 2000-October 2002

Direct care for multiple types of patients including dialysis, mechanical ventilation, cardiac pacing, balloon pumps, EVD's, inotropic support amongst others.

**• Professional development and/or Scholarly work:**

Relevant Continuing Education:

2019 Sigma Theta Tau – podium presentation “The function of competencies in nursing: A critical exploration”

2017 Elsevier Nursing Education Conference

2017 Nurse Tim: Incivility

2017 Nurse Tim: Concept Based Curriculum 1-3

2017 Nurse Tim: Energizing Faculty; Rediscovering the Joy of Teaching

2014 Australian College of Mental Health Nurses 40<sup>th</sup> International Mental Health Nursing Conference – oral presentation “Project-based Learning in a Bachelor of Nursing Unit: A Pilot Study”



2014 WACE International Symposium – poster presentation “Project-based Learning in a Bachelor of Nursing Unit: A Pilot Study”

2013 Elsevier Faculty Development Conference Las Vegas – poster presentation “The use of Inquiry Based Learning in undergraduate curriculum – A success story?”

### Qualifications and Professional Development Addendum

**Faculty Name: Suzanne Ballingham-Tebbs**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
  - \* Family Nurse Practitioner
  - \* Pediatrics
  - \* Staff education
  - \* Population Health
  
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
  - Pediatric Care of Ogden, 2004-current.  
FNP in clinical setting. Assessment, diagnosis and treatment of Acute and Chronic conditions.
  - Weber State University Adjunct Faculty, On-line. 2016-2018. Instructor for 4090 and 4400
  - Primary Children Medical Center. 2003-2005 FNP in Pre Op setting. Assessment and diagnosis of conditions.
  - Dr. Stewart Barlow ENT, 2003-2004 and currently while in State Senate  
FNP in clinical setting. Assessment, diagnosis and treatment of Acute and Chronic ENT conditions.
  - South Ogden Center for Family Medicine, 2001-2002.  
FNP in clinical setting. Assessment, diagnosis and treatment of Acute and Chronic conditions.
  - Mckay Dee Hospital, 2002-2004. Clinical RN in Emergency Nurse, charge nurse
  - Mckay Dee Hospital 1992-2003. Clinical RN in Operating room, PALS and ACLS instructor, charge nurse and coordinator
  - Mckay Dee Hospital 1978-1992, Clinical RN in Newborn ICU, charge nurse, CPR instructor, educator in NICU education courses.
  
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)
  - Critical Issues facing Children and Adolescents: Oct 16-17 2017
  - AANP: All day suturing workshop. Nov. 11, 2016
  - AANP: More procedures Chapter 2. Nov. 11, 2016
  - Controlled substance licensure program. Sept 19, 2017
  - Ogden Surgical: Medicine in Tomorrowland May 16-19, 2017
  - NetCE: Families of Chronically Ill Patients: March 14, 2018
  - NetCE: Child and Adolescent Immunization schedules: March 14, 2018
  - NetCE: Pathophysiology: The Respiratory system: March 9, 2017
  - NetCE: Alzheimers Disease..Jan 20 2016
  - NetCE: Herbal Medication. March 10, 2018

### Qualifications and Professional Development Addendum

**Faculty Name: Kristy Baron**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
  - Medical-Surgical Nursing
  - Oncology Nursing
  - Care Management
  - Substance Use Disorder
  - Mood Disorders
  - Concept-Based Curriculum
  - Leadership in the Community
  
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
  - Weber State University-2012 to present
    - Associate Professor of Nursing
  - Manage 12-Step Programs in Davis Count (Addiction Recovery Program)-2017 to present
  - Dixie State College-2006 to 2012
    - Associate Professor of Nursing
  - McKay Dee Hospital-2012 to 2014
    - Chemotherapy and infusion nurse in the Infusion Clinic
  - Dixie Regional Medical Center-2002 to 2012
    - Chemotherapy nurse in Infusion Clinic, medical-surgical nurse, PICC Team nurse, care manager in various units in hospital
  
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)
  - Research in process (2019): Opioid Use Disorder: Learn the Facts and Get Involved
  - Baron, K., Rocha, A., and Anderson, P. (2019). Ann's story: An authentic learning experience for online nursing students. *Creative Nursing*, 25(2). (Article addresses video journal by faculty diagnosed with breast cancer and her journey to survivorship.)
  - ONS/ONCC Chemotherapy Biotherapy Certificate Renewal Course (2019).
  - Baron, K. A. (2017). Changing to concept based curricula: The process for nurse educators. *The Open Nursing Journal*, 11, 277-287. doi: 10.2174/1874434601711010277
  - Baron, K. A. (2016) Ten things I wish I knew before changing to a concept-based curriculum. *Elsevier Publisher*.
  - Baron, K. A. (2016, June). *Changing to concept-based curricula: The process for nurse educators*. National podium presentation at the Concept-Based Curriculum Symposium 2016, Charlotte, NC.
  - Baron, K. A. (2016, January). *Changing to concept-based curricula: The process for nurse educators*. National poster presentation at the 2016 Elsevier Faculty Development National Conference: Contemporary Forums: Las Vegas, NV.
  - Institute for Brain Potential: Psychopharmacology (2018) (6 contact hours).
  - Utah Division of Substance Abuse and Mental Health: Utah Fall Substance Abuse Conference St. George (2018) (13.25 contact hours).
  - Institute for Brain Potential: Understanding Bipolar Spectrum Disorders Home Study (6 contact hours).
  - Weber Human Services Prevention: Partnering for Change: Ending the Opioid Epidemic at WSU (2018) (10 contact hours).
  - University of Utah School of Medicine: 2018 Psychiatry Addiction Update Conference (2018) (10 contact hours).
  - Institute for Natural Resources: Addiction Alternative to Abstinence Home Study (2018) (3 contact hours).
  - Institute for Natural Resources: Major Depression and Bipolar Disorder Home Study (4 contact hours)

### **Qualifications and Professional Development Addendum**

**Faculty Name: Tamara Berghout**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
  - Emergency Medicine
  - Behavioral Health
  - Pediatrics
  - Obstetrics/Gynecology
  - Case/Care Management
  - Staff Education
  - Evidence-based Teaching
  
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
  - Registered Nurse for St. Benedicts Hospital, Ogden Utah. 1986-1992- direct patient care as OG/GYN and float nurse
  - Registered Nurse for Boy Scouts of America, Ovid Idaho. 1992-Summer- camp nurse
  - Registered Nurse for Meriter Hospital, Madison Wisconsin. 1992-1993- birthing center-direct patient care
  - Registered Nurse Educator, Nurse Case Manager, Emergency Nurse (direct patient care), Pediatric Homecare. Intermountain Health Care, Ogden Utah. 2007-2016
  - Assistant Professor of Nursing. Weber State University. 2013-present
  
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)
  - *Continuing Education:*
    - 2016-2018-Doctoral Student specializing in Adult and Higher Education
    - 2017- Concept-Based Curriculum from the Ground Up
    - 2017-Intermountain Teaching for Learning Conference
    - December 2015- Elsevier Contemporary Forums Nurse Educator's Conference
  - *Publications:*
    - 2015-Coauthor- Improving First Year Nursing Student's Test Scores through Pediatric Simulation-Peer-reviewed Journal Article
  - *Presentations:*
    - 2015; 2016-Why Professional Organizations? Presentation to Sigma Theta Tau Nu Nu Chapter
    - 2015-Students' Test Scores after Simulation" Poster Presentation at Nurse Educator Conference

**Qualifications and Professional Development Addendum**

**Faculty Name: Cynthia Beynon**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
  - Gerontology
  - Staff Education
  - Pharmacology
  
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
  - Utah Valley Regional Medical Center
  - Staff Registered Nurse, Orthopedics/Neurology floor
  - LDS Hospital
  - Staff Registered Nurse, Medical/Surgical floor
  - Solid organ transplant (kidney, liver, pancreas) care
  - Patient and family discharge education coordinator, solid organ transplant patients

- South Davis Community Hospital Home Health/Hospice
  - Home Health/Hospice Registered Nurse
  - University of Utah Medical Center
  - Staff Registered Nurse, Cardiology floor
  - Telemetry Certification
  - Staff Registered Nurse, Neurology/Neurosurgery floor
  - Lakeview Hospital/Utah Wound Center
  - Staff Registered Nurse, Medical/Surgical floor
  - Clinic Registered Nurse, Utah Wound Clinic
  - Holyoke Healthcare Center
  - Employee Health
  - Staff Development
  - Infection Control
  - Administration on-call rotations
  - BLS Educator
  - Belchertown Medical Center
  - Clinic Registered Nurse, Internal Medicine Clinic
  - Western States Lodging
  - Aspire Home Health and Hospice
  - Legacy House of Bountiful
  - Assisted Living Registered Nurse
  - Medication reconciliation
  - Nursing on-call rotations
  - Patient assessments at transition and every 6 months
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)
    - Continuing Education:*
      - 2017, Western Institute of Nursing Conference in Denver, Colorado
      - 2015, Certified Nurse Educator ® Prep Course Webinar
    - Presentations:*
      - 2016, Bathing Patients with Dementia, Poster presentation at the Utah Aging Alliance Conference, Salt Lake City, Utah
      - 2018, Active Learning in Pharmacology, Poster presentation to UVU Nursing Conference, Provo, Utah.

### **Qualifications and Professional Development Addendum**

**Faculty Name: Kathleen Paco Cadman**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
  - Global Health
  - Evidence-based Practice
  - Population Health
  - Community Engagement
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
  - Director of Nursing: Aspen Care Center 2012-2013: Directed nursing staff
  - Assistant Director of Nursing: Aspen Care Center 2010-2018: Assisted DON
  - Clinical Supervisor of Pediatric Homecare: Maxim Homecare 2009-2010: Managed cases and nursing staff for pediatric homecare patients

- Community Health Educator: Uthamapalayam India 2010: taught community health
- Public Health Nurse: Davis County Health Department: 2009-2010: mass vaccinations
- Health Worker Educator: Jocotenango Guatemala 2009: trained community health workers
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)
  - Publications
    - Cadman, K. P. and Feng, D. (2018). Using pictorial action instructions to build a basic humanitarian engineering project: A randomized control trial. Manuscript in preparation, School of Nursing, University of Nevada, Las Vegas.
    - Cadman, K. P. and Feng, D. (2018). Development and usability testing of pictorial action instructions: A feasibility study. Manuscript in preparation, School of Nursing, University of Nevada, Las Vegas.
    - Cadman, K. (2017). Lay Worker Health Literacy: A Concept Analysis and Operational Definition. Nursing Forum (early internet access). doi:10.1111/nuf.12203
    - Cadman, K. (2016). Safety. In Dalhkemper, T. (Ed.), Caring for Older Adults Holistically (6th ed.). Philadelphia, PA: F.A. Davis Company.
  - Presentations
    - Cadman, K., and Hanson A. (2016) Sick of it All: The Struggle for Equal Healthcare Across Diverse Populations [Podium Presentation]. 18th Annual Diversity Conference: Weber State University [Regional]: 6-7 Oct 2016
    - Cadman, K (2016). Tailoring Curriculum to the Individual: Increasing Student Engagement from Elementary through University [Podium Presentation and Interactive Workshop]. Families Alive Conference [Regional]: Weber State University: 15-17, Sept 2016
    - Cadman, K. (2016). Action Plan to Improve the Future Global Burden of Disease [Podium Presentation]. Southern Association for the History of Medicine and Science 18th Annual Conference [National]: University of Nevada, Las Vegas, NV: 17-19 March 2016
  - Research
    - Tactics for Teaching Evidence-based Practice. Weber State University 360 BSN students enrolled in Evidence-based Practice course evaluated
    - Primary Health Concerns Identified for Boane District, Mozambique. Needs-Based Assessment of 138 homes (748 individuals)

**Faculty Name: Kaylene Chalmers**

**List Relevant:**

- **Area(s) of expertise and experience:**
  - NICU
  - School Nursing
  - Long Term Care Facilities
- **Clinical Practice and/or teaching experience:**
  - Float Pool staff nurse McKay Dee Hospital, Ogden, Utah June 1976
  - Medical Floor staff nurse McKay Dee Hospital, Ogden, Utah 1976 - 1977
  - Church Missionary Nurse, 1977 - 1979
  - NICU staff nurse, Utah Valley Hospital, Provo, Utah 1979 - 1980
  - Float Pool staff nurse Logan Hospital, Logan, Utah 1980 - 1982
  - Medical Floor staff nurse Logan Hospital, Logan, Utah 1982 - 1984
  - NICU staff nurse Logan Hospital, Logan, Utah 1984 - 1986
  - Charge nurse Sunshine Terrace Logan, Utah 1986 – 1990
  - WSU Clinical Aide, USU University 2009 –201
  - Special Needs Educator Cache County School District, 1998 – 2013
  - School Nurse Cache County School District, 2012 – 2013
  - Adjunct Instructor, Weber State University, Ogden, Utah 2011 - 2014
  - 2015- Present: Faculty, WSU

- **Professional development and/or Scholarly work:**
- **Continuing Education:**
- Research Conference 2015
- Northern Utah Trauma Conference 2016
- Nurse Tim Online Classes: 2014 - present
- **Scholarly Work:**
- How's and Whys of Celiac Disease Presentation 2011
- Suicide Prevention Research Group – on going

### **Qualifications and Professional Development Addendum**

**Faculty Name: Heather Clark**

**List Relevant:**

- **Area(s) of expertise and experience:**
- Medical-Surgical Nursing
- Homecare Nursing
- Pediatric Nursing
- Hospice and Palliative Care Nursing
- **Clinical Practice and/or teaching experience:**
- Registered Nurse: IHC Homecare and Hospice 2006-current
- Weber State University BSN Instructor: Didactic 2013-current
- Weber State University ADN Instructor: Didactic, Lab, Clinical Instructor and Coordinator, Preceptorship 2011-current
- BATC (Bridgerland Technical College) LPN Lab Coordinator 2010-2011
- Certified State CNA Skills Tester 2009-2010
- Certified Nurse's Assistant Instructor 2009-2010
- **Professional development and/or Scholarly work:**
- **Continuing Education:**
- **Conferences**
- Northern Utah Trauma Conference- April 28<sup>th</sup> 2018
- 25<sup>th</sup> Annual Hospice Foundation Conference- April 24, 2018
- Northern Utah Trauma Conference- April 22<sup>nd</sup> 2017
- Northern Utah Trauma Conference- April 23<sup>rd</sup> 2016
- NCLEX Regional Practice Workshop- Feb 26<sup>th</sup> 2016
- Northern Utah Trauma Conference- April 2015

**NurseTim Webinars**

- Accreditation Success: Meeting the CCNE Standards 9-2018
- Clinical Assessment 1: Daily Feedback That Matters 4-2018
- Hybrid Classroom: Mix-Match Magic 3-2018
- Creating Engaging and Meaningful Online Discussion 2- 2018
- Energizing Faculty Rediscovering the Joy in Teaching 11-2017
- Concept-Based Curriculum from the Ground Up Part 3 10-2017
- Concept-Based Curriculum from the Ground Up Part 2 10-2017
- Concept-Based Curriculum from the Ground Up Part 1 10-2017
- Incivility? Ten Strategies for Minimizing or Managing Student Misbehavior 9-2017
- Audience Response, Clicking, Polling and Voting 4-2017
- Directors and Chairs: Leadership Strategies for Survival 3-2017
- Clicking: How to Bring the Classroom to Life 5-2016

- Future of Nursing: Education's Response 12-2015
- Beyond Incivility: Fostering a Healthy Learning Environment 10-2015
- Clinical Preceptors: Partners for Program Success 10-2015
- Managing Clinical Placements 9-2015
- Item Analysis Made Easy 3-2015
- Simulation- Grading and Remediation 3-2015
- Test Item Writing: From Knowledge to Analysis 3-2015
- Test Blueprints: A formula for Success 3-2015
- Clinical Grading Roundtable 10-2014
- Concept Maps in Nursing Education 9-2014
- Concept Based Teaching: Six Strategies to Enhance learning 9-2014
- NCLEX Across the Curriculum (Part 2) 9-2014
- NCLEX Across the Curriculum (Part 1) 9- 2014
- Test Item Writing: From Knowledge to Analysis 9-2014

### **Scholarly Work:**

#### **Publications**

- Kelly, J., Clark, H. (2017). Perfectionism among nursing students. *Journal of Nursing Care* 6(2), 35. doi.org/10.4172/2167-1168-C1-043:
- Kelly, J and Clark, H. (2017). Perfectionism in nursing students. *International Journal of Nursing and Clinical Practices* 4(237). doi: <https://doi.org/10.15344/2394-4978/2017/237>
- Kelly, J and Clark, H. (2015). Creative simulation by nursing students in community education. *International Journal of Nursing*, 2(1) p. 56-58.

#### **Presentations**

- Podium Presentation- American Nursing Conference. Las Vegas, Nevada. Coping in Your Profession. Clark, H and Kelly, J. December 6-7 2018.
- Podium Presentation- 20th Global Nursing Education Conference. New York, NY. Kelly, J. and Clark, H. Creative Simulation by Nursing Students in Community Education. March 21-23rd 2018.
- Podium Presentation- 19th Global Nursing Education Conference. Las Vegas, NV. Kelly, J. and Clark, H. Perfectionism among nursing students. April 27-28th 2017.
- Poster Presentation- Nursing Research Conference. Weber State University. Ogden, UT. Kelly, J., Clark, H., Clayton, M. Innovative simulation in community education. October 24, 2014.

### **Qualifications and Professional Development Addendum**

**Faculty Name: Valerie Gooder RN, PhD, NDHP-BC**

#### **List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
- *Critical Care Nursing*
- *Disaster Nursing*
- *Nursing Informatics*
- *Statistics*
- *Quality and Safety*
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

- *Weber State University*- Half teaching load in the MSN and Baccalaureate Degree Programs within the nursing department. (2005-present)
  - *Full Professor 2017*
  - *Tenure and Associate Professor 2011*
  - *Assistant Professor 2005*
- *McKay-Dee Hospital-Clinical Information Systems Manager 2001-2005*
- *McKay-Dee Hospital- Clinical Information Systems Coordinator 1998-2001*
- *McKay-Dee Hospital- Intensive Care Unit staff nurse/charge nurse 1985-1998*

• **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)

• *Relevant Continuing Education:*

| Description   | Date               |
|---|--------------------|
| 15 <sup>th</sup> Annual Utah Trauma Network 2018 Conference   | Sept. 13, 2018     |
| Alteration in Standards of Care During Disaster, Tulane University Continuing Education             | August 15, 2018    |
| Utah State Medical Reserve Corps Summit   | March 10, 2018     |
| Creating Engaging and Meaningful Online Discussion  | Feb. 11, 2018      |
| Concept-Based Curriculum from the Ground Up, Nurse Tim Webinar                                      | November 17, 2017  |
| Energizing Faculty: Rediscovering the Joy of Teaching, Nurse Tim Webinar                            | November 9, 2017   |
| 2017 ICDP Symposium, Intermountain Center for Disaster Preparedness                                 | Oct. 13, 2017      |
| 14 <sup>th</sup> Annual Utah Trauma Network 2017 Conference   | September 15, 2017 |
| Blast Injuries and Their Treatment- Intermountain Center for Disaster Preparedness.                 | July 16, 2017      |
| Disaster Thinking, Intermountain Center for Disaster Preparedness, LDS Hospital, Salt Lake City, UT | May 18, 2016       |
| Nuts and Bolts for Nurse Educators, Minneapolis, MN   | Aug. 7-9, 2015     |
| Utah HIMSS Spring Conference 2015, Salt Lake City, UT   | May 19, 2015       |

• *Presentations:*

|  |                |
|--|----------------|
| Gooder, V. and Draper-Lowe, L. <i>Concepts At Work: Do Nursing Concepts Fit Disaster Nursing Curriculum?</i> , <u>Poster</u> , Nuts and Bolts for Nurse Educators, Minneapolis, MN   | Aug. 7-8, 2015 |
| Chase, T., Draper, L. and Gooder, V. <i>Got Disaster? Implementing Disaster Safety and Disaster Response Throughout Undergraduate Curriculum</i> , <u>Presentation</u> , 21st Annual Nurse Educators Conference in the Rockies, Breckenridge, CO | July 15, 2010  |



|  |                |
|--|----------------|
| Gooder, V., Chase, T., and Draper, L. “ <i>That Won’t Happen Here!</i> ” <i>Developing an Anthrax Simulation</i> ” <u>Presentation</u> , 20 <sup>th</sup> Annual Nurse Educators Conference in the Rockies, Breckenridge, CO | July 17, 2009  |
| Gooder, V., Staggers, N., Sward, K., Poynton, M. <i>Informatics Competencies: Not Just for NI Specialists</i> . <u>Presentation</u> , 42 <sup>nd</sup> Annual Communicating Nursing Research Conference, Salt Lake City, UT  | April 22, 2009 |
| Harris, M., Gooder, V., Herzog, T. and Ferro, D. Using <i>Clickers in the Classroom</i> , <u>Panel</u> , 2009 Technology Symposium, Teaching With Technology, Weber State University, Ogden, UT                              | April 9, 2009  |

• *Publications:*

- Gooder, V. and Cantwell, S. (2017). Student experiences with a newly developed concept-based curriculum. *Teaching and Learning in Nursing*, 12, 142-147 doi: 10.1016/j.teln.2016.11.002
- Gooder, V. (2011). Nurses’ perceptions of a (BCMA) bar-coded medication administration system: A case control study, *Online Journal of Nursing Informatics*, 15 (2), Available at <http://ojni.org/issues/?p=703>

### Qualifications and Professional Development Addendum

**Faculty Name: Vicky Hansen**

**List relevant:**

**Areas of expertise and experience:**

- Medical-Surgical Nursing
- Nursing Leadership
- Hospice / Home Care/ Wound specialist/Case Management
- Emergency Medicine

**Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

- Nursing Instructor: Weber State University/ 07/15- current/ Current instructor for N2300, N2351, N3350, N4500 OL, Prior courses: N2550, N4600, N4600 OL, N4500. Delivery of course curriculum using a variety of techniques with evaluation, management of Canvas support system and delivery platform, clinical, lab direction and evaluation, Content expert for MN projects. Maintain and promote community relationships Actively participate on committees and administrative duties for SON.
- Emergency Room Staff Nurse: Cascade Valley Hospital/ Arlington, WA /5/09- 7/11 /Part-time employment: Duties include: Triage, assessment and care for clients presenting at emergency dept. via personal transportation and ambulance. Strong assessment, critical thinking and IV skills utilized. Specialized training received.
- Tenured Nursing Instructor: Everett Community College, Everett, WA, 9/2002-6/2015, Lecture/ lab/ clinical courses (focus: 2<sup>nd</sup> quarter ) ,curriculum course developer/ instructor for RN refresher course and LPN to RN bridge course. Active contributor for numerous committees. Mentor and trainer for new faculty members.
- Case Manger Home Care: Olsten Kimberly Quality Home Care, Phoenix, AZ, 1991-1997, Intermittent home visits performed. Education to client and family for optimal health outcomes/ assessments/ treatments as ordered. Hospice care. Specialized wound care training
- Staff Nurse/ Team Leader/ Evening Charge Nurse: Paradise Valley Hospital ( Phoenix, AZ) Doctors Hospital ( Phoenix, AZ) Davis North Hospital ( Layton, Ut) Price Hospital ( Price, Ut), 1977-1988, 13 + years / charge nurse, team leading, primary nursing care for variety of units: orthopedic, medical, post-op, ENT, OB-GYN, Peds, PCU.

**Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)

**Relevant Continuing Education:**

- National League for Nursing Certified Nurse Educator(CNE) 2009-current
  - 150 + activities for current recertification
  - State of Utah Registered Nurse License: Current
- Professional-Technical Education Standard Certificate / Wa State current through 9/2017/ Multiple activities for certification.

### Qualifications and Professional Development Addendum

**Faculty Name: Kimball Johnson**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
- *Operating Room*
- *OB Nursing*
- *Nursing Leadership*
- *Medical-Surgical Nursing*
  
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
- *LDS hospital 1979-1990 Neurosurgical Nursing 1979-1980*
- *Golden Manor of Salt Lake Nursing Administrator 1980-1981*
- *Valley West Hospital Evening Night Supervisor 1981-1983*
- *US Army Nurse Corp 1983-1995*
- *Medical Surgical Nursing 1 year*
- *Operating Room / Nursing Administration 11 year2*
- *Favorite Nurses of Denver Staff Nursing prn float pool 1991-1995*
- *Rocky Mountain Rehab*
- *Alexanders Home Health*
- *Rocky Mountain Rehab*
- *Salt Lake Rehab*
- *Operating Room Castleview Hospital 1995-2000 prn*
- *College of Eastern Utah Nurse Educator 1995-2012*
- *Specialized in Medical Surgical / Operating room / and OB*
- *Department Chair 2 years*
- *Weber State University Nursing Education 2012-2019*
  
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)
- **None**

### Qualifications and Professional Development Addendum

**Faculty Name: Diane Leggett-Fife**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)

- *Maternal/Infant Nursing*
- *Medical/Surgical Nursing*
- *Home care/Hospice Nursing*
- *Nurse Educator*
- *ELNEC Trainer*
- *Prenatal Educator*
  
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
  - *Weber State University, Assistant Professor, 1998-2003*
    - *Lab coordinator*
    - *NRSG 1030 Fundamentals of Nursing, Theory*
    - *NRSG 1031 Fundamentals of Nursing, Clinical*
    - *NRSG 1040 Maternal and Infant Nursing Care, Theory*
    - *NRSG 1041 Maternal and Infant Nursing Care, Clinical*
    - *NRSG 2250 Nursing Foundations, Theory*
    - *NRSG 3020 Nursing Research*
    - *NRSG 4200 Scholarship for Evidence-based Practice*
    - *NRSG 4300 Healthcare Policy and Decision Making*
    - *NRSG 4090 High-Risk Maternal and Pediatric Nursing*
    - *MSN 6100 Research Methods*
    - *MSN 6110 Translating Research/Evidence*
    - *MSN 6170 Teaching Strategies*
    - *MSN 6580 Clinical Nursing Instruction in Higher Education and Community Settings*
    - *MSN 6800 series Master's Project Development and Implementation*
  - *Pioneer Nursing Home, 1973*
    - *Supervisor, night shift*
  - *Cooley Memorial Hospital 1974-1976*
    - *Staff Nurse, Shift Coordinator*
  - *Brigham City Community Hospital, 1976-2009*
    - *Staff Nurse, Shift Coordinator*
  - *Brigham City Community Hospital, 1975-1999*
    - *Prenatal Educator and Coordinator*
  - *Brigham City Community Hospital, 1981*
    - *Nurse's Aide Instructor*
  - *Nightingale College, 2014*
    - *Clinical Instructor*
  - *Brigham City Community Hospital, 2000-2001*
    - *Staff Nurse, Medical/Surgical*
  - *Creekside Home Health, 1992-1998*
    - *Home Care Nurse, IV Therapy Nurse*
  - *Brookside Home Health, 1999-2000*
    - *Licensed Practical Nurse, Pediatric/Adult*
  - *Bridgerland ATC, 1998-1999*
    - *Clinical Instructor*
  - *Weber State University, 2000-2004*
    - *Assistant Professor*
  - *Weber State University, 2004 to present*
    - *Associate Professor*

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)
- *Relevant Continuing Education:*
  - *Online seminar: Student Entitlement: Truth, Fiction, or Some of Both 10/18/2017*
  - *Brown bag: Health Care Access Before and After the Affordable Care Act 10/13/2017*
  - *Calming an Overactive Brain (6-hour seminar) 05/04/2017*
  - *Nye Honor Poster Presentation 04/04/2017*
  - *STTI Nu Nu Chapter Poster presentation and Induction 03/22/2017*
  - *Red Rock Teaching Retreat (Group facilitator) 02/23-25/2017*
  - *Heart Matters: An Emergency Medicine Symposium 01/27/2017*
  - *Yoga and Mindfulness Tools for the Classroom (6-hour seminar) 11/30/2016*
  - *FERPA Training 11/16/2016*
  - *The Habits of Stress-Resilient People (6-hour seminar) 10/27/16*
  - *Annual Scholarly Works Conference 09/20/2016*
  - *Nurse Educators Conference in the Rockies 07/14-16/2016*
  - *Reasoning with Unreasonable People: Focus on Disorders of Emotional Regulation 05/05/2016*
  - *9th Annual Nursing Research Conference 10/24/2014*
  - *Utah Nurses Association Conference 10/10/2014*
  - *Nurse Educators Conference in the Rockies 07/17-19/2014*
  - *Ogden Pain Conference 05/09/2014*
  - *ELNEC: Training for the Trainer 04/10/2014 to 04/11/2014*
  - *The New Face of AIDS: Africa's Women and Children 03/06/2014*
- *Presentations:*
  - *ELNEC for healthcare professionals: Cultural / Spiritual and Loss / Grief. Diane Leggett, PhD, RN; Amy Stegen, MSN, RN; Alexandra Hanson, MSN, RN; Pamela Anderson, MSN, RN. Conference for healthcare professionals presented in conjunction with STTI, NuNu Chapter 06/27/2014*
  - *Utilization of Equine-Assisted Interventions for Treatment of Grief Related Depression: J. R. Graham, PhD; Diane Leggett MSN, RN. Sigma Theta Tau Biennial Convention. Poster presentation: Baltimore, MD 11/04/07*
  - *Utilization of Equine-Assisted Interventions for Treatment of Grief Related Depression: J. R. Graham, PhD; Diane Leggett MSN, RN. Sigma Theta Tau Biennial Convention. Poster presentation: Weber State University 03/05/08*
  - *End-of-Life Nursing Education Consortium ELNEC Conference Planner, Oct 10, 2015*
  - *End-of-Life Nursing Education Consortium ELNEC Conference Planner, Feb 28, 2015*
  - *End-of-Life Nursing Education Consortium ELNEC Conference Planner, Feb 27, 2016*
- *Publications:*
  - *Dahlkemper, T. R. (2016). Anderson's Caring for Older Adults Holistically (6th ed.). Philadelphia, PA: F. A. Davis Company. Wrote revisions for three chapters in the book.*
  - *Dahlkemper, T. R. (2013). Anderson's Nursing Leadership, Management, and Professional Practice for the LPN/LVN in nursing school and beyond. (5th ed.). Philadelphia, PA: F. A. Davis Company. Contributor and wrote informatics chapter.*
  - *Diane Leggett (2010). Effectiveness of a Brief Stress Reduction Intervention for Nursing Students in Reducing Physiological Stress Indicators and Improving Well-Being and Mental Health; Unpublished Dissertation*
  - *Leggett, D. (2008): The Changing Workplace: Occupational Health Nurses, Employees, and Mid-life Transitions. AAOHN Journal: Official Journal of the American Association of Occupational Health Nurses 56(4).*

### **Qualifications and Professional Development Addendum**

**Faculty Name:** Melissa NeVille-Norton DNP, APRN, CPNP-PC

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)

\* Pediatrics/Pediatric Nurse Practitioner

\* Curriculum Development/Design

\* Evidence-based Practice/Research

\* Leadership/

\*Interprofessional Collaboration

- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

- Associate Professor, Weber State University; 2010-Present

- MSN Program Director Weber State University; 2014-2018

- Advancement, Promotion, Academic Freedom, and Tenure University Committee Chair; 2017-Present

- School of Nursing Evaluation Program, Co-Chair; 2017-Present

- Program Evaluator, Accreditation Commission for Nursing Education; 2016-Present

- School of Nursing, Doctor in Nursing Practice (DNP) Curriculum Committee Weber State University, 2018-Present

- School of Nursing Evaluation Program, Chair; 2011-2015

- School of Nursing Curriculum Program, Committee Member; 2014-2017

- College of Health Professions, Institutional Review Board Committee Member; 2014-2016

- Course Chair Assignments

- School of Nursing Course Co-Chair MSN 6110; 2017-Present

- School of Nursing Course Chair MSN 6700; 2014-Present

- School of Nursing Course Chair MSN 6255; 2016-Present

- School of Nursing Course Chair MSN 6520; 2015-Present

- School of Nursing Course Chair NRSG 4200; 2013-2015

- School of Nursing Course Co-Chair NRSG 4300 2014-2015

- Graduate Teaching Instructor, Nurse Practitioner Program University of Utah, 2009-2010

- Pediatric Nurse Practitioner, Children's Evening Clinic, 2001-2009

- Pediatric Nurse Practitioner, Bear Care Pediatrics, 2006-2008

- Pediatric Nurse Practitioner, Pediatric Care of Ogden, 2001-2004

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)

- **Publications**

- NeVille-Norton, M. and Cantwell, S. (2019). *Curriculum mapping in nursing education: A case study for collaborative curriculum design and program quality assurance*. *The Journal of Teaching and Learning in Nursing*, 14(2), 89-93.

- <https://doi.org/10.1016/j.teln.2018.12.001>

- Cantwell, S. and NeVille, M. An innovative faculty development process: Peer review. *Journal of Nursing and Healthcare*, 2(2), 1-5.

- NeVille-Swensen, M. and Clayton, M (2011). The outpatient management of community-associated methicillin resistant staphylococcus aureus skin and soft tissue infections. *Journal of Pediatric Health Care*, September 2011.

- **Book Chapter:** NeVille, M. (2017). Handling conflict in the nursing profession. In Dahlkemper, T. (ed.), *Nursing leadership, management, and professional practice for the LPN/LVN (6<sup>th</sup> ed.)*, (Chap. 15). Philadelphia: F.A. Davis Company.

- **Current Research**

- Specifications grading: Creating a learning centered model that documents student attainment of learning outcomes.

- Bridging the Gap: An academic practice model for building effective PhD, DNP, and EdD faculty teams.

- **Professional Podium Presentations**

- Accepted for future national podium presentation: National Podium Presentation, July 2019 ACEN Nursing Education Accreditation Conference

- Utah Nurses Association (ANA), Faculty Development and Curriculum Mapping, Salt Lake City, Utah, 2018

- 2018 ACEN Nursing Education Accreditation Conference, Our School of Nursing’s Journey with ACEN: A 360-Degree View, Atlanta, Georgia 2018
- Nurse Tim Tube, Curriculum Mapping and Planning, National Webinar, 2017
- Faculty Symposium Weber State University Teaching and Learning Forum, Curriculum Mapping, 2018, Ogden, Utah
- **Conferences or Certification**
- 2019 CITI IRB Certification
- 2018 ACEN Self-Study Forum, Orlando Florida
- 2018 ACEN Nursing Education Accreditation Conference, Atlanta, Georgia
- Primary Children’s Hospital, 40th Annual Common Problems in Pediatrics, Salt Lake City, Utah
- AANP: All day suturing workshop. Nov. 11, 2016
- AANP: More procedures Chapter 2. Nov. 11, 2016
- **Faculty Symposium Weber State University Teaching and Learning Forum** Ogden, Utah

### **Qualifications and Professional Development Addendum**

**Faculty Name: Deon Openshaw MSN, RN**

**List Relevant:**

- **Area(s) of expertise and experience**
- Medical-Surgical Nursing
- Cardiovascular Nursing
- Mentoring
- Geriatrics
- Community Health
- Oncology
- Leadership
- Staff Education
  
- **Clinical Practice and/or teaching experience:**
- ADN: Clinical Instructor, Preceptor, BSN Instructor: Didactic -WSU 2017-present
- Clinical Coordinator/Didactic, Lab, Clinical Instructor -OWATC 2007-2017
- RN-Intermountain Health Care 2007-2015
- House Supervisor/Charge Nurse-Davis Hospital and Medical Center 2003-2007
- Staff Development Coordinator- Wasatch Care Center 1998-2003
- Team Leader/State Surveyor-State of Utah 1994-1998
- RN/Charge Nurse-Intermountain Health Care 1991-1994
- LPN-St Benedicts Hospital 1998-1991
  
- **Professional development and/or Scholarly work:**
- **Continuing Education:**
- Conferences
- National Nurse Educator Summit 4/2018
- Shaping the Future of Nursing and Healthcare through Teaching and Learning 4/18
- Nurse Tim
- Creating Engaging and Meaningful Online Discussion
- Informatics across the Curriculum
- Concept-Based Curriculum from the Ground Up Part 1
- Concept-Based Curriculum from the Ground Up Part 2
- Concept-Based Curriculum from the Ground Up Part 3

## Qualifications and Professional Development Addendum

**Faculty Name: Terry Phillips**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
- *Adult Nurse Practitioner*
- *Informatics*
- *Critical Care*
- *Population Health*
- *Community Indigent Population*
- *Evidence Based Nursing*
  
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
  - *Seager Memorial Clinic 1986-present*
    - *- ANP – Assessment, diagnose and treat acute and chronic conditions*
  - *Intermountain Healthcare, North Region Director of Education, Premier Home Health Care and Rocky Mountain Home Health Care 1996-2000*
    - *-RN direct patient care in home health assessments, cares and glucose checks, insulin administration, case manager*
  - *St. Benedict's Hospital 1983–1984, 1986-1987*
    - *-RN, LPN direct patient care, ICU, IMC, Med-Surg, ACT, Pediatrics, Ortho, ACT, Women's health, Pharmacy Nurse*
  - *Weber State University 2003-present, 2000-2003, 1991-1995*
    - *-taught high risk adult lab and clinical for RN-to-BSN students*
    - *-currently teaching nursing foundations for RN- BSN students*
    - *-taught MSNP foundation course*
    - *-current content expert for MSNP projects*
    - *-currently teaching MSN foundation course*
  - *Utah Valley Community College 1988-1990*
    - *-designed, implemented and taught LPN-to-RN program*
    - *-didactic, labs and clinical instructor*
  
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)
  - *Collaboration with Weber Human Services in development of educational video for WSU nursing students regarding Opioid Use Disorder Treatment*
  - **Relevant Continuing Education:**
    - *Utah Fall Substance Abuse Conference, Sept. 2018 St. George, Utah*
    - *Partnering for Change Conference: Opioid epidemic August 2018, Ogden, Utah*
    - *Utah NP and PA Conference August 2018 Snowbird, Utah*
    - *Controlled Substances for the Prescriber, November 2017*
    - *AANP Conference June 2016 San Antonio, TX*
    - *Utah NP and PA Conference August 2014 Snowbird, Utah*
    - *Nurse Tim, Webinars, 2012-current*
    - *Numerous online CE courses for FNP*
    - *Nurse Educators Institution Conference Branson MO 2015*

- *Presentation*
- *Community Service Learning: School Health and Wellness Resources (poster) 2015*
- *Publications:*
- *Dahlkemper, T. R. (2019). Anderson's Caring for Older Adults Holistically (6th ed.). Philadelphia, PA: F. A. Davis Company. Wrote revisions for chapter in book.*
- *Wagner, K. Hardin-Pierce, M., Welch, D. (2018) High Acuity Nursing (7th ed.). Pearson. Chapter Textbook Reviewer*
- *Wagner, K. Hardin-Pierce, M. (2016) High Acuity Nursing (6th ed.). Pearson. Chapter Textbook Reviewer*
- *Wagner, K. Hardin-Pierce, M. (2013) High Acuity Nursing (6th ed.). Pearson. Chapter Textbook Reviewer*
- *Dahlkemper, T. R. (2016). Anderson's Caring for Older Adults Holistically (6th ed.). Philadelphia, PA: F. A. Davis Company. Wrote revisions for chapter in book.*
- *Williams, K. (2014). An Exploratory Study: Reducing Nursing Students Stress Levels Facilitate Perceived Quality of Patient Care. Open Journal of Nursing*

### **Qualifications and Professional Development Addendum**

**Faculty Name: Jody L. Reese**

**List relevant:**

**Areas of expertise and experience:**

- Medical-Surgical Nursing
- Nursing Leadership
- Nursing Lab/Simulation

**Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

- Nursing Instructor: Weber State University/ 07/05- current/ Current instructor for NRSG 3350 Capstone, 4300 ONL and WSU, 4400 WSU, Prior courses: NRSG1030/1031, 1040/1046, 2200/2250, 2350, 2450, 2550, 4600, 2081
- Delivery of course curriculum using a variety of techniques with evaluation, management of Canvas support system and delivery platform, clinical, lab direction and evaluation, Maintain and promote community relationships Actively participate on committees' duties for SON.
- Brigham City Community Hospital Brigham City, Utah, RN Circulator - O.R. Services, Hospital Educator, 2005-2007, Provide quality healthcare for patients in the perioperative setting. Including preoperative assessment, operative suite services, post-surgical services, post-op transfer. Facilitator for hospital-based nursing education activities and conducted the annual Nurses Skills Up-Date In-service. Participated in revising Nursing Orientation Skills Program for new employees
- Samaritan Pacific Communities Hospital Newport, Oregon, 2004, RN Staff Nurse - Med/Surg Services. Provided comprehensive nursing healthcare for a variety of patients (infant, children, and adults) with a variety of health-related problems (medical/surgical). Maintained current CPR and ACLS certifications.
- Cache Valley Specialty Hospital, Logan Utah, 1996-2004, RN Circulator - O.R. Services Provided quality nursing care for patients in the perioperative setting. Including preoperative assessment, operative room preparation, assist anesthesia with anesthesia induction, patient prep for surgery, assist O.R. staff with continuing needs during surgery, post-op transfer. O.R. Charge Nurse when O.R. Manager not present (vacation, etc.). O.R. Charge Nurse when facility was moved from Western Surgery Center to the Cache Valley Specialty Hospital. Designed and implemented a digital photographic service for use by the physicians at the Specialty Hospital for documentation, educational and training purposes.

**Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)

*Relevant Continuing Education:*

- The International Nursing Association for Clinical Simulation and Learning (INACSL) Annual Conference, 2012, 2013,2014, and 2015
- Podium Presentation, Tabletop Discussion For Clinical Problem Solving In Nursing Simulation, The International Nursing Association for Clinical Simulation and Learning (INACSL) Annual Conference, 2015



- Development of the Weber School of Nursing, Simulation in teaching format/Lesson Plan, 2012 - 2014
- WSU/USU Student Lab Simulation Educator (Coordinator), 2010 – 2017
- Simulation Committee Chair, 2012-2014

### Qualifications and Professional Development Addendum

**Faculty Name: Mary Anne Hales Reynolds**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
  - Adult Medical-Surgical Health Clinical Nurse Specialist (ACNS-BC)
  - Adult Critical Care
  - Palliative Care
  - Oncology
  - Nursing Research and Theory
  - Evidence Based Practice
  - Community Based APRN role
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
  - 2017-Present: Weber State University, Ogden, UT; Associate Professor; faculty
  - 2014-2017: Northern Arizona University, Flagstaff, AZ; Associate Professor of Nursing. Coordinator of the DNP Program. **Graduate:** Evidence Based Practice; Clinical Immersion, DNP Scholarly Projects. **Undergraduate:** Palliative Care, Health Assessment
  - 2001-2014: Idaho State University; Pocatello, ID; Associate Clinical Professor of Nursing; (2009-2014); Assistant Professor (2001-2008). **Graduate (MS, DNP, PhD):** Coordinator Adult Health Clinical Nurse Specialist Track; Nursing Theory, Advanced Practice Roles, Rural Health, Philosophy of Inquiry; **Undergraduate:** Nursing Research, Adult Medical Surgical Theory and Clinical, Health Assessment, Community Clinical.
  - 1997-2001: Washington State University; Richland WA; Assistant Professor of Nursing (tenure track) RN to BSN Adult Med-Surg; Nursing Research; Clinical Decision Making; Community and Psychiatric clinical
  - Other faculty positions: Columbia Basin College; Pasco, WA; Weber State University; Ogden, UT; University of Utah; SLC, UT; University of New Mexico; Albuquerque, NM;
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)
 

*Funded Grants*

  - Reynolds, M.A., and Brice, N., Increasing Awareness of Heart Health in Native Americans in Northern Arizona: CAIR Community Education Project. Center for American Resilience (CAIR); Applied Spring 2016; **Funded** May 2016 for \$10,000.
  - Kennedy, E., and Reynolds, M.A., Expanding Palliative Care Knowledge to Patients, Caregivers, and Providers Currently Participating in the POLST Program. THRIVE Research Grant Project; Applied: December 2015; **funded** February 2016 for \$40,000.
  - Reynolds, M. A., Palliative Care Needs of Young and Middle Aged Adults with End Stage Heart Disease: A Pilot Study. Northern Arizona University Faculty Grants program; Applied: September 2015; **funded** March 2016 for \$8,000.

*Publications*

  - Reynolds, M.A. (2009). Postoperative pain management discharge teaching in a rural population. *Pain Management Nursing*, 10(2), 76-84.
  - Reynolds, M.A. (2008). Hope in adults, ages 20-59, with advanced stage cancer. *Palliative and Supportive Care* 6, 259-264.

*Podium/Poster Presentations (peer reviewed or invited-national only)*

- “POLST, A Community Grassroots Initiative in Northern Arizona” 2017 10th National Doctors of Nursing Conference. New Orleans, LA, September 13-15, 2017 (poster-peer reviewed) with Rivas, D., and Reynolds, M.A.
- “Increasing Awareness of Heart Health in Northern Arizona Native Americans” Western Institute of Nursing, 2017 Conference. Denver, CO, April 19-22, 2017 (poster-peer reviewed)
- “Revealing the Invisible College of Evidence-Based Practice in Nursing” Western Institute of Nursing 2017 Conference. Denver, CO, April 19-22, 2017 (Presentation-peer reviewed)
- “Palliative Care Needs of Rural Young and Middle Age Adults (20-59) with a Potentially Life Limiting Cancer: A Pilot Study” 2017 Annual Assembly of Hospice and Palliative Care. Phoenix, AZ Feb. 22, 2017 (poster)-peer reviewed)
- “Young Adult Survivors of Childhood Cancer: Identity and Disclosure” 14<sup>th</sup> APOS Annual Conference, Orlando, FA, February 15-18, 2017 (Poster-peer reviewed)
- “POLST, A Community Grassroots Initiative” 2016 CAPC National Seminar. Orlando, FL, Oct. 27, 2016 (poster-peer reviewed).
- “A Comparison of Online and Televised Interactive Classroom Learning for Undergraduate Nursing Research Students” 2016 Nursing Education Research Conference. Washington DC., April 8, 2016 (presentation-peer reviewed).
- “Palliative Care Needs of Young and Middle Age Adults (20-59) with a Potentially Life Limiting Cancer: A Pilot Study” 13<sup>th</sup> Annual APOS Conference of Psycho-Oncology. San Diego, CA, March 4, 2016 (presentation-peer reviewed)
- “An Evidence Based Practice Outcome Measure: Analysis of Nurse-Authored Hospital Policy and Procedure Documents” Sigma Theta Tau International Biennial Convention. Las Vegas, NV, November 2015 (Presentation-peer reviewed)
- “Palliative Care Needs of Young and Middle Age Adults (20-59) with a Potentially Life Limiting Cancer: A Pilot Study” IPOS/APOS World Congress of Psycho-Oncology. Washington DC, July 31, 2015 (poster-peer reviewed)
- “Using Principles of Outcomes Measurement, Guidelines, and Quality Improvement to Improve Palliative Oncology Care” Integrating Palliative Oncology Care into DNP Education and Clinical Practice. St. Louis, June 30, 2015 (invited, podium presentation).
- “DNP Education: Incorporating Palliative Oncology Care into DNP Core Courses” Integrating Palliative Oncology Care into DNP Education and Clinical Practice” St. Louis, June 29, 2015 (invited, podium presentation).
- “Integrating Palliative Care into the DNP Curriculum: Barriers and Lessons Learned” Integrating Palliative Oncology Care into DNP Education and Clinical Practice, St. Louis June 29, 2015 (invited, panel).

**Qualifications and Professional Development Addendum**

**Faculty Name: Monte Louis Roberts**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)

\*Informatics

\*Critical Care

\*Curriculum Development

\*Simulation

- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

|                             |   |              |
|-----------------------------|---|--------------|
| Weber State University      | Simulation Director (Tenure Track)      | 2016-2018    |
| Weber State University      | Assistant Professor (Tenure Track)      | 2013-Present |
| Fortis College              | National Simulation Curriculum Director | 2012-2013    |
| Reed Elsevier Publishing    | National Simulation Faculty Advisor     | 2011-2013    |
| University of Utah          | Instructor (Clinical Track)             | 2010-2013    |
| University of Utah          | Teaching Assistant                      | 2008-2010    |
| Mesa Community College      | Adjunct Clinical Faculty                | 2006-2008    |
| HRN Services (Travel Nurse) | ICU, CCU, CVICU                         | 2005-2008    |

University of Utah Medical Center  
Ashley Valley Medical Center

Charge/RN MICU  
LPN Staff Nurse

2002-2005  
2001-2002

Teaching Experience

| Institution            | Position and Description    | From - To (Mo and Yr) |
|------------------------|-----------------------------|-----------------------|
| Weber State University | Assistant Professor         | July 2013 to present  |
| University of Utah     | Instructor (Clinical Track) | May 2009 – May 2013   |
| Mesa Community College | Clinical Instructor         | May 2006 – May 2008   |

| Institution            | Position and Description                       | From – To (Dates)   |
|------------------------|--|---------------------|
| University of Utah     | Instructor (Clinical Track) (Acute Care Based) | May 2009 – May 2013 |
| Mesa Community College | Clinical Instructor (Acute Care Based)         | May 2006 – May 2008 |

| Title: WSU from course catalog                 | Institution                            | Dates                     |
|--|--|---------------------------|
| Nursing Leadership (4500)                      | Weber State University                 | Spring 2019               |
| Nursing Informatics (4600)                     | Weber State University                 | Fall 2018 - Present       |
| High Risk Adult (NURS 4080)                    | Weber State University                 | Fall 2013 – Spring 2015   |
| Patient Centered Care I (NURS 2300)            | Weber State University                 | Spring 2015               |
| Patient Centered Care II(NURS 2550) Now 2551   | Weber State University Ogden/Weber ATC | Fall 2013 – Present       |
| Paramedic Intensive Care Transport (NURS 3118) | Weber State University                 | Summer 2014-15            |
| Fundamentals of Nursing Lab (NURS 2250)        | Weber State University                 | Fall 2013 and Spring 2014 |
| Medical/Surgical Clinical (NURS 2050)          | Weber State University                 | Fall 2013                 |
| Concepts in Critical care (NURS 4505)          | University of Utah                     | Summer 2012 – Summer 2013 |

|  |                    |                         |
|--|--------------------|-------------------------|
| Capstone Nursing Simulation and Behavioral Interviewing Medical/Surgical (NURS 3115) | University of Utah | Fall 2010 – Spring 2012 |
| Acute Care Nurse Practitioner Practicum (NURS 7351)                                  | University of Utah | Fall 2010 – Spring 2012 |

|  |                    |                             |
|--|--------------------|-----------------------------|
| Leadership in Nursing (4202)                             | University of Utah | Spring 2012                 |
| Introduction to Pharmaceutical Assessment (NURS 6201)    | University of Utah | Spring 2012 and Spring 2013 |
| Nursing History/Policy and Technical Writing (NURS 4510) | University of Utah | Fall 2011                   |

FACULTY

**Professional Development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)

Carrington, J. M., Estrada, N., Brittain, A. C., Dudding, K. M., Galatzan, B. J., Nibbelink, C., Rasmussen, R. J., **Roberts, M. L.**, Renz, S. M. (April 2018). Nursing informatics year in review 2017. *Nursing Administration Quarterly*, 42(2), 180-85. DOI: 10.1097/NAQ.0000000000000284.

**Roberts, M. L.** (March 2018). Comparison of the nursing student's perception in their ability to recognize a change in patient condition using the patient risk detection theory in a simulated environment. *Journal of Nursing and Health Care*, 3(1), 1-8.

Carrington, J.M., Tiase, V., Estrada, N., Shea, K. D., Dudding, K. M., Finley, B., Nibbelink, C., Rasmussen, R. J., **Roberts, M. L.** (July 2016). Nursing Informatics Research and Emerging Trends in 2015. *Computer Informatics Nursing Plus*,

#### **Podiums:**

Carrington, J. M., Rein'l-Bautista, M. and **Roberts, M. L.** (2018). Linking Clinical Events and Hospital Acquired Complications to Transform Nursing Care. Western Institute for Nursing, Spokane, Washington.

**Roberts, M. L.**, Hanson, A., Cadman, K. P. (2017). Empowering Student Success: Above Basic Level of Achievement. Weber State University Teaching Symposium, Ogden, Utah.

**Roberts, M. L.**, Carrington, J. M. (2016). Innovations in Engages Nurses in Effective Communication using the EHR. Western Institute of Nursing, Anaheim, CA.

**Roberts, M. L.**, Hanson, A. (2016). Interpretative Phenomenology: Teaching Students to Anticipate What's Next Instead of What Now? Weber State University Teaching Symposium, Ogden, Utah.

**Roberts, M. L.** and Robertson, W. (February 2016). Magnifying Role Complexity in Critical Situations: An Immersive Experience. Human Patient Simulation Network: HPSN World Conference. Pre-conference Simulation Immersion: Tampa, FL.

Carrington, J. M., Tiase, V. L., Estrada, N., Shea, K. D., Dudding, K. M., Finley, B. A., Nibbelink, C, Rasmussen, R. and **Roberts, M.** (November 2015). Nursing Informatics Yeas in Review 2015. American Medical Informatics Association Symposium (AMIA). San Francisco, CA.

**Roberts, M.**, and Robertson, W. (August 2015). How to Develop a Multi-Disciplinary Approach to Teaching. National Association of EMS Educators (NAEMSE). Pre-conference Symposium: Nashville, TN.

**Roberts, M.**, and Winters, B. (June 2015). Magnifying Role Identification within a Complex Team: An Advanced Intra-disciplinary Medical/Surgical Simulation. International Nursing Association for Clinical Simulation and Learning (INACSL), Atlanta, GA.

Robertson, W., and **Roberts, M.** (April 2015). A Collaborative Approach to Teaching Interdisciplinary Healthcare Professionals. Interprofessional Healthcare Summit, Armstrong University in Coastal Georgia Center: Savannah, GA.

**Roberts, M.** (March 2015). Introduction to Research. Dumke College of Health Professions 1<sup>st</sup> Annual Interdisciplinary Conference, Weber State University: Ogden, UT.

**Roberts, M.** (February 2015). Anticipate, Intervene, and Recommend: A Comprehensive Educational Experience in Simulation. Utah Student Nursing Association 63<sup>rd</sup> Annual convention, Weber State University: Davis, Layton, UT.

**Roberts, M.** (February 2015). Debriefing: A Student Centered Learning approach to Understand the Why Behind the What. Utah Student Nursing Association 63<sup>rd</sup> Annual convention, Weber State University: Davis, Layton, UT.

Winters, B., and **Roberts, M.** (October 2013). Interdisciplinary Simulation: A Collaborative Teaching Approach to Acute Nurse Practitioners (ACNP) and Undergraduate Nursing Education. 8<sup>th</sup> Annual Research Conference, Brigham Young University, Provo, UT.

**Roberts, M.** (July 2012). Evidence-Based Practice on the Fly. Keynote Speaker. Mississippi Hospital Association (MHA), Jackson, MS.

**Roberts, M.** (July 2012). Administrative and Educational Uses of Social Networking. Keynote Speaker. Mississippi Hospital Association (MHA), Jackson, MS.

Hanberg, A.D., Lassche, M. and **Roberts, M.** (June 2011). Simulation 101: The nuts and bolts of simulation. Preconference presentation, International Nursing Association for Clinical Simulation and Learning (INACSL), Orlando Fl.

**Roberts, M. L.** (May 2011). Advanced Debriefing: Simulation Utah Nursing Initiative (SUN), Salt Lake City, Utah.

**Posters:**

**Roberts, M. L.** and Carrington, J. M. (April 2018). Improving User-Tech Interface and Patient Data Communication Using the EHR. Western Institute of Nursing, Spokane, Washington.

**Roberts, M. L.** and Carrington, J. M. (April 2017). Leading Effort Toward Improving Communication using the EHR. Western Institute of Nursing, Denver, Colorado.

Lord, B., **Roberts, M. L.**, Spang, L. (2016). Analgesia Provided by Paramedic Students: Evidence of Disparities. NAEMSE, Fort Worth, Texas.

**Roberts, M. L.**, Robertson, B., and Grunow, J. (October 2014). Sharpen Critical Care Transport Practice through Shared Teaching Methodologies. Ninth Annual Research Conference, Weber State University, Ogden, UT.

Winters, B., **Roberts, M. L.** (October 2014). Magnifying Role Identification within a Complex Team: An Advanced Intra-disciplinary Medical/Surgical Simulation. Ninth Annual Research Conference, Weber State University, Ogden, UT.

**Roberts, M. L.**, Thurston, D., Nordgren, M. and Ravert, P. (January 2014). Comparison of the Nursing Student's Perception in their Ability to Recognize Change in Patient Condition using the Patient Detection Theory in a Simulated Environment. Contemporary Forums, Las Vegas, NV.

**Roberts, M. L.**, Rigby, M., Lassche, M. and Yearsley, C. (August 2013). Team Collaboration: Neonatal, Obstetrics, Certified Nurse Midwifery and undergraduate nursing. Creating Advanced Simulation for a Conceptual Environment. Contemporary Forums, Philadelphia, PA.

**Roberts, M. L.** and Winters, B. (June 2013). Pushing the limits: Advancing Nursing Simulation Education through Complex Multilevel Scenarios. International Nursing Association for Clinical Simulation and Learning (INACSL), Las Vegas, NV.

Rheese, J., **Roberts, M. L.** and Winters, B. (June 2013). Gambling with the Risky Transfusion: An Interdisciplinary Approach to Working with the Incompatible Crossmatch in Simulation. International Nursing Association for Clinical Simulation and Learning (INACSL), Las Vegas.

**Roberts, M. L.**, Rigby, M., Lassche, M. and Yearsley, C. (January 2013). Intra-Professional Obstetrics Simulation for a Concept-Based Curriculum, Contemporary Forums, Las Vegas.

Hanberg, A. D., Madden, C., Lassche, M., Baraki, K. and **Roberts, M. L.** (June 2011). Evaluation of Clinical Simulation Curriculum Development. International Nursing Association for Clinical Simulation and Learning (INACSL), Orlando FL.

Hanberg, A. D., Madden, C., Lassche, M. and **Roberts, M. L.** (April 2011). Evaluation of Immersive Clinical Simulation Instruction Techniques. Western Institute of Nursing (WIN), Las Vegas, NV

## Qualifications and Professional Development Addendum

**Faculty Name: Julie Rhodes**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
- *Nursing Informatics*
- *Global and Population Health*
- *Nursing Leadership*
- *Homecare and Hospice*
- *Medical-Surgical Nursing*
  
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
- *McKay-Dee Hospital 1987-1990*
- *-RN direct patient care cardiovascular telemetry unit*
- *University of Utah Hospital 1990-1992*
- *-RN direct patient care critical care float pool (burn, neuro, cardiac, oncology)*
- *Utah Senior Services Home Care 1992-1995*
- *-RN direct patient care, case manager and interim management of interdisciplinary staff*

- *McKay-Dee Hospital 1995-1997*
- *-Charting by exception project manager*
- *Intermountain Healthcare Corporate Office 1997-2004*
- *-Clinical consistency development team*
- *Hospice Care of Northern Utah 2011-2013*
- *-RN direct patient care, case manager, and intake coordinator*
- *Intermountain Healthcare Corporate Office 2013-2016*
- *-Electronic clinical information management team*
- *Weber State University 2015-present*
- *-taught nursing foundations lab, currently teaching nursing foundations and nursing foundations clinical for associate degree students*
- *-taught population health nursing, currently teaching study abroad global health practicum for bachelor degree students*
- *-teaching improving patient care and nursing through information technology for master degree students*
  
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)
- *Relevant Continuing Education:*
- *University of Utah Law School, Annual Human Trafficking Symposium, January 2018*
- *STTI Leadership Conference, October 2017*
- *Nurse Tim, Incivility, September 2017*
- *American Nursing Informatics Association Conference, April 2017*
- 
- *Presentations:*
- *Barriers to international service learning experiences, January 2015*
- *Social media use with students to improve patient outcomes poster, April 2017*
- 
- *Publications:*
- *Rhodes, J. (2017). Nursing and Informatics. In Dahlkamper, T. R. (Eds.), Nursing Leadership, Management, and Professional Practice for the LPN/LVN, 6e. Philadelphia: F.A. Davis*

### **Qualifications and Professional Development Addendum**

**Faculty Name: Ann Rocha**

**List Relevant:**

- **Area(s) of expertise and experience:**
- Maternal Child
- Organizational Leadership/Education
- Case Management/QI
- **Clinical Practice and/or teaching experience:**
- US Navy Nurse Corps, 1972-1993: various clinical assignments inpatient/outpatient
- 1993-1995: MSN/FNP
- 1995-1996: American Embassy, Riyadh, Saudi Arabia, Medical Unit (outpatient)
- 1997-2000: Labor and Delivery, Clinical Coordinator
- 2000-2008: Case Mgt and QI/SCIP Coordinator
- 2008-2014: Labor and Delivery (CNS); Organizational Education (CNS)
- 2014 – 2015: Faculty, ISU, Undergrad Coordinator/Maternal Child

- 2015-2016: Faculty, USU, Maternal Child, RN Coordinator
- 2016- Present: Faculty, WSU
- ADN: lab, med/surg, precepting
- BSN: forensics, EBP, High-Risk OB
- MSN: role of the nurse educator
- MSNP: transition to practice/APRN
- **Professional development and/or Scholarly work:**
- **Continuing Education:**
- NLN Symposium: Fall 2015
- Utah Nurse Leaders: Fall 2016, Spring 2017
- STTI Leadership Conference: October 2017
- Nurse Tim Online Classes: Fall 2016, Spring 2017, Fall 2018
- AWHONN Continuing Ed Classes: Fall 2017, Spring 2018
- ATI Nursing Summit: Spring 2018
- FNP Certification Review: Spring 2018
- **Scholarly Work:**
- Presentation: Bullying in Academia, USU, Fall 2015
- DNP Coordinating Council: Ongoing

### Qualifications and Professional Development Addendum

**Faculty Name: Jamie Wankier, MSN, RN**

List relevant:

**Areas of expertise and experience:**

- Pediatrics
- Neuro/Trauma
- End of Life Care
- Hospital Education

**Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

| Institution                                 | Position and Description  | From - To (Mo and Yr)   |
|---|---|-------------------------|
| Weber State University<br>School of Nursing | Full-time Tenured Position Assistant Professor - Curriculum development, student advisement, program evaluation, faculty committee assignments, college committee assignments, university wide committee assignments, community service, scholarly contributions to profession, program and leadership. | July 2012 - Present     |
| Primary Children's Medical Center           | Traveler/ Float Nurse – Per/Diem  | November 2016 - Present |
| Weber State University<br>School of Nursing | Adjunct Faculty Position – Responsible for one-two clinical courses each semester. Taught all semesters of clinical nursing courses throughout the adjunct period. Involved in Student mentoring, program and site evaluation   | August 2006 – May 2012  |



|                                   |  |                                 |
|-----------------------------------|--|---------------------------------|
| Primary Children's Medical Center | Unit Nurse Educator – Neuroscience Trauma Unit<br>Responsible for new hire orientation and education; including all employee class work, shift orientation and scheduling. Developed ongoing education for RN's and PCT's as needed. Worked closely with facility education in creating and rolling out new nursing education, skills and products. Participated in new education and project development. Actively involved in professional preceptor development and training. Developed a PCT Orientation Process with skills and classroom content. Developed and Published NTU Monthly Newsletter.<br>Created and presented Monthly Educational Bulletin Boards. Presented at the 2010 IHC Educator's Summit<br>Hospital committee involvement including:<br>IHC Educator Summit Committee<br>PCMC Educator Committee<br>NTU Management Team<br>Electronic Charting Committee | June 2008 - October 2012        |
| Primary Children's Medical Center | Educator Expanded Role: Education development, teaching unit/hospital classes.   | August 2006 – May 2008          |
| Primary Children's Medical Center | Charge Nurse: Responsible for 28 bed unit, unit staffing, individual RN support and crisis management  | June 2004 – December 2013       |
| Primary Children's Medical Center | Professional Preceptor: Orient Students and new hires to Unit specifics and patient education.   | June 2004 – December 2013       |
| Primary Children's Medical Center | Registered Nurse – Patient care, unit and pod support and floating responsibilities  | June 2002 – December 2013       |
| American Heart Association        | 1. BLS Instructor<br>2. PALS Instructor  | September 2010 – September 2016 |

**Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)

*Relevant Continuing Education:*

| <b>Professional Continuing Education - Educator</b> |   |                   |
|---|---|-------------------|
| Nurse Tim, Inc Webinar                              | Energizing Faculty: Rediscovering the Joy in Teaching | November 13, 2017 |

|   |  |                    |
|---|--|--------------------|
| Nurse Tim, Inc Webinar  | Concept Based Curriculum from the Ground up. Parts 1, 2, and 3   | November 06, 2017  |
| Nurse Tim, Inc Webinar  | Incivility? Ten Strategies for Minimizing or Managing Student Misbehavior  | September 19, 2017 |
| NurseTim, Inc Archived Webinar  | Webinar: Clinical Preceptors: Partners for Program Success   | October 2015       |
| NurseTim, Incorporated Archived Webinar   | Webinar: Connecting Concepts: Clinical and Classroom   | July 2014          |
|   |  |                    |
| Sigma Theta Tau International 25 <sup>th</sup> Anniversary Gala   | Nu Nu Chapter<br>Sigma Theta Tau International Honor Society of Nursing<br>25 <sup>th</sup> Anniversary Gala<br><i>Sigma Nu Nu – Board Member</i>                | October 18, 2017   |
| Sigma Theta Tau International Leadership Conference   | 2017 Utah Leadership Conference<br>Presented by the Utah Chapters of Sigma Theta Tau International Honor Society of Nursing<br><i>Sigma Nu Nu – Board Member</i> | October 17, 2017   |
| UNA Conference  | Healthy Nurse – Healthy Utah Conference<br><u>Podium Presentation</u>  | October 13, 2017   |
| Nurse Educator's Conference in the Rockies  | Embracing Diversity in Nursing Education<br><u>Workshop Presentation</u>   | July 13-15, 2017   |
| Sigma Theta Tau- International – Creating Healthy Work Environments Conference                                    | Creating Healthy Work Environments International Conference<br><u>Podium Presentation</u>  | March 17-19, 2017  |
| 2017 Utah Integrative Health and Resiliency Conference  | Demonstrating resiliency in patient populations.   | March 13-14, 2017  |
| Hospice and Palliative Nurses Association<br>ELNEC – CORE – Train the Trainer Certification Course and Conference | Train the trainer certification course and conference.<br>Received my ELNEC trainer certification, using certification for teaching N4045 in the BSN program.    | July 26-27, 2016   |
| Nurse Educator's Conference in the Rockies  | Excellence in Nursing Clinical and Classroom Education<br><u>Poster Presentation</u> – <i>Compassion Fatigue Education</i>                                       | July 14-16, 2016   |
| 2016 Utah Integrative Health and Resiliency Conference  | The Evidence, the Experience the Application   | March 14-15, 2016  |
| Nurse Educator's Conference in the Rockies  | Transform Education for the Future – Nurse Educator's Conference<br><u>Poster Presentation</u> – <i>Listening in an online environment.</i>                      | July 16-18, 2015   |

|  |  |                    |
|--|--|--------------------|
| American Holistic Nurses Association Conference        | Healthcare Grounded in Holistic Nursing  | June 12 – 17, 2015 |
| 2015 Utah Integrative Health and Resiliency Conference | Advanced Holistic Health Care  | March 13-14, 2015  |
| ELNEC<br>End of Life Nursing Education                 | End of Life Nursing Education Conference   | February 28, 2015  |
| WSU/IHC Nursing Research Conference                    | 9 <sup>th</sup> Annual Nursing Research Conference<br><i>Planning Committee Member</i> | October 24, 2014   |
| Intermountain Health Care                              | Issues in Pediatrics' Conference   | October 2014       |
| Intermountain Health Care                              | Pediatric Trauma Workshop  | March 2017         |
| Intermountain Health Care                              | 2015 Critical Care Conference  | April 23-24, 2015  |

*Certifications:*

|   |
|---|
| E-learning Certificate Program – Offered through Weber State University Fall 2015 and Spring 2016–Received April 2016             |
| ELNEC – End of Life Nursing Certification – Received August 2016  |
| Nurse Coaching Certification- Offered by Wisdom of the Whole, Spring 2016 and Fall 2017. Certification to be completed April 2018 |

*Publications:*

Stegen, A., Wankier, J. (2017) *Generating gratitude in the workplace to improve job satisfaction*. Journal of Nursing Education (submitted November 7, 2017, accepted with minor revision 1/15/18)

Wankier, J. (2014) *National Nurses Week: A Time to Return the Care*. Standard Examiner, Ogden, Utah

Wankier, J. and Liston, P. O. (2013) *The Evolution of Nursing Education*. Weber State University Magazine, Fall 2013.

*Presentations:*

|  |
|--|
| Stegen, A., Wankier, J. (2017) <i>Generating gratitude in the workplace to improve job satisfaction</i> . UNA Conference, Healthy Nurse – Healthy Utah Conference, Salt Lake City, Utah. October 2017. Podium Presentation       |
| Stegen, A., Wankier, J. (2017) <i>Generating gratitude in the workplace to improve job satisfaction</i> . Nurse Educator's Conference in the Rockies, Embracing Diversity in Nursing Education, July 2017. Workshop Presentation |
| Stegen, A., Wankier, J. (2017) <i>Generating gratitude in the workplace to improve job satisfaction</i> . Sigma Theta Tau- International – Creating Healthy Work Environments Conference, March 2017. Podium Presentation        |
| Wankier, J. (2016) <i>Compassion Fatigue; Bedside to Classroom</i> . Nurse Educator's Conference in the Rockies, July 2016. Poster Presentation.   |
| Wankier, J. (2015) <i>Listening in an Age of Technology; From Bedside to Classroom</i> . Nurse Educator's Conference in the Rockies, July 2015. Poster Presentation.   |

## Qualifications and Professional Development Addendum

**Faculty Name: Kristiann Williams**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
- *Family Nurse Practitioner*
- *Pathophysiology*
- *Genetics*
- *Population Health*
  
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
- *Weber State University Student Health Center Davis Campus 2017-2018*
  - *- FNP - Assessment of acute conditions, administer and read PPD, diagnose and treat acute conditions*
- *Onsite Care Clinic 2012-current*
  - *-FNP - Assessment, diagnosis, treatment of acute and chronic illness, wellness exams, health promotion and education*
- *American Express Employee Clinic 2011-2013*
  - *-FNP - Assessment, diagnosis treatment of acute illness, wellness exams, education regarding travel and immunizations required*
- *Kaysville Family Clinic 2010*
  - *-FNP – Assessment, diagnosis, treatment of acute and chronic illness, wellness exams*
- *Lakeview Hospital 1980 – 1981, 1982, 1988, 1992-1993, 2001-2004*
  - *- RN, LPN – direct patient care in ICU, Med-Surg charge nurse, float team, IV team*
- *Premier Home Health Care and Rocky Mountain Home Health Care 1996-2000*
  - *-RN direct patient care in home health assessments, cares and glucose checks, insulin administration, case manager*
- *St. Benedict’s Hospital 1983–1984, 1986-1987*
  - *-RN, LPN direct patient care, ICU, IMC, Med-Surg, ACT, Pediatrics, Ortho, ACT, Women’s health, Pharmacy Nurse*
- *Weber State University 2003-present, 2000-2003, 1991-1995*
  - *-taught high risk adult lab and clinical for RN-to-BSN students*
  - *-currently teaching nursing foundations for RN- BSN students*
  - *-taught MSNP foundation course*
  - *-current content expert for MSNP projects*
  - *–currently teaching MSN foundation course*
- *Utah Valley Community College 1988-1990*
  - *-designed, implemented and taught LPN-to-RN program*
  - *-didactic, labs and clinical instructor*
  
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)
- *Collaboration with Weber Human Services in development of educational video for WSU nursing students regarding Opioid Use Disorder Treatment*
- **Relevant Continuing Education:**
- *Utah Fall Substance Abuse Conference, Sept. 2018 St. George, Utah*
- *Partnering for Change Conference: Opioid epidemic August 2018, Ogden, Utah*
- *Utah NP and PA Conference August 2018 Snowbird, Utah*
- *Controlled Substances for the Prescriber, November 2017*
- *AANP Conference June 2016 San Antonio, TX*
- *Utah NP and PA Conference August 2014 Snowbird, Utah*

- *Nurse Tim, Webinars, 2012-current*
- *Numerous online CE courses for FNP*
- *Nurse Educators Institution Conference Branson MO 2015*
  
- *Presentation*
- *Community Service Learning: School Health and Wellness Resources (poster) 2015*
  
- *Publications:*
- *Dahlkemper, T. R. (2019). Anderson's Caring for Older Adults Holistically (6th ed.). Philadelphia, PA: F. A. Davis Company. Wrote revisions for chapter in book.*
- *Wagner, K. Hardin-Pierce, M., Welch, D. (2018) High Acuity Nursing (7<sup>th</sup> ed.). Pearson. Chapter Textbook Reviewer*
- *Wagner, K. Hardin-Pierce, M. (2016) High Acuity Nursing (6<sup>th</sup> ed.). Pearson. Chapter Textbook Reviewer*
- *Wagner, K. Hardin-Pierce, M. (2013) High Acuity Nursing (6<sup>th</sup> ed.). Pearson. Chapter Textbook Reviewer*
- *Dahlkemper, T. R. (2016). Anderson's Caring for Older Adults Holistically (6th ed.). Philadelphia, PA: F. A. Davis Company. Wrote revisions for chapter in book.*
- Williams, K. (2014). An Exploratory Study: Reducing Nursing Students Stress Levels Facilitate Perceived Quality of Patient Care. Open Journal of Nursing*

## Faculty Profile Table

### Qualifications of Full-time Faculty Exclusive to ADN Nursing Program

**Directions:** Complete requested information below for each full-time exclusive faculty member teaching **at the time of the site visit**. Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.

| 1   | 2   | 3  | 4  | 5   |
|---|---|--|--|---|
| LAST NAME,<br>FIRST NAME<br><br>• Alphabetical Order by Last Name | DATE OF INITIAL APPOINTMENT<br><br>• Month/Year | ACADEMIC DEGREES<br><br>• Undergraduate Degree(s): name of degree/date of completion<br>• Graduate Degree(s): name of degree/specialty/date of completion<br>• Waiver/exception (if applicable) for credential/experience requirements: (explain)<br>• Currently enrolled: name of degree/projected date of completion | LICENSURE/<br>CERTIFICATION<br><br>• Current licensure: state/license number/expiration date<br>• Current certifications: type/date acquired/expiration date | TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY<br><br>• Course: Prefix, Number, Role/Responsibilities<br>• Committees; Course, Clinical, Laboratory Coordination, etc.                     |
| Bottelberghe, Monica  | 1/2015  | ADN/ 2005<br>BSN/ 2012<br>MSN/ 2014  | UT RN – 5645480-3102 exp 1/31/2021<br><br>BLS – exp 8/2020   | 2250-Clinical<br>2551-Lab/Simulation<br>3200-Didactic<br>Co-chair 2551<br>Testing Committee member<br>Evaluation Committee member<br>Simulation Committee member<br>Green Team Committee member |
| Bryson, Jaylynn   | 1/2016  | ADN/ 1995<br>BSN/ 2014<br>MSN/ 2015  | Utah<br>314656-3102 exp. 1/31/2021<br><br>BLS exp. 8/2018<br><br>ACLS exp. 1/2020  | 2350- Clinical<br>2551- Lab<br>3200- Didactic<br>3350- Preceptorship<br>Co-chair of 3200<br>Lab Coordinator- DTC Campus<br>Faculty Development Committee  |

|                   |   |   |  |  |
|-------------------|---|---|--|--|
|                   |   |   |  | NSNA DTC Representative  |
| Hanson, Alexandra | 01/06/2012<br>(Adjunct 08/2009)           | ADN-2007<br>BSN-2009<br>MSN-2011  | UT RN- 6512007-3102, exp.<br>01/31/2021<br>BLS exp. 08/2019  | 2350-Co-chair; teach clinical<br>2351-Co-chair; teach lab<br>3300-Co-chair; teach didactic<br>3350-Supervise capstone students<br>SON Testing Committee<br>SON Clinical/Sim (Clinical Sub Committee)<br>University Faculty Testing Advisory Committee  |
| Harris, Jeanette  | 8/1/2011<br>Adjunct (part-time)<br>8/2009 | LPN/1985<br>ADN/1986<br>BSN/2008<br>MSN/2011  | Utah<br><a href="#">184352-3102</a> exp. 1/31/2021<br>ACLS exp. 6/2018<br>BLS exp. 8/2019<br>PALS exp. 6/2018                | 2550-Teach and supervise clinical<br>2500-Teach face to face didactic course<br>2500-Teach ONLINE didactic course<br>Co-chair NRS2500 and NRS2550<br>Co-chair Testing committee<br>Tenure committee member<br>Curriculum committee member<br>Faculty Org committee member<br>University Engaged Learning committee |
| Heugly, Suzy      | 08/2017                                   | LPN/2006, DATC<br>ADN/2007, WSU<br>BSN/2012, WGU<br>APRN-FNP/2016, UC   | A.P.R.N. Utah 6531129-4405<br>Exp: 01/31/2020<br>Controlled Substance<br>6531129-8900<br>Exp: 01/31/2020<br>BLS Exp: 08/2018 | N2550 – Clinical<br>N3350 – Preceptor<br>N2500 – Course Instructor<br>N3300 – Course Instructor<br>Clinical Coordinator<br>FNP – Student Health Clinic/Davis Campus  |
| Holman, Rieneke   | 07/01/2010                                | BS (nursing)-1997,<br>University of Utah<br>MS (nursing education)-<br>2010, University of Utah<br>PhD (nursing education)-<br>2018, University of Nevada,<br>Las Vegas | RN: Utah/349296-3102<br>Exp: 1/31/2021<br><br>BLS: 8/15/2017<br>Exp: 8/2019  | NRS2100 – Course Instructor, Course chair<br><br>ADN Clinical Coordinator<br><br>Administrative Council<br>Tenure Committee<br>Co-chair: Clinical/Simulation Committee<br>Peer Review Committee<br>Co-Chair: NSNA  |
| Jeffrey, Carrie   | 7/1/2017                                  | AAS – 1996<br>BSN – 2013<br>MSN – 2017  | Utah #9105706-3102<br>exp.1/31/2021<br>BLS exp. 8/1/2019   | NRS2500 - Teach face to face didactic<br>NRS2550 - Teach and supervise clinical<br>NRS2551 - Teach lab   |

|                    |              |  |  |   |
|--------------------|--------------|--|--|---|
|                    |              |  | NCC C-EFM exp.12/3/2018  | NRS 3300 - Teach face to face didactic<br>NRS 3300 - Teach ONLINE didactic<br>NRS 3350 - Teach and supervise preceptorship clinical<br>Clinical Coordinator - OWTC campus<br>Co-chair of NRS 3300<br>Governance Committee member<br>Simulation Committee member                             |
| Johnson, Ben       | 7/2015       | ADN- Salt Lake Community College<br>BSN- University of Utah<br>MSN- Weber State University | Utah: 5927425-3102<br>Exp: 1/31/2021<br>BLS 3/18                                 | NRS 2550<br>NRS 2551<br>NRS 3100<br>Curriculum Committee member   |
| Merrill, Constance | January 2017 | ADN, 2011<br>BSN, 2012<br>MSN, 2015  | Utah #7631265-3102; exp: 1/31/2021<br><br>BLS exp: 8/2020                        | NRS 2200 - Theory<br>NRS 2250 - Clinical<br>NRS 2251 - Lab<br>NRS 3350 – Preceptors<br>Course chair 2200<br>Course Chair 2250<br>Co-Chair 2251<br>Simulation Committee Member<br>Curriculum Committee   |
| Quayle, Tressa     | 7/2014       | ADN, 2008<br>BSN, 2010<br>MSN, 2013  | Utah <a href="#">6540089-3102</a><br>Exp: 1/31/2021<br>BLS Exp: 8/2018           | NRS 2250-Clinical<br>NRS 2351-Lab<br>NRS 3100- Face-to-Face didactic<br>NRS 3100-Online didactic<br>NRS 3350-Preceptors<br>Evaluation committee member<br>Green team committee member<br>Simulation Committee member<br>Co-chair NRS 3100<br>Course chair NRS 3350<br>Preceptor Coordinator |
| Small, Trisha      | 7/2018       | PN, 2009<br>ADN, 2013<br>BSN, 2015<br>MSN, 2018  | Utah #7190925-3102<br>Exp: 1/31/2021<br>BLS 5/2019<br>ACLS 5/2019<br>PALS 5/2020 | 2550-Clinical<br>2551-Lab (2 sections)<br>3300-Face-to-face didactic<br>3350- Capstone<br>2550-Co-chair<br>Shared Governance committee member   |



|                     |        |  |  |  |
|---------------------|--------|--|--|--|
| Summers,<br>Marlene | 7/2018 | PN – 1987<br>AN - 1988<br>BS – 1974<br>BS – 1980<br>BSN – 1992<br>MEd – 1982<br>MSS – 2005<br>MSNED - 2007 | Utah RN #218778-3102-<br>20141013<br>Exp: 1/31/2021<br>BLS 08/2020<br>QTTP 06/2021 | 2250 – ADN Clinical<br>2251 – Lab (2 sections)<br>2300 – 2 <sup>nd</sup> Semester Diadactic – Patient Care<br>Simulation Subcommittee Co-Chair             |
| Weston, Nancy       | 7/2017 | ADN - 1989<br>BSN - 2014<br>MSN - 2017   | Utah<br>191421-3102 exp. 1/31/2021<br>BLS - 12/19 exp<br>NRP - 1/20 exp            | NRSNG 2550<br>NRSNG 2551<br>NRSNG 3100<br>NRSNG 3200<br>NRSNG 3350<br>Lab Coordinator - OWTC campus<br>Curriculum Committee member<br>NSA Committee member |

FACULTY

## Qualifications and Professional Development Addendum

**Directions:** Complete requested information below for **each full- and part-time nursing and non-nursing faculty member currently teaching in the nursing program**. Details should be relevant (1–2 pages per faculty member) to how the faculty member is qualified (or maintains qualifications) for their assigned nursing course(s).

**FACULTY NAME:** Monica Bottelberghe MSN, RN

### **LIST RELEVANT:**

- **AREA(S) OF EXPERTISE AND EXPERIENCE**

- Labor and Delivery
- Neonatal Intensive Care
- Medical Surgical
- Nursing Leadership
- Community Education

- **CLINICAL PRACTICE AND/OR TEACHING EXPERIENCE:**

- **Associate Professor – Annie Taylor Dee School of Nursing, Weber State University, Ogden, Utah**

2015 – Present

Teaching across didactic, lab, simulation, clinical, and online environments.

- **Instructor – Nightingale School of Nursing, Ogden, Utah**

2014 - 2015

Instructor in lab, simulation, clinical, and online environments.

- **Registered Nurse – Brigham City Community Hospital, Brigham City, Utah**

2004 – 2015

Worked in various departments providing direct patient care in addition to employee and community education.

- **Registered Nurse – McKay Dee Hospital, Ogden, Utah**

2006 – 2007

Providing direct patient care in NICU

- **PROFESSIONAL DEVELOPMENT AND/OR SCHOLARLY WORK:**

- Nurse Educator's Conference in the Rockies, July 15-18, 2015
- NCSBN Test Development and Item Writing v5.0.5 Course, May 2015
- UNA: End of Life Nursing Education on Communication and Palliative Care, February 28, 2015
- WSU E-learning Certificate for online best practice in teaching, April 2017
- SSH and INACSL Simulation Regional Workshop, October 13, 2017
- Sigma Theta Tau Leadership Conference, October 2017
- Utah Simulation Coalition Conference, October 12, 2018
- Nurse Tim: Incivility—Ten Strategies for Minimizing or Managing Student Misbehavior
- Nurse Tim: Concept-Based Curriculum from the Ground Up, Part 1-3
- Nurse Tim: Energizing Faculty; Rediscovering the Joy of Teaching
- Nurse Tim: Debriefing in Simulation
- CITI training November 2018

- Current research project in progress – “Simulation: Engaging Our Students from Different Perspectives”
- **RELEVANT PROFESSIONAL MEMBERSHIPS:**
- Sigma Theta Tau, Nu Nu Chapter (former treasurer)
- Utah Nurses Association, Education Committee member
- American Nurses Association

**Faculty Name:** Jaylynn Bryson, MSN, RN

**List relevant:**

• **Area(s) of expertise and experience**

Labor and Delivery Nursing  
 Orthopedics and Neurology Nursing  
 Nursing Leadership

• **Clinical practice and/or teaching experience:**

**NURSING INSTRUCTOR - WEBER STATE UNIVERSITY, OGDEN, UTAH**

January 2016- Present

Nurse educator in the ADN program. Responsible for educating in the clinical setting, running simulation labs, supervising preceptors, and teaching the complex care of the med/surg patient course

**REGISTERED NURSE- HCA, SLC, UTAH**

July 2017- Present

Labor and Delivery RN. Responsible to care for patients in triage, labor and delivery, and OR.

***Registered Nurse - intermountain healthcare, ogden, utah***

September 2015- January 2016

Responsible for the care of orthopedic and neurological pre-op and post-op patients on the joint/spine unit.

***Assistant nurse manager - kaiser permanente, Antioch, California***

January 2014- August 2015

Assistant manager for the med/surg/tele unit, then transferred to assistant manager for the perinatology department. Responsible for patient care, daily staffing, unit activities, patient rounding, nurse education and evaluation.

**ASSISTANT NURSE MANAGER - INTERMOUNTAIN HEALTHCARE, OGDEN, UTAH**

May 2010-November 2013

RN on rehab unit; transitioned to joint/spine unit; promoted to assistant manager. Acting manager October-November 2013. Led unit to achieve specialty hip and knee certification from Joint Commission. Taught joint/spine pre op class. Led patient engagement committee. Taught Intermountain’s new employee patient engagement class. Chosen to be new employee preceptor. Served on nurse practice council.

**RN CASE MANAGER - DIABETIC HOME OPTIONS, SLC, UT**

September 2009-May 2010

Responsible to visit, assess, care for, and educate diabetic home care patients as their case manager.

***RN - mountain star hospital- bountiful, UT***

September 2009-May 2010

Responsible to care for medical and surgical patients at Lakeview Hospital. Treated patients withdrawing from substance addiction through the New Visions program. Trained new RNs on the unit.

**RN CASE MANAGER - COMFORT HOSPICE, LAYTON, UT**

July 2008-January 2009

Responsible to care for hospice patients from Ogden to SLC, collaborating with physician, nurse aides, social work, and pastoral care as the primary case manager.

***RN - intermountain health care, Ogden, UT***

December 1996-July 2008

RN caring for post-partum and antepartum patients. Charge nurse. Unit scheduler. Progressed to Labor and Delivery unit. OR experience as circulator. Ran LandD triage. Trained new RN's on the unit. Served in peer review committee. Developed end of shift report card. Received service excellence award.

**RN - SOUTH DAVIS COMMUNITY HOSPITAL, BOUNTIFUL, UT**

December 1995- December 1996

RN caring for LTAC patients including tracheostomy, ventilator, feeding tubes, and wound cares. Trained new RNs on the unit

**• Professional development and/or Scholarly work:**

Relevant Continuing Education:

Nurse Tim: Incivility

Nurse Tim: Concept Based Curriculum 1-3

Nurse Tim: Energizing Faculty; Rediscovering the Joy of Teaching

**Qualifications and Professional Development Addendum**

**Faculty Name: Alexandra Hanson**

**List Relevant:**

**Areas(s) of expertise and experience:**

- Acute Care Nursing, including telemetry, ICU, ER, and end of life
- Mental Health Nursing
- Adolescent and Correctional Nursing

**Clinical Practice and/or teaching experience:**

- Clinical
  - 2008-Present: RN with the State of Utah, Juvenile Justice Services.
    - RN at various JJS facilities along the Wasatch Front. Promote patients' health by completing the nursing process; collaborate with parent or guardian, healthcare providers, and multidisciplinary team members; provide physical and psychological support to patients, friends, and families; supervise medication management.
  - 2007-2009: RN at Davis Hospital on Telemetry and ICU with float to ER.
    - Promote and restore patients' health by completing the nursing process; collaborate with physicians and multidisciplinary team members; provide physical and psychological support to patients, friends, and families; supervise assigned team members.

January 2019

- Teaching
  - 2012-Present: Associate Professor at Weber State University.
  - Mentor and instruct Associate Degree Nursing students through clinical, laboratory, and didactic/theory classes.
  - 2009-2012: Adjunct Instructor at Weber State University.
  - Conduct clinical classes and laboratory classes in the Associate Degree Nursing program.
  - 2005-2006: Anatomy Lab Instructor at Weber State University.
  - Conduct the laboratory portion of Zoology 2100 (received credit in Zoology 4800). Invited to teach based on my academic performance in Zoology 2100. Supervised by Professor Kent Van de Graff.

**Professional development and/or Scholarly work:**

- Publication:
  - Holman, R., and Hanson, A. D. (2016). Flipped classroom versus traditional lecture: Comparing teaching models in undergraduate nursing courses. *Nursing Education Perspectives*, 37(6), 320-322. doi:10.1097/01.NEP.0000000000000075
  - Published article in *Nursing Education Perspectives*, the peer-reviewed, research journal of the National League for Nursing.
- Presentations:
  - Hanson, Alexandra, and Holman, Rieneke. Failures of Flipping a Classroom. Podium presentation at the Western Institute of Nursing's 49th Annual Communicating Nursing Research Conference in Anaheim, California, April 5-9, 2016.
  - Cadman, Kathleen Paco, and Hanson, Alexandra. Sick of it all: The Struggle for Equal Healthcare Across Diverse Populations. Breakout session at 18th Annual WSU Diversity Conference Privileged History: Where did all the diversity go?, at Weber State University, October 7, 2016.
  - Hanson, Alexandra. Low Stakes Practice for High Stakes Exams. Panel presentation at WSU Teaching and Learning Forum's Education Elevated! 2016 Faculty Symposium, at Weber State University, March 18, 2016.
  - Holman, Rieneke, and Hanson, Alexandra. What Not To Do When Flipping Your Classroom. Breakout Session at WSU Teaching and Learning Forum's Education Elevated! 2016 Faculty Symposium, at Weber State University, March 18, 2016.

**Relevant Continuing Education:**

- NurseTim: Various
- ANA Webinars: Various
- NCSBN Webinars: Various
- Conference (local and national):
  - WSU Teaching and Learning Forum Faculty Symposium
  - WSU Diversity Conference
  - NCSBN NCLEX Conference
  - Western Institutes of Nursing

**Faculty Name: Jeanette Harris**

**List relevant: Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)

- Float Pool (staff nurse) in 4 hospitals 31 years' experience with patient care (Medical, Surgical, Joint spine, ICU, ER, Pediatrics, Postpartum, Cardiac, Rehab, Outpatient surgery, Intermediate care units, Coumadin clinic, mammogram and biopsy clinic, Transitional Care)
- Long term Care experience for 1 year and home health experience for 1 year

**Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

- 1996-2017 McKay-Dee Hospital RN- direct patient care float pool (trained to float to 13 different areas).

- Leadership Team McKay Dee Hospital,
- McKay Dee Hospital: Float Pool Liaison educator for Women's center 3 years, Pediatrics 5 years, Cardiovascular/Thoracic 3 years.
- Other responsibilities at McKay Dee hospital, Joint Commission Preparedness Team, Teach skills labs, IV certification Instructor, BLS Certified Instructor
- 1996-1997 Intermountain Health Care, Home care RN- private duty respite care for pediatric patients
- 1995-1996 Columbia Ogden Regional Hospital RN- direct patient care float pool
- 1988-1995 IHC Logan Regional Hospital RN-direct patient care float pool
- 1986-1987 Brigham City Community Hospital RN- direct patient care float pool
- 1985-1986 Sunshine Terrace Nursing Home LPN-direct patient care geriatric patients
- Courses taught for WSU School of Nursing: N2500, N2550, N2070, N2071, N1040, N1041, N1045, N1046, N1031 classes consist of didactic, clinical and lab for associate degree nursing program. Began Teaching at Weber State University, August 2008

**Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)

- Publication: Harris, J., Berghout, T., and Anderson, P. (2015) Improving first year nursing student's test scores through pediatric simulation. Open Journal of Nursing, 5, 735-739. <http://dx.doi.org/10.4236/ojn.2015.58076> Published August 21, 2015
- Non-fiction story on Alzheimer's Disease, Harris, J. R. (2009). Erasing identity. Epiphany Literary Journal, 1, 44-45.
- 2017 Nursing: Yesterday, Today, and Tomorrow UVU Nursing **Conference Presentation on The Impact of Pediatric Simulation on Students** from my research and publication on pediatric simulation. Presented with Pamela Anderson, co-author. Research publication listed above.

**Relevant Continuing Education:**

- Northern Utah Trauma Conference Utah Department of Health, Bureau of Emergency Medical Services April 22, 2017 4.75 CEU and April 28, 2018 6 CEU
- Nuts and Bolts for Nurse Educators Conference Aug 2<sup>nd</sup>-Aug 4<sup>th</sup> 2018 Minneapolis, MN
- ACP Issues Updated Guidelines for T2DM Care, Medscape March 13, 2017, 0.25 CEU
- Utah Organization of Nurse Leaders Spring Conference 2017 March 21, 2017, 6.0 CEU Education Nurses in Today's Environment
- Heart Matters An Emergency Medicine Symposium January 27. 2017
- Education Quick Summary for McKay Dee Hospital 2016: (listing a few of the educational activities for 2016). Compliance leadership, Heart Transplant Annual Education, Acute Care of Bronchiolitis, Risk for Readmission, Suicide, TeleCritical Care, Lactation Support, Pharmaceutical Waste Management...
- NCLEX Regional Workshop, Division of Occupational and Professional Licensing Feb 26, 2016
- Master of On-Line Teacher Certification (MOTC) April 16, 2015
- Test Blueprints: A Formula for Success Webinar hosted at Nursetim.com by Virginia Wangerin, MSN, RN, CNE. March 6, 2015, 1.25 CEU
- Test Construction and Item-Writing Workshop hosted by Kaplan Nursing and Susan Sanders, DNP, RN, NEA-BC January, 30, 2015, 3 CEU

**Qualifications and Professional Development Addendum**

**Faculty Name: Suzy Heugly**

**List relevant:**

- **Area(s) of expertise and experience**

\*Family Nurse Practitioner

\*Pain Management

\*Hospitalist

\*Clinical Instructor

- **Clinical practice and/or teaching experience:**

- Student Health Clinic January 2018-June 2018

FNP in Clinical setting. Assessment, diagnosis and treatment of Acute and Chronic conditions.

- Weber State University Full-time Faculty 2017-Current

Instructor for 2500, 2550, 2551, 3300, 3350

Weber State University Clinical Coordinator 2018-Current

- Weber State University Part-time Masters FNP Program

Instructor for 6236, 6241

- Utah Pain and Rehab Full-time 2016-2017

Assessment, diagnosis, treatment and management of Acute and chronic pain.

- Hospitalist Capstone 2016

Treatment, management and discharge of hospitalized patients.

- DTC Adjunct Faculty, Clinical Instructor 2014-2016

- McKay Dee Surgical Center 2011-2013

Clinical RN in Post Anesthesia Care Unit

- McKay Dee Hospital 2009=2011

Clinical RN in Emergency Room

- **Professional development and/or scholarly work**

- Pharmacology workshop AANP

- Course Point Training

- Utah Organization of Nurse Leaders Conference, Culture and resiliency in difficult times

- Research Conference

- ATI Summit

- NurseTim Webinars

### **Qualifications and Professional Development Addendum**

**Faculty Name: Rieneke Holman, PhD, RN**

**List Relevant:**

- **Areas of expertise and experience:**

- OB Nursing

- Pharmacology

- Nursing Education

- **Clinical practice and/or teaching experience** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

- Registered Nurse; Davis Hospital and Medical Center; 1997-2010; floor nurse on labor and delivery unit; worked with pre-natal, ante-partum, and delivered patients.

- Adjunct Instructor; Weber State University; Fall 2009-Spring 2010; taught OB clinicals, accompanied students in the OB clinical setting

- Associate Professor, ADN Clinical Coordinator; Weber State University; Fall 2010-present; taught clinicals, taught labs, taught didactic courses (OB and Pharmacology), served on committees, created courses, coordinate clinical sites for ADN nursing students

- **Professional development and/or Scholarly work** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)

- PhD dissertation: 2018; Clinical instructors' cultivation of pre-licensure nursing students' pharmacology KSAs, exploratory qualitative study examining how pharmacology is taught and evaluated in the clinical setting and how the teaching of pharm in the clinical setting aligns with QSEN competencies
- Presentation: Nov. 2018; Effective communication skills: A foundation for successful leadership styles; a presentation of successful communication skills at WSU student leadership conference
- Presentation: April 2018; Clinical instructors' cultivation of pre-licensure nursing students' pharmacology KSAs; Poster presentation at the Western Institute of Nursing's 51<sup>st</sup> Annual Research Conference in Spokane, WA.
- Conference attended: April, 2018; UONL Conference: Shaping the Future of Nursing and Healthcare through Teaching and Learning; Utah conference focused on improving nursing care in Utah
- Presentation: Oct. 2018; Stay "sick", Don't do Drugs: How drugs really make you sick; A presentation to 5<sup>th</sup> and 6<sup>th</sup> grade students about the dangers of recreational drug use
- Nurse Tim webinar; Nov. 2017; Energizing Faculty: Rediscovering the Joy in Teaching: viewed webinar
- Nurse Tim webinar; Oct. 2017; Concept-based Curriculum from the Ground Up, Part 3: viewed webinar
- Nurse Tim webinar; Oct. 2017; Concept-based Curriculum from the Ground Up, Part 2: viewed webinar
- Nurse Tim webinar; Oct. 2017; Concept-based Curriculum from the Ground Up, Part 1: viewed webinar
- Nurse Tim webinar; Sept. 2017; Incivility-Ten Strategies for Minimizing or Managing Student Misbehavior; viewed webinar
- Presentation: Hanson, Alexandra, and Holman, Rieneke. Failures of Flipping a Classroom. Podium presentation at the Western Institute of Nursing's 49th Annual Communicating Nursing Research Conference in Anaheim, California, April 5-9, 2016.
- Presentation: Holman, Rieneke, and Hanson, Alexandra. What Not To Do When Flipping Your Classroom. Breakout Session at WSU Teaching and Learning Forum's Education Elevated! 2016 Faculty Symposium, at Weber State University, March 18, 2016.
- Publication: Holman, R., and Hanson, A. D. (2016). Flipped classroom versus traditional lecture: Comparing teaching models in undergraduate nursing courses. Nursing Education Perspectives, 37(6), 320-322. doi:10.1097/01.NEP.0000000000000075

### **Qualifications and Professional Development Addendum**

**Faculty Name:** Carrie Jeffrey, MSN, RN

**List relevant:**

- **Area(s) of expertise and experience:**
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| Institution                         | Position and Description   | Dates               |
|-------------------------------------|--|---------------------|
| Weber State University<br>Ogden, UT | Instructor – full-time faculty<br>appointment                      | July 2017 – Present |
| Weber State University<br>Ogden, UT | Graduate Teaching Resident and<br>Student Teacher for NRSG<br>4045 | Jan 2017 – Apr 2017 |
| Mankato Family YMCA<br>Mankato, MN  | Fitness and Health Instructor                                      | Nov 2009 – May 2011 |



|   |                               |                     |
|---|-------------------------------|---------------------|
| YMCA of Greater Syracuse<br>Liverpool, NY | Fitness and Health Instructor | Nov 2005 – Mar 2007 |
|---|-------------------------------|---------------------|

| Institution / Facility   | Position and Description  | Dates                |
|--|---|----------------------|
| <b>Intermountain Health Care<br/>Wasatch OB/GYN Clinic<br/>McKay Dee Clinic, Layton<br/>Clinic, and North Ogden<br/>Clinic</b> | <b>Registered Nurse – OB/GYN</b> <ul style="list-style-type: none"> <li>• Provide nursing care for largest women’s health care clinic in greater Ogden area</li> <li>• Telephone and face-to-face patient triage</li> <li>• Fetal heart tone monitoring and NSTs, IV therapy, and labor evaluations</li> <li>• Quarterly staff education and development</li> <li>• Preceptor for new employees</li> <li>• Provide obstetric education for newly pregnant mothers and families</li> </ul> | Dec 2015 – Present   |
| <b>Intermountain Health Care<br/>McKay-Dee Hospital<br/>Ogden, UT</b>  | <b>Registered Nurse – Labor and Delivery</b> <ul style="list-style-type: none"> <li>• Provide nursing care for laboring women and newborn</li> <li>• Complete assessments on mother and baby, administer medications, and provide patient education</li> <li>• Chart all care given in patient electronic medical records</li> </ul>  | Sept 2014 – Dec 2015 |
| <b>Mayo Clinic Health Systems<br/>Mankato Hospital<br/>Mankato, MN</b>   | <b>Registered Nurse – 3MS<br/>Cardiac/Pulmonary Inpatient<br/>Unit</b> <ul style="list-style-type: none"> <li>• Provide nursing care for patients on cardiac/pulmonary unit and other units as needed</li> <li>• Complete assessments, administer medications, and provide patient education</li> <li>• Chart all care given in patient electronic medical records and communicate staffing needs via acuity system</li> </ul>  | July 2013 – Aug 2014 |
| <b>Mayo Clinic Health Systems<br/>Mankato Hospital<br/>Mankato, MN</b>   | <b>Patient Care Associate (CNA) -<br/>Resource Team</b> <ul style="list-style-type: none"> <li>• Measure and record vital signs, intake and output, and blood glucose</li> <li>• Assist patients with activities of daily living</li> <li>• Support nursing staff as needed</li> </ul>  | Feb 2011 – June 2013 |

|  |   |             |
|--|---|-------------|
| <b>Mayo Clinic Health Systems<br/>Mankato Hospital<br/>Mankato, MN</b> | <b>Student Nurse Intern – Pediatric and Women’s Center</b> <ul style="list-style-type: none"> <li>• Worked with preceptor in providing nursing care for Pediatric and Women’s Center patients</li> <li>• Completed assessments, administered medications, and provided patient education</li> <li>• Charted all care given in patient electronic medical records</li> </ul> | Summer 2012 |
|--|---|-------------|

- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

| Activity   | Dates                       |
|--|-----------------------------|
| WSU Canvas Training for Students as Instructors  | Jan 21, 2017                |
| Medical Group In-Service – Intermountain Medical Group, Ogden, UT                                    | Nov 2, 2016                 |
| Best Practices for Treating an Aging Population – Intermountain Medical Group, Ogden, UT             | Oct 7, 2016                 |
| Recognizing and Reporting Abuse – Intermountain Medical Group, Ogden, UT                             | July 1, 2016                |
| Malignant Hyperthermia – McKay Dee Hospital, Ogden, UT   | Oct 23, 2015                |
| Electronic Fetal Monitoring NCC Prep Course - McKay Dee Hospital, Ogden, UT                          | Sept 10, 2015               |
| Post Anesthesia / Post Procedure Care – McKay Dee Hospital, Ogden, UT                                | July 2, 2015                |
| AWHONN Fetal Heart Monitoring – McKay Dee Hospital, Ogden, UT  | Apr 13, 2015                |
| Blood Product Administration – McKay Dee Hospital, Ogden, UT   | Feb 3, 2015                 |
| Surgical Services – Surgical Site Infection Prevention – McKay Dee Hospital, Ogden, UT               | Feb 3, 2015                 |
| NRP (Neonatal Resuscitation Program) Provider Simulation Course – McKay Dee Hospital, Ogden, UT      | Nov 4, 2014 and Nov 6, 2014 |
| Basic Fetal Heart Monitoring – McKay Dee Hospital, Ogden, UT   | Oct 2, 2014                 |
| Cultural Diversity in Healthcare: Working Toward Cultural Competence – McKay Dee Hospital, Ogden, UT | Sept 15, 2014               |
| Advanced Illness and End of Life Care – McKay Dee Hospital, Ogden, UT                                | Sept 15, 2014               |
| Lactation Essentials – McKay Dee Hospital, Ogden, UT   | Sept 11, 2014               |
| General Medical Surgical Course – Mayo Clinic Health Systems, Mankato, MN                            | Dec 3, 2013 and Dec 4, 2013 |
| Cardiac Rhythm Scenarios – Mayo Clinic Health Systems, Mankato, MN                                   | Nov 5, 2013                 |
| The Tracheostomy Patient – Mayo Clinic Health Systems, Mankato, MN                                   | Oct 17, 2013                |

|  |                                 |
|--|---------------------------------|
| Peripheral Vascular Disease – Mayo Clinic Health Systems, Mankato, MN  | Oct 15, 2013                    |
| Ischemic Analysis: Monitoring the ST Segment – Mayo Clinic Health Systems, Mankato, MN                             | Oct 8, 2013                     |
| Skin Care: Pressure Ulcers, Ostomies and Negative Pressure Wound Therapy – Mayo Clinic Health Systems, Mankato, MN | Sept 24, 2013                   |
| Getting Fluids and Care of the Port Access – Mayo Clinic Health Systems, Mankato, MN                               | Aug 20, 2013                    |
| Respiratory Patient – Mayo Clinic Health Systems, Mankato, MN  | Aug 15, 2013                    |
| Basic Cardiac Rhythm Review – Mayo Clinic Health Systems, Mankato, MN  | Aug 15, 2013                    |
| Basic Cardiac Rhythm Reading – Mayo Clinic Health Systems, Mankato, MN   | July 25, 2013 and July 31, 2013 |
| Mu Lambda Research Forum – South Central College, North Mankato, MN  | Sept 28, 2012                   |

| Title  | Dates                 |
|--|-----------------------|
| Wasatch OB/GYN – Exemplifying Excellence Award, Outstanding Colleague                    | Sept 2016             |
| Wasatch OB/GYN – Exemplifying Excellence Award, Outstanding Colleague                    | Feb 2016              |
| Graduate Magna Cum Laude, Minnesota State University                                     | May 2013              |
| YWCA Elizabeth Kearney Women’s Leadership Program Mankato, MN – Full Tuition Scholarship | Sept 2008 – June 2009 |

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- Other Teaching Activities

| Title  | Dates              |
|--|--------------------|
| Guest Lecturer: Pregnancy and Childbirth<br>CHF 2400: Family Life, Weber State University                                | Nov 13, 2017       |
| Guest Lecturer: Pregnancy and Childbirth<br>CHF 2400: Family Life, Weber State University                                | Nov 7, 2016        |
| Basic NST Review: Alterations in Fetal Heart Tracing – Wasatch OB/GYN Staff Meeting Presentation                         | Aug 3, 2016        |
| Basic NST Review: Identification of Components of Fetal Heart Tracing – Wasatch OB/GYN Staff Meeting Presentation        | July 6, 2016       |
| Wasatch OB/GYN – Development of “Good Catch” safety incentive program to catch and recognize safety issues in the clinic | Apr 2016 – present |

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)

| Title   | Dates    |
|---|----------|
| Jeffrey, C. W. (2017). <i>Educating Nurses on Implementation of Maternal-Infant Skin-to-Skin Contact in the Operating Room.</i> Weber State University, Ogden, UT | Mar 2017 |

|   |          |
|---|----------|
| Jeffrey, C. W., Kluver, S., Kratochwill, S. A., (2012). <i>Outcomes of Midwife Assisted Planned Home Births</i> . Minnesota State University, Mankato, MN | Nov 2012 |
|---|----------|

Papers and/or addresses to professional groups

| Title   | Dates        |
|---|--------------|
| Jeffrey, C. W. (2017). <i>Skin-to-skin in the operating room: Educating nurses on maternal-infant skin-to-skin after cesarean section</i> . Poster Presentation. Weber State University | Mar 21, 2017 |
| Jeffrey, C., Perez, T., Brunt, T., and Weller, P. (2016). <i>Peer Evaluation</i> . Class Presentation. Weber State University   | Nov 2016     |
| Davis, B. and Jeffrey, C. (2016). <i>Nursing Program Profile: Utah State University</i> . Class Presentation. Weber State University  | Nov 2016     |
| Madelia Community Forum – Dissemination of findings from Community Health Survey: Health issues and barriers in Madelia, MN Latino population   | Dec 2012     |

## Qualifications and Professional Development Addendum

**Faculty Name:** Benjamin Johnson, MSN, RN

**List relevant**

**Area(s) of expertise and experience:**

Bone Marrow Transplant and Oncology  
Occupational Health and Infection Control  
Nursing Leadership

**• Clinical practice and/or teaching experience:**

**NURSING INSTRUCTOR - WEBER STATE UNIVERSITY, OGDEN, UTAH**

July 2015- Present

Nurse educator in the ADN program. Responsible for educating in the clinical setting, running simulation labs, supervising preceptors, and teaching the complex care of the Med/Surg patient and Clinical Pharmacology courses.

**REGISTERED NURSE- INTERMOUNTAIN HEALTHCARE- Medical Group, SALT LAKE CITY, UTAH**

October 2012-April 2015

Administrative Occupational Health Nurse. Employee Health and Administration in charge of occupational health for over 3,000 Medical Group Clinic employees and physicians in approximately 90 unique locations. Dealt with infectious disease concerns and PPE, employee vaccinations, employee injuries and exposures. Teaching interdisciplinary team members how to stay safe and healthy at work.

***Registered Nurse - intermountain healthcare- LDS HOSPITAL, SALT LAKE CITY, utah***

May 2006-October 2012

Staff/Charge Nurse for the Bone Marrow Transplant and Med-Surgical Oncology Unit. Cared for acutely ill BMT and Oncology patients, as well as acted in a supervisory RN Charge Nurse Role. Participated in various Hospital and Organizational Committees for Quality Improvement.

**• Professional development and/or Scholarly work:**

Relevant Continuing Education:

Nurse Tim: various  
Developing Rubrics for Grading Lab Student performance

## Qualifications and Professional Development Addendum

**Faculty Name:** Constance Merrill, RN, MSN

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
- Nursing Leadership
- Orthopedic Nursing
- Case Management

- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
  - McKay-Dee Hospital 2010-2017
    - RN direct patient care Orthopedic Unit
    - RN Assistant Manager for Orthopedic Unit
    - Case Manager for Medical Unit
  - Weber State University 2017-present
    - -Currently teaching nursing foundations, nursing foundations lab and nursing foundations clinical and preceptorship for associate degree students
  
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)
  - Relevant Continuing Education:
    - Utah Simulation Coalition Conference October 12, 2018
    - Utah Organization of Nurse Leaders Conference April 6, 2018
    - STTI Leadership Conference, October 2017
    - Nurse Tim, Incivility, September 2017
    - UONL Conference Fall Conference, September 2017
    - Nurse Tim, Assessing and Promoting Student Clinical Performance, April 2017
    - Nurse Tim, Student Success, April 2017

### **Qualifications and Professional Development Addendum**

**Faculty Name:** I. Marlene Summers, MEd, MSS, MSNED, RN

**List relevant:**

- Area(s) of expertise and experience
  - Float pool staff nurse
  - Cardiovascular critical care staff nurse
  - Emergency nursing
  - Med/Surg clinical educator
  - Regional education consultant

• **Clinical practice and/or teaching experience:**

AMERICAN RED CROSS WATER SAFETY INSTRUCTOR – NEPTUNE SWIM SCHOO, OGDEN, UTAH  
June 1973 – August 1985

Summer months only at outdoor pool. Water adjustment, infant swimming, beginner, advanced beginner, intermediate, and advanced swimming courses taught.

AMERICAN RED CROSS FIRST AID and CARDIOPULMONARY RESUSCITATION INSTRUCTOR, BONNEVILLE CHAPTER, OGDEN, UTAH  
1976 – 1988

Volunteer instructor for Basic and Advanced First and Cardiopulmonary Resuscitation initial and renewal courses for northern Utah community classes.

PUBLIC EDUCATION INSTRUCTOR – JOSEPH CITY ARIZONA PUBLIC SCHOOLS and WEBER COUNTY, UTAH  
PUBLIC SCHOOLS

1974 – 1986.

Math, biology, health, physical education, advanced first aid, and CPR taught at junior and senior high levels.

LICENSED PARCTICAL NURSE – INTERMOUNTAIN HEALTHCARE at McKAY-DEE HOSPITAL, Ogden, Utah

August 1987 – September 1988

Float pool

REGISTERED NURSE- INTERMOUNTAIN HEALTHCARE at McKAY-DEE HOSPITAL, OGDEN, UTAH

September 1988 - May 1990

Intermediate Coronary Care Unit, Coronary Critical Care Unit.

REGISTERED NURSE – INTERMOUNTAIN HEALTHCARE at LDS HOSPITAL, SALT LAKE CITY, UTAH

May 1990 – May 1994

Part-time educator and part-time Float Pool Staff Nurse.

MED/SURG CLINICAL EDUCATOR – INTERMOUNTAIN HEALTHCARE at McKAY-DEE HOSPITAL, OGDEN,  
UTAH

June 1994 – August 1998

CLINICAL NURSE EDUCATOR - INTERMOUNTAIN HEALTHCARE at McKAY-DEE HOSPITAL, OGDEN, UTAH

September 1998 – May 2006

EMERGENCY DEPARTMENT STAFF NURSE – INTERMOUNTAIN HEALTHCARE at McKAY-DEE HOSPITAL,  
OGDEN UTAH

October 2001 – August 2001

Part-time on weekends

REGIONAL EDUCATION CONSULTANT - INTERMOUNTAIN HEALTHCARE at McKAY-DEE HOSPITAL,  
OGDEN, UTAH

May 2006 – June 2018

• **Professional development and/or Scholarly work:**

Masters of Education Project, “Curriculum Guide for Teaching Advanced First Aid in Secondary Schools”, Utah State University, Logan Utah, May 1982.

BSN Honors Project, “In the Presence of Greatness”, video interview with Dr. Martha E. Rodgers, nursing theorist, Phoenix Arizona, November 1991. Eighteen hours of video from two cameras edited and then donated to Weber State Nursing Resource Library, May 1992.

Poster presentation, “Improving Confidence Levels in Associate Degree Nursing Students”, at Nu Nu Chapter Annual Meeting, Sigma Theta Tau International Honor Society of Nursing, Annual Meeting, April 2006, Ogden, Utah.

Masters of Nursing Education Project, “Improving Confidence Levels in Associate Degree Nursing Students”, Westminster College, Salt Lake City, Utah, May 2007.

Presented as member of Leadership Panel, “Leadership in the Nu Nu Chapter”, breakout session at Sigma Theta Tau International Honor Society of Nursing Leadership Conference, September 2012, Indianapolis, Indiana.

Presented “When Meds Are Not Enough”, breakout session at Sigma Theta Tau International Honor Society of Nursing Biennial Conference, October 2013, Indianapolis, Indiana.

Presented “Presenting Therapeutic Touch Data”, breakout session at Therapeutic Touch International Association, 3<sup>rd</sup> International Congress, April 2015, Seattle, Washington.

Presented “Who Should Do Simulation Facilitator Annual Evaluations?”, breakout session at Sigma Theta Tau International Honor Society of Nursing Biennial Conference with Nancy Bardugon and Deborah Morris, “Simulation within Intermountain Healthcare”, October 2017, Indianapolis, Indiana.

### **Qualifications and Professional Development Addendum**

**Faculty Name:** Tressa Quayle, MSN, RN

**List relevant:**

• **Area(s) of expertise and experience**

Labor and Delivery Nursing  
OBGYN  
Medical/Oncology  
Nursing Leadership

• **Clinical practice and/or teaching experience:**

**NURSING INSTRUCTOR - WEBER STATE UNIVERSITY, OGDEN, UTAH**

July 2014- Present

Teach in all semesters of the ADN program. Responsibilities include N2250, N2351, N3100, N3350. Course chair for N3100 and N3350. Serve on the evaluation and simulation committees.

**REGISTERED NURSE- INTERMOUNTAIN HEALTH CARE, OGDEN , UTAH**

September 2005- July 2014

During my time with Intermountain Healthcare I was trained and worked on the Medical/Oncology unit, OBGYN unit, and labor and delivery. I was a charge nurse on labor and delivery for over 2 years.

• **Professional development and/or Scholarly work:**

WSU E-learning Certificate for online best practice in teaching completed April 2017

SSH and INACSL Simulation Regional Workshop on October 13, 2017

Utah Organization of Nurse Leaders Conference April 6, 2018

Nurse Tim: Incivility—Ten Strategies for Minimizing or Managing Student Misbehavior

Nurse Tim: Concept-Based Curriculum from the Ground Up, Part 1-3

Nurse Tim: Energizing Faculty; Rediscovering the Joy of Teaching

Presented “Active Learning in Pharmacology” poster at Utah Valley University Nursing Annual Nursing Conference March 14, 2018

Presented “Active Learning in Pharmacology” poster at Sigma Theta Tau Nu Nu Chapter induction ceremony

### **Qualifications and Professional Development Addendum**



**Faculty Name: Trisha Small MSN, RN**

**List relevant:**

**Area (s) of expertise and experience**

- Medical/Surgical Nursing
- Cardiovascular Care
- Critical Care

**Clinical practice and/or teaching experience:**

**NURSING INSTRUCTOR - WEBER STATE UNIVERSITY, OGDEN, UTAH** (July 2018 – present) Full-time nurse educator in the ADN program. Teaching responsibilities include didactic (3300), clinical (2550), lab (2551 x 2 sections), and capstone (3350). Co-chair of 2550 and member of the Shared governance committee.

**NURSING INSTRUCTOR – OGDEN-WEBER TECHNOLOGY COLLEGE, OGDEN, UTAH** (March 2017-August 2018) Full-time nurse educator. Teaching responsibilities included didactics (fundamentals, adult, mental health), lab/skills/simulation, and clinical. Revised and updated mental health course and served as curriculum committee member.

**LICENSED PRACTICAL NURSE-ACCESS HOMECARE AND HOSPICE BRIGHAM/LOGAN, UTAH** (2009) Gained experience with tracheostomy care, pediatric assessment, and ventilation support while caring for a pediatric patient in a homecare environment.

**LICENSED PRACTICAL NURSE-AVALON HEALTHCARE BRIGHAM, UTAH** (2009-2013) Provided skilled nursing services to post-operative patients assisting to rehab and also provided care for long-term patients with varied diagnoses and co-morbidities.

**REGISTERED NURSE- MOUNTAINSTAR HEALTHCARE, OGDEN/BRIGHAM , UTAH** (2013-present) Ogden Regional Medical Center: Surgical 2013-2014. Provided skilled-nursing services pre and post op. Focus on pain management, joint/wound care, lab/VS monitoring, pre-op and discharge teaching, monitoring for post-op complications, Frequent assessment/re-assessments. Gained experience in leadership and interdisciplinary collaboration as charge nurse Ogden Regional Medical Center: IMC/ICU 2014-2018. Provided nursing care for critical care telemetry patients (CVA, Cardiac, DKA, Withdrawal etc.) Gained further nursing leadership as charge nurse over the unit. Floated to ICU as needed and provided critical care to patients requiring additional hemodynamic/ventilation support and neurological monitoring. Brigham City Community Hospital: Medical-Surgical/IMC 2018-present. Provide nursing care for patients (pediatric to geriatric) requiring Medical-Surgical or IMC level care. Smaller hospital setting has allowed me to gain experience with case management and staffing coordination.

**Professional development and/or scholarly work:**

- Mountainstar hospital required continuing education requirements (transcript available upon request)
- Assessing and Promoting Students' Clinical Performance/Nielsen and Lasater
- Clinical Assessment 1: Daily Feedback that Matters/Herman
- Navigating the New ACEN Standards/Lyles
- Systematic Program Evaluation: A Plan that Works/Field
- Teaching Mental Health Nursing: Engaging Students to Facilitate Learning/Grabber
- Incivility-Ten Strategies for Minimizing or Managing Students Misbehavior/Luparell
- NCLEX across the Curriculum, Part 1/Bristol
- NCLEX across the Curriculum, Part 2/Bristol
- Item Analysis Made Easy/Bristol, Sherrill, Wangerin
- Test Item Writing: From Knowledge to Analysis/Bristol, Sherrill, Wangerin
- Teaching Prioritization and Delegation: Leadership Strategies at Work/Herman
- Directors and Chairs: Leadership Strategies for Survival/Colin, Pettigrew
- Clinical Assessment 2: From Patient Care to Gradebook/Herrman
- Evidence to Guide Your Teaching in Nursing/Oermann
- Mentoring Adjuncts and New Clinical Faculty for Student Success/Prato, Lasater

- Cultural Diversity Part 1: Enhancing Success to Provide a Diverse Workforce/Sharpe, Sherrill, Wangerin
- Cultural Diversity Part 2: Successful Strategies for Developing Cultural Competence/Sharpe, Sherrill, Wangerin
- How to Succeed as a Nurse Educator in a Faculty Role
- Linked In Learning: Redefining PowerPoint in the College Classroom
- CITI training November 2018

### **Qualifications and Professional Development Addendum**

**Faculty Name:** I. Marlene Summers, MEd, MSS, MSNED, RN

**List relevant:**

- Area(s) of expertise and experience
  - Float pool staff nurse
  - Cardiovascular critical care staff nurse
  - Emergency nursing
  - Med/Surg clinical educator
  - Regional education consultant

**• Clinical practice and/or teaching experience:**

**AMERICAN RED CROSS WATER SAFETY INSTRUCTOR – NEPTUNE SWIM SCHOO, OGDEN, UTAH**

June 1973 – August 1985

Summer months only at outdoor pool. Water adjustment, infant swimming, beginner, advanced beginner, intermediate, and advanced swimming courses taught.

**AMERICAN RED CROSS FIRST AID and CARDIOPULMONARY RESUSCITATION INSTRUCTOR, BONNEVILLE CHAPTER, OGDEN, UTAH**

1976 – 1988

Volunteer instructor for Basic and Advanced First and Cardiopulmonary Resuscitation initial and renewal courses for northern Utah community classes.

**PUBLIC EDUCATION INSTRUCTOR – JOSEPH CITY ARIZONA PUBLIC SCHOOLS and WEBER COUNTY, UTAH PUBLIC SCHOOLS**

1974 – 1986.

Math, biology, health, physical education, advanced first aid, and CPR taught at junior and senior high levels.

**LICENSED PARCTICAL NURSE – INTERMOUNTAIN HEALTHCARE at McKAY-DEE HOSPITAL, Ogden, Utah**

August 1987 – September 1988

Float pool

**REGISTERED NURSE- INTERMOUNTAIN HEALTHCARE at McKAY-DEE HOSPITAL, OGDEN, UTAH**

September 1988 - May 1990

Intermediate Coronary Care Unit, Coronary Critical Care Unit.

**REGISTERED NURSE – INTERMOUNTAIN HEALTHCARE at LDS HOSPITAL, SALT LAKE CITY, UTAH**

May 1990 – May 1994

Part-time educator and part-time Float Pool Staff Nurse.

MED/SURG CLINICAL EDUCATOR – INTERMOUNTAIN HEALTHCARE at McKAY-DEE HOSPITAL, OGDEN, UTAH

June 1994 – August 1998

CLINICAL NURSE EDUCATOR - INTERMOUNTAIN HEALTHCARE at McKAY-DEE HOSPITAL, OGDEN, UTAH  
September 1998 – May 2006

EMERGENCY DEPARTMENT STAFF NURSE – INTERMOUNTAIN HEALTHCARE at McKAY-DEE HOSPITAL, OGDEN UTAH

October 2001 – August 2001

Part-time on weekends

REGIONAL EDUCATION CONSULTANT - INTERMOUNTAIN HEALTHCARE at McKAY-DEE HOSPITAL, OGDEN, UTAH

May 2006 – June 2018

• **Professional development and/or Scholarly work:**

Masters of Education Project, “Curriculum Guide for Teaching Advanced First Aid in Secondary Schools”, Utah State University, Logan Utah, May 1982.

BSN Honors Project, “In the Presence of Greatness”, video interview with Dr. Martha E. Rodgers, nursing theorist, Phoenix Arizona, November 1991. Eighteen hours of video from two cameras edited and then donated to Weber State Nursing Resource Library, May 1992.

Poster presentation, “Improving Confidence Levels in Associate Degree Nursing Students”, at Nu Nu Chapter Annual Meeting, Sigma Theta Tau International Honor Society of Nursing, Annual Meeting, April 2006, Ogden, Utah.

Masters of Nursing Education Project, “Improving Confidence Levels in Associate Degree Nursing Students”, Westminster College, Salt Lake City, Utah, May 2007.

Presented as member of Leadership Panel, “Leadership in the Nu Nu Chapter”, breakout session at Sigma Theta Tau International Honor Society of Nursing Leadership Conference, September 2012, Indianapolis, Indiana.

Presented “When Meds Are Not Enough”, breakout session at Sigma Theta Tau International Honor Society of Nursing Biennial Conference, October 2013, Indianapolis, Indiana.

Presented “Presenting Therapeutic Touch Data”, breakout session at Therapeutic Touch International Association, 3<sup>rd</sup> International Congress, April 2015, Seattle, Washington.

Presented “Who Should Do Simulation Facilitator Annual Evaluations?”, breakout session at Sigma Theta Tau International Honor Society of Nursing Biennial Conference with Nancy Bardugon and Deborah Morris, “Simulation within Intermountain Healthcare”, October 2017, Indianapolis, Indiana.

### **Qualifications and Professional Development Addendum**

**FACULTY NAME:** Nancy Weston, MSN, RN

**LIST RELEVANT:**

- **AREA(S) OF EXPERTISE AND EXPERIENCE**
- Neonatal Intensive Care
- Skilled nursing and long term care

- Physical Rehabilitation
- **CLINICAL PRACTICE AND/OR TEACHING EXPERIENCE:**
- **Teaching Experience:**
  - **Annie Taylor Dee School of Nursing, Weber State University, Ogden, Utah, August 2017 – Present**  
Full-time nurse educator in the ADN program. Responsible for teaching Pharmacology and Complex Patient-Centered Nursing Care; teaching and facilitating lab skills, simulation labs; and advising and mentoring clinical and capstone students.
- **Clinical Experience:**
  - **Intermountain Healthcare, McKay-Dee Hospital – Ogden, Utah**
    - **Registered Nurse - Newborn Intensive Care Unit, 2006 – present**  
Responsible for providing primary care nursing to critically ill and premature neonates. Collaborate with an interdisciplinary care team of neonatologists, neonatal nurse practitioners, pharmacists, dietitians, developmental specialists, and social workers to provide best practice care for NICU patients and families. Experience with different modes of ventilation, intravenous catheter insertion and maintenance, feeding methods, and medication administration. Past member of the NICU Education Council and past council chair. Past Zero Harm representative for the NICU. Implemented a patient safety tool by creating a template to facilitate inpatient unit nursing safety huddles which brought this unit into compliance with corporate policy. Facilitated staff training through teaching in yearly unit skills lab and quarterly through reinforcement of Zero Harm error prevention techniques in the NICU. Train and educate student nurses through precepting students and training nurse residents and nursing students during their NICU clinical experience.
  - **Antelope Valley Hospital – Lancaster, California**
    - **Registered Nurse - Newborn Intensive Care Unit, 2001-2006**  
Responsible for providing primary care nursing to critically ill and premature neonates. Collaborate with an interdisciplinary care team of neonatologists, neonatal nurse practitioners, pharmacists, dietitians, developmental specialists, and social workers to provide best practice care for NICU patients and families. Experience with different modes of ventilation, intravenous catheter insertion and maintenance, feeding methods, and medication administration.
  - **Ogden Regional Medical Center – Ogden, Utah**
    - **Registered Nurse - Newborn Intensive Care Unit, 2000-2001**  
Staff nurse and Charge nurse. Responsible for providing primary care nursing to critically ill and premature neonates. Collaborate with an interdisciplinary care team of neonatologists, neonatal nurse practitioners, pharmacists, dietitians, developmental specialists, and social workers to provide best practice care for NICU patients and families. Experience with different modes of ventilation, intravenous catheter insertion and maintenance, feeding methods, and medication administration.
- **South Ogden Rehabilitation Center – South Ogden, Utah**
  - **Registered Nurse, 1999-2001**  
Charge nurse caring for elderly, mentally ill, dementia patients, and patients requiring physical rehabilitation. Responsible for administering medications and providing assessments, wound care, and other treatments. Experience with admission and discharge from facility. Coordinated patient care with other health care team members
- **Wasatch Care Center – Ogden, Utah**
  - **Registered Nurse, 1994-1999**  
Charge nurse caring for elderly, mentally ill, dementia patients, and patients requiring physical rehabilitation. Responsible for administering medications and providing assessments, wound care, and other treatments. Experience with admission and discharge from facility. Coordinated patient care with other health care team members
- **Intermountain Healthcare, McKay-Dee Hospital – Ogden, Utah**
  - **Registered Nurse – Stewart Rehabilitation Center, 1989-2001**
  - Cared for physical rehabilitation patients requiring inpatient treatment. Responsible for administering medications and providing assessments, wound care and other treatments. Experienced with admission and discharge from facility. Coordinated patient care with other health care team members such as physical therapists, occupational therapists, and speech therapists.

**Professional development and/or Scholarly work:**

**Relevant Continuing Education:**

- Relevant Continuing Education:
- Nurse Tim: various webinars
- PESI: 2-Day: 2018 Psychopharmacology Conference, May 7-8, 2018
- Nuts and Bolts for Nurse Educators Conference, August 2-5, 2018
- Utah Organization of Nurse Leaders Fall Conference 2018, September 21, 2018

## Faculty Profile Table

### Qualifications of Part-time Faculty Exclusive to ADN Nursing Program

**Directions:** Complete requested information below for each part-time shared faculty member teaching **at the time of the site visit**. Insert additional rows as needed. Each person listed here should also be included in the *Qualification and Professional Development Addendum*.

| 1  | 2  | 3  | 4   | 5   |
|--|--|--|---|---|
| LAST NAME,<br>FIRST NAME<br><br>• <i>Alphabetical Order by Last Name</i> | DATE OF<br>INITIAL<br>APPOINTMENT<br><br>• <i>Month/Year</i> | ACADEMIC DEGREES<br><br>• <i>Undergraduate Degree(s): name of degree/date of completion</i><br>• <i>Graduate Degree(s): name of degree/specialty/date of completion</i><br>• <i>Waiver/exception (if applicable) for credential/experience requirements: (explain)</i><br>• <i>Currently enrolled: name of degree/projected date of completion</i> | LICENSURE/<br>CERTIFICATION<br><br>• <i>Current licensure: state/license number/expiration date</i><br>• <i>Current certifications: type/date acquired/ expiration date</i> | TEACHING AND NON-TEACHING<br>AREA(S) OF RESPONSIBILITY<br><br>• <i>Course: Prefix, Number, Role/Responsibilities</i><br>• <i>Committees; Course, Clinical, Laboratory Coordination, etc.</i>                            |
| Bottelberghe, Eric   | 07/2018 Adjunct  | AS 2001<br>BSN 2004<br>MSN 2018  | UT RN License:<br>9051967-3102<br>BLS CHPN  | Admin: Associate Chair/Associate Program Director<br>Course: MSN6801, 6802, 6803, NRSRG3810, MSN6380<br>Committees: Admin, Evaluation, Curriculum, Faculty Development, DCHP Emergency and Safety, WSU Digital Literacy |
| Buckway, Tammy   | 8/2012 Adjunct   | AS 2009<br>AS 2010<br>BSN 2012<br>MSN 2014   | UT RN License:<br>7655335-3102<br>BLS<br>ELNEC  | Course: NRSRG2550<br>Committees: WSU Nursing Advisory Board   |
| Hightower, Trevor  | 1/2017 Adjunct   | AS 2012<br>AS Nursing 2015<br>BSN 2016   | UT RN License: 9312331-3102; ACLS; BLS  | NRSRG 2550 Clinical Instructor  |

|                    |                    |  |  |  |
|--------------------|--------------------|--|--|--|
|                    |                    | MSN – Educator Track Spring 2019                   |  |  |
| Standing, Mitchell | 01/2017<br>Adjunct | AS 2011<br>AS Nursing 2013<br>BSN 2014<br>MSN 2017 | UT RN License:<br>8311442-3102<br>ACLS<br>BLS<br>TNCC  | Clinical instructor<br>NRSB 2350,<br>NRSB 2550 |
| Richards, Shelbie  | 8/2017<br>Adjunct  | AS Nursing 2013<br>BSN 2014<br>MSN 2018            | UT RN License:<br>8259739-3102<br>BLS<br>NRP<br>STABLE | NRSB 2250 Clinical Instructor                  |

FACULTY

## Qualifications and Professional Development Addendum

**Faculty Name: Eric Bottelberghe**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
- *Geriatrics*
- *Hospice and Palliative Care*
- *Community Care*
  
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

| Institution                       | Position and Description  | From - To (Mo and Yr) |
|-----------------------------------|---|-----------------------|
| Weber State University            | Adjunct Instructor for 2550<br>*Responsibilities include supervision over 6-12 students in a hospital setting, promoting student learning of assessment, IV placement, medications, professionalism, etc., weekly grading of assignments and instruction of various nursing-related topics during mid- and post-conference.   | 2018-present          |
| Integrity home health and hospice | Case manager for home health and hospice patients.<br>*Responsibilities include: Case management over home health patients including initial assessment, creation of plan of care, education, appropriate nursing interventions, supervision over CNAs, and reporting to primary care providers; Case management of hospice patients including initial assessment, creation of plan of care, providing symptom management, working with interdisciplinary team to support family and patient, and supervision over hospice aides. Provide therapeutic communication for families and patient. | June 2016 – present   |
| Willow Glen SNF                   | <b>Unit Manager/Staff Development Director</b>  | Sept 2015- June 2016  |



|  |  |  |
|--|--|--|
|  | *Responsibilities included:<br>Managing over 30+ nursing aides, including the hiring, scheduling, terminations, education, and disciplinary actions. Providing the monthly all-staff education meetings and heading the General Orientation to all new employees |  |
|--|--|--|

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)

| Description   | Dates |
|---|-------|
| Hospice and Palliative care certification   |       |
| <u>Academic presentations and posters</u><br><i>Generating the divine within: Nursing considerations in the theoretical and experimental use of entheogens in treating spiritual distress in palliative care. [Poster]</i><br>Weber State Honor's Banquet 2016. | 2016. |
| <i>Generating the divine within: Nursing considerations in the theoretical and experimental use of entheogens in treating spiritual distress in palliative care. [Presentation]</i><br>The Society for the Anthropology of Consciousness 37th Annual Conference | 2017  |
|   |       |

### Qualifications and Professional Development Addendum

**Faculty Name: Tammy Buckway**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
  - *Home Care and Hospice*
  - *Geriatrics*
  - *Nursing Leadership*
  - *Medical-Surgical Nursing*

- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

| Institution                        | Position and Description   | From - To (Mo and Yr)  |
|------------------------------------|--|--|
| Weber State University             | Adjunct Professor of Nursing (Part-time): Clinical Instructor<br>NRS 2350<br>NRS 2550<br><br>I am responsible for updating and monitoring the overall progress of students in the clinical setting, which includes updating the syllabi, grading skills for competency, grading written course materials, as well as collaborating with other faculty who teach these courses. I submit semester grades for these courses. | 8/2012-4/2016<br>8/2012-Present  |
| Davis Applied Technology           | Adjunct Professor of Nursing (Part-time): Clinical Instructor<br>NRS 2350<br>I am responsible for updating and monitoring the overall progress of students in the clinical setting, which includes updating the syllabi, grading skills for competency, grading written course materials, as well as collaborating with other faculty who teach these courses. I submit semester grades for these courses.                 | 5/2014-8/2016  |
| Institution                        | Position and Description   | From - To (Dates)  |
| Encompass Home Health and Hospice  | <ul style="list-style-type: none"> <li>• RN Preceptor</li> <li>• RN-Case Manager</li> </ul>  | <ul style="list-style-type: none"> <li>• 2/2012-Present</li> <li>• 1/2011-Present</li> </ul> |
| Ogden Regional Medical Center      | <ul style="list-style-type: none"> <li>• RN-Medical/Surgical</li> </ul>  | <ul style="list-style-type: none"> <li>• 2/2011-8/2011</li> </ul>                            |
| Lomond Peak Skilled Care and Rehab | <ul style="list-style-type: none"> <li>• LPN-Med/Surge</li> </ul>  | <ul style="list-style-type: none"> <li>• 6/2010-2/2011</li> </ul>                            |

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)

**Relevant Continuing Education:**

| Description                        | Dates               |
|------------------------------------|---------------------|
| Encompass Hospice Preceptor Summit | October 22-23, 2018 |

| Description  | Dates          |
|--|----------------|
| <b>Faculty Symposium</b><br><b>Weber State University</b><br><b>Teaching and Learning Forum</b><br>Ogden, Utah | March 20, 2018 |
| <b>QPR for Suicide Prevention – Faculty Training</b><br>Ogden, Utah  | February 2016  |

**Presentations:**

|  |                   |
|--|-------------------|
| <b>ELNEC Veterans Training: PTSD</b><br>Northern Utah Community Health Talk          | August 8th, 2018. |
| <b>ELNEC Veterans Training: Focus on Pain</b><br>Northern Utah Community Health Talk | July 19, 2017     |

**Qualifications and Professional Development Addendum**

**Faculty Name: Trevor Hightower**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
  - *Critical Care Medicine*
  - *Clinical Informatics*
  - *Medical-Surgical Nursing*
  - *Alcohol and Chemical Dependency*
  - *EMR Implementations*
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

| Institution              | Position and Description   | From - To (Mo and Yr)  |
|--------------------------|--|--|
| Weber State University   | Adjunct Professor of Nursing (Part-time):<br>Clinical Instructor<br>NRS 2250<br><br>I help students in the clinical setting to have a great experience and learning opportunities by working with staff at LDS Hospital. This includes creating schedules, updating the syllabus, grading written work, and submitting grades for the course. I also collaborate with other faculty on improvements and implementations of new material. | Jan 2017 - Current   |
| Institution              | Position and Description   | From - To (Dates)  |
| Intermountain Healthcare | <ul style="list-style-type: none"> <li>• Solutions Analyst</li> </ul>  | <ul style="list-style-type: none"> <li>• Dec 2018 – Present</li> </ul> |

|                          |   |   |
|--------------------------|---|---|
| Intermountain Healthcare | <ul style="list-style-type: none"> <li>• RN- ICU/Intermediate Care</li> <li>• CNA- ICU/Intermediate Care</li> </ul> | <ul style="list-style-type: none"> <li>• Aug 2013 – Dec 2018</li> </ul> |
| Gold Cross Ambulance     | <ul style="list-style-type: none"> <li>• EMT</li> </ul>   | <ul style="list-style-type: none"> <li>• Jan 2012 – Aug 2013</li> </ul> |

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)

**Relevant Continuing Education:**

| Description                                  | Dates              |
|--|--------------------|
| Intermountain Stroke Symposium               | June 22, 2016      |
| Intermountain iCentra Go-Live Implementation | May -November 2017 |

**Qualifications and Professional Development Addendum**

**Faculty Name: Shelbie Richards**

- **Area(s) of expertise and experience**
  - Well-Newborn Nursing
  - Transition Nursing
  - NICU Nursing
  - Medical-Surgical Nursing
  - Pediatric Nursing
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

| Institution                       | Position and Description  | From - To (Mo and Yr) |
|-----------------------------------|---|-----------------------|
| Weber State University            | Clinical instructor: Manages students as they complete their clinical hours at South Davis Specialty Hospital. Duties include grading, assisting students practice skills, preparing and teaching mid-conferences and managing paperwork.<br><br>NRS 2250 | 08/2017- current      |
| Davis Hospital and Medical Center | Well-Newborn and Transition Nursery <ul style="list-style-type: none"> <li>○ Attend deliveries, administer necessary resuscitation per NRP guidelines. APGAR scoring, monitoring during the transition period. Assessment,</li> </ul>                     | 10/2014-Present       |

|                     | <p>administration of medications, parent education, blood sugar monitoring. Work in close collaboration with admitting pediatricians. This position includes regular floating to the NICU unit.</p> <p>Medical-Surgical Nursing</p> <ul style="list-style-type: none"> <li>○ Care for inpatient surgical and medical patients. Provide assessment and continuous monitoring. Administer medications and blood products as prescribed. Monitor and change dressings; monitor current lab values. Work in collaboration with other disciplines to provide patient care.</li> </ul> | 07/2013-10/2014   |
|---------------------|--|-------------------|
| Institution         | Position and Description   | From - To (Dates) |
| Ivy Lane Pediatrics | <p>Pediatric Private Duty Home-Care Nurse</p> <ul style="list-style-type: none"> <li>○ Assess and monitor pediatric patients throughout the night in their home setting. Administer medications. Provide G-tube feedings and care. Provide trach suctioning and care. Provide range of motion exercises. Monitor oxygen needs.</li> </ul>  | 05/2012- 07/2013  |

• **Professional development and/or Scholarly work:**

**Relevant Continuing Education:**

| Description | Dates |
|-------------|-------|
|-------------|-------|

**Presentations:**

|  |         |
|--|---------|
| <p><b>Presentation of Master's thesis:</b><br/> DEVELOPMENT OF A PRENATAL SUBSTANCE ABUSE RISK-BASED SCREENING TOOL TO ENHANCE INTERDISCIPLINARY CARE OF THE AT-RISK NEONATE AT DAVIS HOSPITAL</p> | 12/2018 |
|--|---------|

**Qualifications and Professional Development Addendum**

**Faculty Name: Mitchell Standing**

**List relevant:**

- **Area(s) of expertise and experience**
  - *Emergency Nursing*

- *Nursing Leadership*
- *NICU Nursing*
- *Medical-Surgical Nursing*
- *Alcohol and chemical dependency*

• **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

| Institution                   | Position and Description  | From - To (Mo and Yr)   |
|-------------------------------|---|---|
| Weber State University        | Clinical instructor: Manages students as they complete their clinical hours at Davis and Lakeview hospitals. Duties include grading, assisting students practice skills, preparing and teaching mid-conferences and managing paperwork.<br><br>NRS 2350<br>NRS 2550 | 01/17- current  |
| Ogden Regional Medical Center | Emergency Nurse- Assess, treat, and provide safe care for patients in the emergency department. Also co-ordinate with other disciplines to provide safe and effective care.   | 11/12-current   |
| Institution                   | Position and Description  | From - To (Dates)   |
| Ogden Regional Medical Center | Emergency Nurse- <ul style="list-style-type: none"> <li>• Assess, treat, and provide safe care for patients in the emergency department. Also co-ordinate with other disciplines to provide safe and effective care.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• 11/12-current</li> </ul> |

• **Professional development and/or Scholarly work:**

**Relevant Continuing Education:**

| Description | Dates |
|-------------|-------|
|             |       |

**Presentations:**

|   |         |
|---|---------|
| <b>Presentation of Master's thesis:</b><br>USING CELL PHONES TO DISTRIBUTE DIARRHEA MANAGEMENT EDUCATION IN BINYENYA, KENYA.<br>Described the feasibility of using cell phones to distribute health information to help locals self-manage diarrheal diseases to rural areas of Africa. | 03/2018 |
|---|---------|

FACULTY

**Faculty Profile Table**

**Qualifications of Full-time Faculty Exclusive to RN-to-BSN Nursing Program**

*Directions: Complete requested information below for each full-time exclusive faculty member teaching **at the time of the site visit**. Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.*

| 1  | 2   | 3   | 4  | 5   |
|--|---|---|--|---|
| <b>LAST NAME, FIRST NAME</b><br><br>• <i>Alphabetical Order by Last Name</i> | <b>DATE OF INITIAL APPOINTMENT</b><br><br>• <i>Month/Year</i> | <b>ACADEMIC DEGREES</b><br><br>• <i>Undergraduate Degree(s): name of degree/date of completion</i><br>• <i>Graduate Degree(s): name of degree/specialty/date of completion</i><br>• <i>Waiver/exception (if applicable) for credential/experience requirements: (explain)</i><br>• <i>Currently enrolled: name of degree/projected date of completion</i> | <b>LICENSURE/ CERTIFICATION</b><br><br>• <i>Current licensure: state/license number/expiration date</i><br>• <i>Current certifications: type/date acquired/expiration date</i> | <b>TEACHING AND NON-TEACHING AREA(S) OF RESONSIBILITY</b><br><br>• <i>Course: Prefix, Number, Role/Responsibilities</i><br>• <i>Committees; Course, Clinical, Laboratory Coordination, etc.</i>                                 |
| Kelly, Jon   | 7/2001  | ADN 1994<br>BA 1992<br>MNA 1998<br>MAP 2011   | Utah:<br>267322-3102<br>BLS Exp. 08/2019   | 4300 Teach<br>4200 Co-chair / Teach<br>4400 Teach<br>4500 Teach<br>Peer Review Committee Co-Chair<br>Evaluation Committee<br>Green Team Committee- Chair<br>Dumez Grievance Committee<br>EIC<br>Sustainability Summit Committee |
| Lowe, London Draper  | 7/1999  | Bachelor of Science – 1989 [Psych and English Lit Dual Major]<br>Alternate Entry MSN – 1994<br>PhD Nursing Education - 2016   | Utah<br>RN License - 372801-3102 / Exp. 1/31/2019<br><br>BLS – Exp. 8/2019   | NRSNG 4500, Course Chair and Faculty / Teaching<br>NRSNG 4070, Course Chair and Faculty / Teaching<br>NRSNG 4840, Course Chair and Faculty / Teaching<br>NRSNG 4090, Faculty / Teaching   |



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|                |        |  | <p>National Healthcare Disaster Professional [NHDP-BC] / Acquired Jan 2018<br/>Exp. 5 years</p> <p>Core Disaster Life Support [CDLS] training and certification – 2007 / No Exp.</p> <p>Wilderness First Responder Training and Certification / 2006 / No Exp.</p> <p>Community Emergency Response Training and Certification [CERT] / 2005 / No Exp.</p> <p>WSU Master Online Training and Certification / 2010 / No Exp.</p> | <p>NRSRG 4500 Chair / Committee<br/>NRSRG 4070 Chair / Committee<br/>NRSRG 4840 Chair / Committee<br/>Peer Review Committee / Chair<br/>Faculty Development Committee<br/>WSU SON Military Liaison<br/>WSU SON Honors Program Chair<br/>WSU Military Outreach Committee / SON Rep</p>  |
| Sowerby, Holli | 7/2013 | ADN 2005<br>BSN 2009<br>MSN 2011<br>EdD 2015               | Utah<br>5333448-3102 exp. 1/31/2019  | 4300<br>4400<br>4500<br>4600<br>4050 – Course Chair<br>Peer Review Committee   |
| Stegen, Amy    | 7/2014 | ADN 1993<br>BSN 1996<br>MSN 2003<br>EdD—currently enrolled | Utah: Registered Nurse<br>201178-3102<br>Exp 1/31/2019   | <ul style="list-style-type: none"> <li>• 4045-Course Chair</li> <li>• 4300</li> <li>• 4500</li> <li>• 4060</li> <li>• RN-to-BSN Program Director</li> <li>• Administrative Committee</li> <li>• Curriculum Committee</li> <li>• Faculty Senate</li> <li>• Constitutional Review, Apportionment and Organization Committee (University level)</li> <li>• Nursing Faculty representative for Utah Department of Health on the Health Care</li> </ul> |

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|  |  |  |  | Workforce Financial Assistance Program<br>Advisory Committee |
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FAACULTY

## Faculty Profile Table

### Qualifications of **Part-time Faculty Exclusive** to RN-to-BSN Nursing Program

*Directions: Complete requested information below for each part-time exclusive faculty member teaching **at the time of the site visit**. Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.*

| 1  | 2   | 3  | 4  | 5  |
|--|---|--|--|--|
| LAST NAME,<br>FIRST NAME   | DATE OF<br>INITIAL<br>APPOINTMENT                                     | ACADEMIC DEGREES   | LICENSURE/<br>CERTIFICATION  | TEACHING AND NON-TEACHING<br>AREA(S) OF RESONSIBILITY  |
| <ul style="list-style-type: none"> <li>• <i>Alphabetical Order by Last Name</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Month/Year</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Undergraduate Degree(s): name of degree/date of completion</i></li> <li>• <i>Graduate Degree(s): name of degree/specialty/date of completion</i></li> <li>• <i>Waiver/exception (if applicable) for credential/experience requirements: (explain)</i></li> <li>• <i>Currently enrolled: name of degree/projected date of completion</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Current licensure: state/license number/expiration date</i></li> <li>• <i>Current certifications: type/date acquired/ expiration date</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Course: Prefix, Number, Role/Responsibilities</i></li> <li>• <i>Committees; Course, Clinical, Laboratory Coordination, etc.</i></li> </ul> |
| Dahlkemper,<br>Tamara  | 7/2001  | ADN 1981<br>BSN 1983<br>MSN 2001   | Utah:<br>CNE Exp. 2019<br>BLS Exp. 08/2019   | N4100 Teach<br>N4600 Chair/Teach<br>Nursing Tenure and Promotion Chair<br>Peer Review Committee<br>DNP Program Development   |
| Hood, Tiffany  | 01/2015 adjunct   | Undergraduate degrees/certificates:<br>LPN 2000<br>AS 2001<br>BSN 2003<br><br>Graduate degree:<br>MSN-Nursing Education 2016<br><br>Currently enrolled:<br>PhD in Nursing Education/projected date of completion 2020  | Current licensure:<br>UT RN License/<br>4755099-3102/<br>expires 01/2021<br><br>Current certifications:<br><br>American College of Surgeons Committee on Trauma "Stop the Bleed" Bleeding Control Certified Educator/acquired November 14 <sup>th</sup> , 2017/expire: N/A | Course: 4100<br><br>Committees: None   |

|                |         |                                  |   |                                 |
|----------------|---------|----------------------------------|---|---------------------------------|
|                |         |                                  | <p>OSHA HAZMAT Certification A and B/acquired 2015/expires 2019</p> <p>Crisis Prevention Institute (CPI) Certification/acquired 2000/expires 2019</p> <p>Trauma Nursing Core Course (TNCC) Certification/acquired July 11<sup>th</sup>, 2015/expires 2019</p> <p>Advanced Cardiac Life Support (ACLS) Certification/acquired 2015/expires June 2019</p> <p>Pediatric Advanced Life Support (PALS) Certification/acquired 2005/expires July 2019</p> <p>Moderate Sedation Certification/acquired 2002/expires 2019</p> <p>Pediatric Resuscitation Certification/acquired 2004/expires: N/A</p> <p>Basic Life Support (BLS) Certification/acquired 1999/expires June 2019</p> |                                 |
| Overdiek, Kirk | 08/2008 | AAS 2003<br>BSN 2005<br>MSN 2007 | UT APRN license<br>5115392-4405<br>BLS  | N4400, N4300<br>Adjunct faculty |

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FACULTY

## Qualifications and Professional Development Addendum



**Faculty Name:** London Draper Lowe, PhD, RN

**List relevant:**

- Area(s) of expertise and experience (e.g., medical-surgical, leadership, geriatrics)

Disaster nursing, leadership, women's health and the childbearing family

- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

### **Teaching Experience:**

#### **Weber State University School of Nursing – Tenured Professor of Nursing Ogden, Utah 1999 to Present**

List of nursing courses currently taught:

Nursing 4500 - “Nursing Leadership and Management”

Nursing 4070 - “Threats and Crises: Nursing Response”

Nursing 4090 - “High Risk Families”

Nursing 4830 - “Directed Readings”

Nursing 4840 - “Honors Seminar in Nursing”

#### **University of Texas @ Austin School of Nursing – Nursing Instructor Austin, Texas 1995 to 1998**

Adjunct faculty member – assigned to teach baccalaureate obstetrical nursing clinical rotations.

### **Clinical Experience:**

McKay-Dee Hospital Center – Ogden, Utah – 2006-2010

Registered Nurse – Labor and Delivery

St. David's Medical Center – Austin, Texas – 1995 to 1998

Registered nurse – Labor and Delivery

St. David's Medical Center – Austin, Texas – 1992 to 1995

Labor and Delivery Surgical Technician

McKay-Dee Hospital Center – Ogden, Utah – 1986 to 1992

Labor and Delivery Surgical Technician

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)

#### **Podium Presentation (2018):**

90-minute podium presentation. “*Innovative use of Video Editing and Kaltura in the WSU School of Nursing.*” 2018 Utah Instructional Design Summit. Presented June 8, 2018 at Weber State University Davis Campus. Farmington, Utah.

#### **Podium Presentation (2016):**

60-minute podium presentation. “*Disaster Readiness for Nurses in the Workplace: Preparing for the Zombie Apocalypse.*” 2016 Utah Association of Occupational Health Nurses (UAOHN) Annual Conference. Presented November 11, 2016 at Weber State University Davis Campus. Farmington, Utah.

#### **Research (2016):**

Principle investigator dissertation research. Study title: “*Exploring the Lived Experience and Meaning of Resilience for Nurses: A Descriptive Phenomenological Inquiry.*” This research proposal received IRB approval through the University of Northern Colorado.

#### **Author of Dissertation Publication:**

Lowe, L.D. (2016). *Exploring the lived experience and meaning of resilience for nurses: A descriptive phenomenological inquiry*. ProQuest Submission 10494

**Poster Presentation (2015):**

Presented with Dr. Valerie Gooder. "Concepts at Work: Do Nursing Concepts fit Disaster Nursing Curriculum?" 2015 Nuts and Bolts for Nurse Educators Conference. August 6-9, 2015. Minneapolis, Minnesota.

**Publication (2014):**

Lowe, L.D., and Hummel, F.I. (2014). Disaster readiness for nurses in the workplace: Preparing for the zombie apocalypse. *Workplace Health and Safety*, 62(5), 207-13. doi: 10.3928/216507899-20140422-05

**Qualifications and Professional Development Addendum**

**Faculty Name: Holli Sowerby**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
  - *Nursing Simulation*
  - *Community Health*
  - *Nursing Administration*
  - *Homecare and Hospice*
  - *Long-term Care*
  
  - **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
  - *Staff Nurse/Community Nursing Service/ 2015-present/Admission Assessments*
  - *Staff Nurse/Specialty Nursing Service/2004-2012/Case Manager*
  - *Interim Director of Nursing Chancellor*
  - *Admitting Nurse/ Community Nursing Service, Layton UT/ 2015-present*
  - *Assistant Professor of Nursing/ Weber State University/ 2013 - present*
  - *Associate Dean of Nursing/ Stevens-Henager College, Ogden, UT/ 2011-2013*
  - *Associate Professor/ Stevens-Henager College, Ogden, UT/ 2010 - 2013*
  - *Graduate Teaching Assistant/ Weber State University, Ogden, UT/ 2010*
  - *High School Teacher/ Granite School District, SLC, UT/ 2009-2010*
  - *Interim Wellness Director/Chancellor Garden's Assisted Living, Layton UT/ 2008*
  - *Interim Wellness Director/Appletree Assisted Living, Kaysville UT/2005*
  - *Staff Nurse – Home Health/ Specialty Nursing Service, Hunstville, UT/ 2004 – 2012*
  
  - **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)
- Relevant Continuing Education:*
- *National League for Nursing Certified Nurse Educator(CNE) - current*
  - *State of Utah Registered Nurse License – current*
  - *Inter-professional Teaching 4 Learning Conference – March 2017*
  - *QPR Suicide Prevention Training – February 2017*
  - *OCR Disability Training – February 2017*

- *The Habits of Stress Resilient People IBP Conference – October 2016*
- *From Volume to Value: Connecting the Dots – August 2016*
- *Nurse Tim Certified Nurse Educator Prep Course – July 2016*
- *Utah Organization of Nurse Leaders Spring Conference – April 2016*

**Presentations:**

- *Poster Presentation: “Playing with Dolls: Recent RN Graduates Perspectives on the Efficacy of Simulation Laboratory Experiences” Sigma Theta Tau International Biennial Conference, Las Vegas, NV 2015*
- *“Writing Across the Curriculum: A Practice Perspective” Stevens-Henager College faculty training meeting, Ogden, 2013*

**Publications:**

- *Stegen, A. and Sowerby, H. (2018) Nursing in today’s world: Trends, issues, and management (11e). Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams and Wilkins*
- *Sowerby, H. (2017). Caring as a Personal and Professional Behavior. In Dahlkamper, T. R. (Eds.), Nursing Leadership, Management, and Professional Practice for the LPN/LVN, 6e. Philadelphia, PA: F.A. Davis*
- *Sowerby, H. (2017). Understanding the Changing Roles in Nursing. In Dahlkamper, T. R. (Eds.), Nursing Leadership, Management, and Professional Practice for the LPN/LVN, 6e. Philadelphia, PA: F.A. Davis*
- *Sowerby, H. (2017). Healthcare Environment. In Dahlkamper, T. R. (Eds.), Nursing Leadership, Management, and Professional Practice for the LPN/LVN, 6e. Philadelphia, PA: F.A. Davis*
- *Sowerby, H. (2015). Perspectives on the efficacy of simulation, Online Journal of Nursing 5, 1123-1132. doi:10.4236/ojn.2015.512119.*

**Qualifications and Professional Development Addendum**

**Faculty Name: Amy Stegen**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)

I have worked as a Registered Nurse in numerous settings over the past 20+ years. I started in long-term care and worked full-time at first and then part-time for many years as I worked other areas. I have worked hospice/home health and spent several years in acute care working medical/oncology and intermediate care. I also worked a short time in an oncologist office administering chemo.

I served with the US Air Force as a reservist doing physicals and immunizations for the fighter wing that I was attached to. Our mission was a field hospital so we did extensive triage training to prepare for deployment.

I have had numerous leadership positions from Director of Nursing in long-term care to Program Director for 7 years at the technical college.

- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

| Institution            | Position and Description  | From - To (Dates)            |
|------------------------|---|------------------------------|
| Weber State University | Assistant Professor and RN-to-BSN Program Director <ul style="list-style-type: none"> <li>• Teach didactic, clinical and lab classes in the ADN and RN-to-BSN programs</li> <li>• Manage the RN-to-BSN program, handle student issues, set up schedules, manage and evaluate faculty</li> </ul> | July 1, 2014<br>July 1, 2015 |



|   |   |                                |
|---|---|--------------------------------|
| <p>Davis Applied<br/>Technology College</p> | <p><i>Program Director 2007-14</i></p> <ul style="list-style-type: none"> <li>• Managed all health profession and service profession programs.</li> <li>• Managed over 50 full-time faculty and 150 adjunct faculty with over \$3 million budget</li> </ul> <p><i>Nursing Coordinator 2005-07</i></p> <ul style="list-style-type: none"> <li>• Managed the nearly \$1 million budget, set schedules, dealt with faculty and student issues, collaborated with Weber State University</li> </ul> <p><i>Nursing Faculty 2002-05</i></p> <ul style="list-style-type: none"> <li>• Instructed didactic and clinical classes in Med/Surg nursing</li> </ul>                | <p>August 2002-June 2014</p>   |
| <p>McKay Dee Hospital</p>                   | <p>Registered Nurse</p> <ul style="list-style-type: none"> <li>• Staff nurse on Medical and Intermediate Care floors</li> <li>• Supervised CNA's and LPN's working on the unit</li> <li>• Administered medications, performed assessments, coordinated care</li> <li>• Supervised and mentored student nurses weekly, sometimes daily</li> </ul>  | <p>April 2000- March 2007</p>  |
| <p>Aspen Care Center</p>                    | <p><i>Director of Nursing</i></p> <ul style="list-style-type: none"> <li>• Managed all clinical staff and corresponding budgets</li> <li>• Lead Interdisciplinary team meetings</li> <li>• Developed a new Infection Control tracking system</li> <li>• Lead the facility through a successful State Survey</li> </ul> <p><i>Registered Nurse</i></p> <ul style="list-style-type: none"> <li>• Administered medication, performed assessments, coordinated care</li> <li>• Monitored paperwork requirements and attended Interdisciplinary team meetings to ensure quality patient care was maintained</li> <li>• Supervised LPN's and CNA's on each shift</li> </ul> | <p>May 1994- February 2000</p> |

• **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)

○ **Professional Development**

▪ Conference on "Gratitude and Well-Being at Work" by the UC Berkley's Greater Good Science Center in San Francisco, CA on November 17, 2017

▪ Nurse Tim Webinar: "Energizing Faculty: Rediscovering the Joy in Teaching" on October 26, 2017

- Magna Online Seminar: “Student Entitlement: Truth, Fiction, of Some of Both?” WSU MAH room 480, October 18, 2017
- Utah Nurses Association Annual Conference, Salt Lake City, UT, October 13, 2017
- Utah Organization of Nurse Leaders, Fall Conference: “Change leadership: Driving and promoting a culture of courage, excellence, and resilience”, Lehi, UT, September 22, 2017
- Nurse Educator Conference in the Rockies, Breckenridge, CO, July 13-15, 2017
- Sigma Theta Tau International “Creating a Healthy Work Environment”, Indianapolis, Indiana, March 17-19, 2017
- Utah Organization of Nurse Leaders: “Finding Your Professional Passion”, Thanksgiving Point in Lehi, UT on October 7, 2016
- Ripped from the Headlines: What’s New in the World of Medicine and Nursing, Las Vegas, NV, July 21-22, 2016
- Integrating Palliative Care into the Undergraduate Curriculum, SLC, UT, April 22, 2016
- Utah Organization of Nurse Leaders in Sandy, UT, April 15, 2016
- Supervisor/Manager 2-Day Conference, WSU, Ogden, UT, March 10-11, 2016
- QPR for Suicide Prevention-Faculty Edition, WSU, Ogden, UT, February 1, 2016
- E-Learning Certificate from WSU Online, Fall 15-Spring 16
- Sigma Theta Tau Biennial Conference in Las Vegas, NV November 7-11, 2015
- Therapeutic Touch Conference in Seattle Washington April 19, 2015
- Nurse Tim Webinars: Item Analysis Made Easy February 19, 2015
- Nurse Tim Webinars: Test Item Writing February 19, 2015
- Test Writing Seminar by Kaplan in SLC, UT January 30, 2015
- **Scholarly Work**
  - Podium presentations with Jamie Wankier on *Generating Gratitude in the Workplace to Improve Faculty Job Satisfaction* at Sigma Theta Tau, Creating Health Workplace Conference in Indianapolis, Indiana in March 2017, Nurse Educator Conference in Breckenridge, Colorado in July 2017 and at the Utah Nursing Association conference in August 2017.
  - Manuscript with Jamie Wankier published in the Journal of Nursing Education in June 2018.
  - Stegen, A. J. and Wankier, J. (2018). Generating gratitude in the workplace to improve faculty job satisfaction. *Journal of Nursing Education*. 57(6), 375-378. doi:10.3928/01-484834-20180522-10
  - Wrote text book with Holli Sowerby, published in Oct 2018
  - Stegen, A. and Sowerby, H. (2018). *Nursing in Today’s World: Trends, Issues, and Management*. (11<sup>th</sup> ed). Lippincott, Williams, and Wilkins, Philadelphia, PA.
    - Enrolled in a EdD program through Walden University. Started in August 2015 with anticipated completion of Spring/Summer 2019.

### Qualifications and Professional Development Addendum

**Faculty Name: Michelle Hicks**

**List relevant:**

- **Area(s) of expertise and experience:** med-surg, telemetry, leadership, geriatrics, health assessment, case management.
  
- **Clinical practice and/or teaching experience:** Clinical practice as an RN: telemetry (staff and charge), medical ICU, case management. Clinical Practice as NP: family practice, urgent care, inpatient psychiatry, rheumatology. Teaching experience in RN-to-BSN program at WSU since 2008: Health Assessment course and lab, 4100, 4200, 4500 (Leadership). Teaching experience as Boise State University since 2009: RN-to-BSN, Care Coordination and Resource Management, Leadership and Management, Geriatrics. AGNP program: Nursing Theory, Primary Care I and clinical, Primary Care II and clinical, summer clinical intensives.

- **Professional development and/or Scholarly work:** National Speakers Bureau for Abbvie for education regarding disease state awareness of rheumatic conditions, annual rheumatology conferences, sub investigator for clinic research for pharmaceutical medications.

### Qualifications and Professional Development Addendum

**Faculty Name: Tiffany Lee Hood, MSN, RN**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
  - *Emergency nursing*
  - *Pediatric nursing*
  - *Operating room nursing*
  - *Med/surg nursing*
  - *Mental health nursing*
  - *Cardiology*
  - *Leadership*
  - *Nursing education (hospital and academia)*
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

Adjunct Nurse Educator/Weber State University/January 2015-present

- Nursing 4100: Complex Patient Centered Nursing Care
  - Spring 2019, Fall 2018, Spring 2018
- Nursing 4400: Population Health in Nursing
  - Spring 2018, Spring 2017
- Nursing 2550: Patient Centered Care III Clinical
  - Fall 2017, Spring 2015
- Nursing 4200: Scholarship of Evidence-Based Practice
  - Spring 2017
- Nursing 3100: Pharmacology II
  - Spring 2015

Registered Nurse/University Hospital Emergency Department/March 2015-March 2018

- Main ED, Fast Track, Triage, Crisis (Mental Health), Trauma, Short-stay in-patient ED unit
- Hazmat, Moderate Sedation, Intensive care
- Level I Trauma Center

Adjunct Nurse Educator/Davis Applied Technology College/September 2013-June 2016

- Nursing 1022: Journey Across the Lifespan Clinical
  - Fall 2013, Spring 2014, Fall 2014
- Guest lecturer Nursing 1028: Patient Centered Care/Cardiology and EKG content
- Guest lecturer Nursing 2028: Patient Centered Care II/Cardiology and EKG content

MSN-Ed Internship/Weber State University/February 2016-April 2016

- Assisted in teaching/in-class preparation/test blueprinting/curriculum development and revision/web design/grading and student feedback (Nursing 2350, Nursing 4200, Nursing 4500, Nursing 2500, Nursing 4400)

Registered Nurse/Primary Children's Hospital Children's Surgical Unit (CSU)/June 2004-February 2015

- Charge nurse and floor nurse

- Pediatric and adult medical, surgical, pre and post-transplant, cardiology, telemetry, pre-op, post-op/recovery, mental health, eating disorders, tracheostomy-ventilator, internal and external pacemaker, cardioversion

EKG Workshop Coordinator/Instructor/Primary Children’s Hospital/August 2005-October 2014

- EKG Workshop Instructor
  - August 2005-October 2014
- EKG Workshop Coordinator
  - August 2005-July 2009

Registered Nurse/McKay Dee Hospital Operating Room/September 2012-September 2013

- Main OR circulator: General, GYN, GU, ENT, Plastics, Orthopedic, Cardiovascular, Ophthalmic, and Neurosurgery
- Cardiovascular surgery team

Cardiology Support Role Nurse-Expanded Role II-Level 15 leadership/Primary Children’s Hospital/August 2005-July 2009

- Nurse educator, cardiology, for Children’s Surgical Unit (CSU)
- Nurse educator, hospital-wide, for NICU, PICU, CICU, CSU cardiology workshops, advanced cardiology training
- Policy/protocol development
- Unit development/planning/remodel
- Staff development/program design and implementation
- Learning material development

Registered Nurse/University Hospital Operating Room/July 2002-July 2004

- Main OR circulator: General, GYN, GU, ENT, Plastics, Transplant, Trauma, Orthopedics, Cardiovascular, and Neurosurgery
- Educated nurses on malignant hyperthermia, GYN/GU equipment

Registered Nurse/University Neuropsychiatric Institute (UNI) East, North, South, and Adult Units/August 2001-July 2002

- Adult In-patient acute mental health, eating disorders, substance abuse in-patient treatment, electro-convulsive therapy (ECT), sedation recovery, mileu management
- Charge nurse, medication nurse, mental-health nursing, ECT nurse backup

Licensed Practical Nurse/University Neuropsychiatric Institute (UNI) East, North, South, and Adult Units/July 2000-August 2001

- Adult in-patient acute mental health, eating disorders, substance abuse in-patient treatment, mileu management
- Medication nurse, mental-health nursing

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)

| Activity  | Dates        |
|---|--------------|
| PhD in Nursing Education student<br>Quantitative (2), qualitative (1), and mixed methods (1) research studies | 2016-Present |

|   |  |
|---|--|
| Education: Curriculum development and evaluation, nursing philosophy and theory, educational philosophy and theory, research design and implementation, cognition, instruction, evidence-based teaching, vulnerable populations, global health, leadership, policy and politics, scholarship, professional role<br>University of Northern Colorado<br>Greeley, Colorado |  |
| Utah Nurses Association Education Committee member<br>Planning and preparation for annual UNA conference, abstract review, assisting with conference  | Spring 2017-Present                                |
| 28 <sup>th</sup> Annual Utah Nurses Association Conference<br>Advocacy Day<br>“Inspire, Innovate, Influence”<br>Miller Conference Center<br>Salt Lake City, Utah  | September 27 <sup>th</sup> , 2018                  |
| Study abroad: Global Health and Disaster Preparedness in the West Indies<br>Needs assessment, disaster education planning, mixed-methods research, worked with local government organizations, NEMA, and hospital administrators<br>St. Kitts and Nevis, West Indies  | July 7 <sup>th</sup> -July 21 <sup>st</sup> , 2018 |
| Curriculum development: Global Health in Nursing course<br>Initial draft submitted to Dr. Kathleen Cadman, PhD, RN<br>Weber State University<br>Ogden, Utah   | Spring/Summer 2018                                 |
| Assisted with course revision- Nursing 4100: Complex Patient Centered Care II   | Summer 2018  |
| 27 <sup>th</sup> Annual Utah Nurses Association Conference<br>“Healthy Nurse, Healthy Utah”<br>Radisson Downtown<br>Salt Lake City, Utah  | October 13 <sup>th</sup> , 2017                    |
| The Cost of Errors: Supporting the Second Victim in Nursing<br>Podium Presentation<br>Audience: 27 <sup>th</sup> Annual Utah Nurses Association Conference<br>Salt Lake City, Utah  | October 13 <sup>th</sup> , 2017                    |
| 2 <sup>nd</sup> Annual Utah Nurses Association Advocacy Preparation Conference<br>Radisson Downtown<br>Salt Lake City, Utah   | October 12 <sup>th</sup> , 2017                    |
| Second Victim in Nursing: A Concept Analysis<br>Poster Presentation<br>Audience: 2nd Annual Utah Nurses Association Advocacy Conference<br>Salt Lake City, Utah   | October 12 <sup>th</sup> , 2017                    |
| 27 <sup>th</sup> Annual Nurse Educators Conference in the Rockies,<br>“Embracing Diversity in Nursing Education”<br>Village at Breckenridge<br>Breckenridge, Colorado   | July 13-15 <sup>th</sup> , 2017                    |
| 26 <sup>th</sup> Annual Nurse Educators Conference in the Rockies,<br>“Excellence in Nursing Clinical and Classroom Education”<br>Village at Breckenridge<br>Breckenridge, Colorado   | July 14-16 <sup>th</sup> , 2016                    |

|  |             |
|--|-------------|
| Assisted with course revision- Nursing 4500: Management and Leadership in Nursing<br>Weber State University<br>Ogden, Utah | Spring 2016 |
|--|-------------|

| Organization  | Role   | Date                  |
|---|--------|-----------------------|
| National League for Nursing (NLN) Membership #551072  | Member | January 2018-Present  |
| American Nurses Association (ANA) Membership # 03351894   | Member | November 2016-Present |
| Utah Nurses Association (UNA) Membership # 03351894   | Member | November 2016-Present |
| The Honor Society of Phi Kappa Phi<br>Weber State University Chapter<br>Membership # 12531960               | Member | April 2016-Present    |
| Sigma Theta Tau International Honor Society<br>Weber State University Nu Nu Chapter<br>Membership # 1180426 | Member | February 2014-Present |
| Golden Key International Honor Society<br>Membership # 11651198   | Member | February 2014-Present |

### Qualifications and Professional Development Addendum

**Faculty Name: Kirk Overdiek**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
- *Family Practice*
- *Geriatrics*
- *Pediatrics*
- *Teaching*
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

| Institution                  | Position and Description   | From - To (Mo and Yr)   |
|------------------------------|--|---|
| Weber State University       | Adjunct Clinical Faculty: Part-time teaching load many different courses overseeing course work for BSN students   | 2008-present  |
|                              |  |   |
|                              |  |   |
| Institution                  | Position and Description   | From - To (Dates)   |
| United Healthcare Housecalls | Family Nurse Practitioner: Duties including going to member's home conducting an in depth medical history and physical exam. Preform in-depth medication review. Ensure accurate identification of all medical | <ul style="list-style-type: none"> <li>• 01/2013-present</li> </ul> |

|                                 |  |                 |
|---------------------------------|--|-----------------|
|                                 | diagnoses. Work in conjunction with PCP to ensure proper medical care and follow up of members.  |                 |
| Wee Care Pediatrics             | FNP<br>Duties include caring for and maintain care for pediatric patients (ages birth to 21) including well checks, chronic care, urgent care including casting, stitching, and other minor procedures. Currently board certified by ANCC as a family nurse practitioner. Work as moonlighter currently  | 11/2009-present |
| Midtown Community Health Center | FNP<br>Responsibilities include caring for and maintaining care for a wide range of patients including: acute illness, ailments, and injuries, many chronic conditions such as diabetes, hypertension, and other diseases, preventative care and screening exams, and minor procedures in patients of all ages.  | 2007-2009       |
| Intermountain Healthcare        | McKay Dee Hospital on a 28 bed intermediate care unit. Responsibilities include caring for a population consisting of medical/surgical and post-operative patients, neurological injuries/acute cerebral infarcts, patients in respiratory failure and on ventilators, patients on vaso-active drips and with multiple forms of central lines including arterial sheaths, continuous telemetry, and other critically ill patients. | 2004-2007       |

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)

**Relevant Continuing Education:**

| Description  | Dates   |
|--|---------|
| Audio Digest<br>Recorded lectures form conferences for NP CME credits                                    | Ongoing |
| Prescribers Letter<br>Monthly Pharmacology newsletters published monthly form 1-1.5 CME hours each month | Monthly |
| Complete at least 25 hours of continuing education yearly to maintain ANCC board certification           |         |

**Presentations:**

|      |  |
|------|--|
| None |  |
|------|--|

**Publications:**

|      |
|------|
| None |
|------|

**Faculty Name:** Tamara Dahlkemper

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)

Informatics, leadership, disaster nursing, gerontology

- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

**Teaching Experience:**

**Weber State University School of Nursing – Tenured Professor of Nursing  
Ogden, Utah 2001 to Present**

List of nursing courses currently taught:

Nursing 4100 - “Complex Patient-Centered Care II”

Nursing 4600 - “Communication, Collaboration, and Information Management in Healthcare”

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three years (date/title/very brief summary)
- 2017 Poster Presentation: Social Media to Enhance Patient Care and Engagement: Teaching Nursing Students. American Nursing Informatics Association, New Orleans, LA
- 2014 Podium Presentation: Mindful Mentoring. Nursing Faculty Development Before, During, and After Major Curriculum Revision: Lessons Learned and Recommendations from the Literature Breckenridge, CO

**Publications:**

Dahlkemper, T. R. (2017) Leadership, Management and Professional Practice for LPN/LVN’s. 6<sup>th</sup> ed. Philadelphia: F. A. Davis

Dahlkemper, T. R. (2016) Anderson’s Caring for Older Adults Holistically. 6<sup>th</sup> ed. Philadelphia: F. A. Davis





6.2 – SPE Data

Table 6.2.1 – ADN Program Aggregated NCLEX-RN Pass Rates

| Performance on Licensure Examination – Aggregated for Entire Program |      |                                 |
|--|------|---------------------------------|
| Expected level of Achievement  | Year | Licensure Examination Pass Rate |
| ELA 80% for all 1 <sup>st</sup> time test takers                     | 2018 | 84.59%<br>n=269/318             |
|  | 2017 | 88.54%<br>n=286/323             |
|  | 2016 | 86.09%<br>n=260/302             |

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.

Table 6.2.2 – ADN Disaggregated NCLEX-RN Data by Program Option

| Performance on Licensure Examination – Disaggregated by Program Option |      |                                   |                                   |                                 |
|--|------|-----------------------------------|-----------------------------------|---------------------------------|
| #1 = ADN; #2 = PN-to-RN; #3 = Online                                   |      |                                   |                                   |                                 |
| Expected Level of Achievement  | Year | Licensure Examination Pass Rate   |                                   |                                 |
|  |      | Option #1                         | Option #2                         | Option #3                       |
| ELA 80% for all 1 <sup>st</sup> time test takers                       | 2018 | 87.06%<br>n=101/116               | 83.43%<br>n=136/163               | <b>82.05%</b><br><b>n=32/39</b> |
|  | 2017 | 93.96%<br>n=109/116               | 84.61%<br>n=143/169               | <b>85.00%</b><br><b>n=34/40</b> |
|  | 2016 | <b>84.75%</b><br><b>n=100/118</b> | <b>87.83%</b><br><b>n=130/148</b> | <b>83.33%</b><br><b>n=30/36</b> |

Table 6.2.3 - ADN Disaggregated NCLEX-RN Data by Program Location

Performance on Licensure Examination – Disaggregated by Location  
A=Ogden, B=Davis, C=Online, D=BTech, E=DTech, F=OWTech

| Expected Level of Achievement                    | Year | Program Completion Rate by Location |          |         |         |         |         |         |
|--|------|-------------------------------------|----------|---------|---------|---------|---------|---------|
|  |      | A                                   | B        | C       | D       | E       | F       |         |
| ELA 80% for all 1 <sup>st</sup> time test takers | 2018 | 88%                                 | 86.20%   | 82.05%  | 85.41%  | 80.68%  | 88.89%  |         |
|  |      | Fall 17                             | Fall 17  | Fall 17 | Fall 17 | Fall 17 | Spr 18  |         |
|  |      | n=25/29                             | n=23/29  | n=16/19 | n=18/24 | n=24/29 | n=24/27 |         |
|  |      | Spr 18                              | Spr 18   | Spr 18  | Spr 18  | Spr 18  |         |         |
|  |      |                                     | n=26/29  | n=27/29 | n=16/20 | n=23/24 | n=25/32 |         |
|  |      |                                     |          |         |         |         | Sum 18  |         |
|  |      |                                     |          |         |         |         | n=22/27 |         |
|  |      | 2017                                | 87.71%   | 100%    | 85%     | 88.63%  | 84.09%  | 88.57%  |
|  |      |                                     | Fall 16  | Fall 16 | Fall 16 | Fall 16 | Fall 16 | Spr 17  |
|  |      |                                     | n=24/27  | n=30/30 | n=17/21 | n=16/20 | n=25/29 | n=31/35 |
|  |      |                                     | Spr 17   | Spr 17  | Spr 17  | Spr 17  | Spr 17  |         |
|  |      |                                     | n=26/30  | n=29/29 | n=17/19 | n=23/24 | n=24/30 |         |
|  |      |                                     |          |         |         | Sum 17  |         |         |
|  |      |                                     |          |         |         | n=25/29 |         |         |
|  | 2016 | 80%                                 | 89.65%   | 83.33%  | 95.83%  | 87.77%  | 82.35%  |         |
|  |      | Fall 15                             | Fall 15  | Fall 15 | Spr 16  | Fall 15 | Spr 16  |         |
|  |      | n=25/29                             | n= 24/28 | n=12/15 | n=23/24 | n=28/33 | n=28/34 |         |
|  |      | Spr 16                              | Spr 16   | Spr 16  |         | Spr 16  |         |         |
|  |      | n=23/31                             | n=28/30  | n=18/21 |         | n=26/29 |         |         |
|  |      |                                     |          |         |         | Sum 16  |         |         |
|  |      |                                     |          |         |         | n=25/28 |         |         |

**Table 6.2.4 - ADN Disaggregated NCLEX-RN Data by Program Date of Completion**

| Performance on Licensure Examination – Disaggregated by Date of Completion |      |                                 |                   |                     |
|--|------|---------------------------------|-------------------|---------------------|
| Aug = August, Dec = December, Apr = April                                  |      |                                 |                   |                     |
| Expected Level of Achievement  | Year | Licensure Examination Pass Rate |                   |                     |
|  |      | Apr                             | Aug               | Dec                 |
| ELA 80% for all 1 <sup>st</sup> time test takers                           | 2018 | 87.58%<br>n=141/161             | 81.48%<br>n=22/27 | No data yet         |
|  | 2017 | 89.82%<br>n=150/167             | 86.20%<br>n=25/29 | 81.53%<br>n=106/130 |
|  | 2016 | 86.39%<br>n=146/169             | 89.28%<br>n=25/28 | 88.18%<br>n=112/127 |

|  |      |                     |                   |                    |
|--|------|---------------------|-------------------|--------------------|
|  | 2015 | 86.58%<br>n=142/164 | 85.18%<br>n=23/27 | 84.61%<br>n=88/104 |
|--|------|---------------------|-------------------|--------------------|

### 6.3 – SPE Data

**Table 6.3.1 – ELA definition for Program Length**

| Program                       | Length of Program | 150% of length of program |
|-------------------------------|-------------------|---------------------------|
| ADN-Full-time (FT)            | 4 semesters       | 6 semesters               |
| PN-to-RN/PN-to-RN Online (FT) | 2 semesters       | 3 semesters               |
| RN-to-BSN- (FT)               | 2 semesters       | 3 semesters               |
| RN-to-BSN- Part-time (PT)     | 3-6 semesters     | Up to 6 semesters         |

**There is a minimum of three 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.**

*Actual Level of Achievement:*

ADN Completion Rates (within 150% of program length)

**Table 6.3.2 – ADN Program Aggregated Data**

| ADN Program Completion – Aggregated for the Entire Program |                  |                                   |
|--|------------------|-----------------------------------|
| Expected Level of Achievement                              | Year             | Program Completion Rate           |
| 80% of students will complete in 150% of program length    | 2017-2018        | <b>97.57%</b><br><b>n=321/329</b> |
|  | 2016-2017        | <b>96.98%</b><br><b>n=353/364</b> |
|  | <b>2015-2016</b> | <b>96.83%</b><br><b>n=336/347</b> |

**Table 6.3.3 – ADN Program Completion Rate Disaggregated by Program Option**

| ADN Program Completion – Disaggregated by Program Option<br>#1 = ADN; #2 = PN-to-RN; #3 = PN-to-RN Online |      |                                   |           |           |
|---|------|-----------------------------------|-----------|-----------|
| Expected Level of Achievement   | Year | Program Completion Rate by Option |           |           |
|   |      | Option #1                         | Option #2 | Option #3 |

|   |                  |                                   |                                   |                                 |
|---|------------------|-----------------------------------|-----------------------------------|---------------------------------|
| 80% of students will complete in 150% of program length | 2017-2018        | 98.33%<br>n=118/120               | 97.04%<br>n=164/169               | <b>97.5%</b><br><b>n=39/40</b>  |
|   | 2016-2017        | 97.33%<br>n=146/150               | 95.95%<br>n=166/173               | <b>100%</b><br><b>n=41/41</b>   |
|   | <b>2015-2016</b> | <b>98.01%</b><br><b>n=148/151</b> | <b>98.05%</b><br><b>n=151/154</b> | <b>88.09%</b><br><b>n=37/42</b> |

**Table 6.3.4 – ADN Program Completion Rate Disaggregated by Location**

| ADN Program Completion – Disaggregated by Location                      |           |                                     |                    |                    |                    |                    |                   |                   |
|---|-----------|-------------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|-------------------|
| A=Ogden, B=Davis, C=Online, D=BTech, E=DTech, F=OWTech, G=USU(canceled) |           |                                     |                    |                    |                    |                    |                   |                   |
| Expected Level of Achievement   | Year      | Program Completion Rate by Location |                    |                    |                    |                    |                   |                   |
|   |           | A                                   | B                  | C                  | D                  | E                  | F                 | G                 |
| 80% of students will complete in 150% of program length                 | 2017-2018 | 98.33%                              | 96.67%             | 97.5%              | 100%               | 97.80%             | 90%               |                   |
|   |           | Fall 17<br>n=30/30                  | Fall 17<br>n=29/30 | Fall 17<br>n=19/20 | Fall 17<br>n=24/24 | Sum 17<br>N=29/30  | Spr 18<br>n=27/30 |                   |
|   |           | Spr 18<br>n=29/30                   | Spr 18<br>n=29/30  | Spr 18<br>n=20/20  | Spr 18<br>n=24/24  | Fall 17<br>n=29/30 |                   |                   |
|   | 2016-2017 | 93.33%                              | 98.33%             | 100%               | 89.58%             | 97.77%             | 100%              | 100%              |
|   |           | Fall 16<br>n=27/30                  | Fall 16<br>n=30/30 | Fall 16<br>n=21/21 | Fall 16<br>n=20/24 | Sum 16<br>N=29/30  | Spr 17<br>n=35/35 | Spr 17<br>n=30/30 |
|   |           | Spr 17<br>n=29/30                   | Spr 17<br>n=29/30  | Spr 17<br>n=20/20  | Spr 17<br>n=23/24  | Fall 16<br>n=29/29 |                   |                   |
|   | 2015-2016 | 98.36%                              | 96.67%             | 88.09%             | 100%               | 97.87%             | 97.22%            | 100%              |
|   |           | Fall 15<br>n=29/30                  | Fall 15<br>n=28/30 | Fall 15<br>n=15/19 | Spr 16<br>n=24/24  | Sum 15<br>N=31/31  | Spr 16<br>n=35/36 | Spr 16<br>n=30/30 |
|   |           | Spr 16<br>n=31/31                   | Spr 16<br>n=30/30  | Spr 16<br>n=22/23  |                    | Fall 15<br>n=32/34 |                   |                   |
|   |           |                                     |                    |                    | Spr 16<br>n=29/29  |                    |                   |                   |

**Table 6.3.5 – ADN Program Completion Rate Disaggregated by Date of Completion**

| ADN Program Completion – Disaggregated by Date of Completion |      |                                 |     |     |
|--|------|---------------------------------|-----|-----|
| Aug = August, Dec = December, Apr = April                    |      |                                 |     |     |
| Expected Level of Achievement                                | Year | Program Completion Rate by Date |     |     |
|  |      | Aug                             | Dec | Apr |

|   |                  |                               |                                   |                                   |
|---|------------------|-------------------------------|-----------------------------------|-----------------------------------|
| 80% of students will complete in 150% of program length | 2017-2018        | 96.67%<br>n=29/30             | 97.76%<br>n=131/134               | <b>96.96%</b><br><b>n=160/165</b> |
|   | 2016-2017        | 96.67%<br>n=29/30             | 94.78%<br>n=127/134               | <b>98%</b><br><b>n=196/200</b>    |
|   | <b>2015-2016</b> | <b>100%</b><br><b>n=31/31</b> | <b>92.03%</b><br><b>n=104/113</b> | <b>99.01%</b><br><b>n=201/203</b> |

*Actual Level of Achievement:*

RN-to-BSN Completion Rates (within 150% of program length)

\*Percent of students graduating within 150% of the program length.

\*\*Part-time BSN students who graduated within 4 semesters of program start. Will not have final numbers on those who graduate within 150% of program length until the end of 2021 Spring Semester.

**Table 6.3.6 – RN-to-BSN Program Aggregated Data**

| RN-to-BSN Program Completion – Aggregated for the Entire Program |                  |  |
|--|------------------|--|
| Expected Level of Achievement                                    | Year             | Program Completion Rate  |
| 80% of students will complete in<br>150% of program length       | 2017-2018        | <b>78.18%</b><br><b>n=319/408</b><br><b>*85 still enrolled</b> |
|  | 2016-2017        | <b>95.16%</b><br><b>n=354/372</b><br><b>*14 still enrolled</b> |
|  | 2015-2016        | <b>91.13%</b><br><b>n=144/158</b>                              |
|  | <b>2014-2015</b> | <b>97.45%</b><br><b>n=191/196</b>                              |

**Table 6.3.7 – RN-to-BSN Program Completion Rate Disaggregated by Program Option**

RN-to-BSN Completion Rate – Disaggregated by Program Option  
#1 = Hybrid; #2 = Online, #3 = Part-time Hybrid, #4 Part-time Online

| Expected Level of Achievement                              | Year             | Program Completion Rate by Option        |  |  |   |
|--|------------------|--|--|--|---|
|  |                  | Option #1                                | Option #2                                | Option #3                              | Option #4   |
| 80% of students will complete in<br>150% of program length | 2017-2018        | 95.95%<br>n=190/198<br>*4 still enrolled | 97.72%<br>n=129/132<br>*3 still enrolled | *0%<br>n=0/32<br>*32 still enrolled    | <b>*0%</b><br><b>n=0/46</b><br><b>*46 still enrolled</b>    |
|  | 2016-2017        | 98.82%<br>n=168/170                      | 96.61%<br>n=114/118<br>*2 still enrolled | 84.21%<br>n=32/38<br>*6 still enrolled | <b>86.95%</b><br><b>n=40/46</b><br><b>*6 still enrolled</b> |
|  | 2015-2016        | 91.67%<br>n=77/84                        | 91.11%<br>n=41/45                        | 80.00%<br>n=12/15                      | <b>100.00</b><br><b>n=14/14</b>                             |
|  | <b>2014-2015</b> | <b>NA</b>                                | <b>NA</b>                                | <b>NA</b>                              | <b>NA</b>   |

**Table 6.3.8 – RN-to-BSN Program Completion Rate Disaggregated by Location**

**RN-to-BSN Completion Rate – Disaggregated by Location**  
A=Ogden, B=Davis, C=Online

| Expected Level of Achievement                           | Year      | Program Completion Rate by Location       |   |   |
|---|-----------|---|---|---|
|   |           | A   | B                                       | C   |
| 80% of students will complete in 150% of program length | 2017-2018 | 79.31%<br>n=115/145<br>*26 still enrolled | 88.23%<br>n=75/85<br>*10 still enrolled | 72.47%<br>N=129/178<br>*49 still enrolled |
|   | 2016-2017 | 95.76%<br>n=113/118<br>*4 still enrolled  | 96.67%<br>N=87/90<br>*3 still enrolled  | 93.90%<br>N=154/164<br>*7 still enrolled  |
|   | 2015-2016 | 87.50%<br>N=49/56                         | 93.02%<br>N=40/43                       | 93.22%<br>N=55/59                         |
|   | 2014-2015 | NA  | NA                                      | NA  |

**Table 6.3.9 – RN-to-BSN Program Completion Rate Disaggregated by Entering Cohort**

**RN-to-BSN Program Completion – Disaggregated by Entering Cohort**

| Expected Level of Achievement                           | Year      | Program Completion Rate by Entering Cohort |  |
|---|-----------|--|--|
|   |           | Fall                                       | Spring   |
| 80% of students will complete in 150% of program length | 2017-2018 | 79.76%<br>n=205/257<br>*50 still enrolled  | <b>75.49%</b><br><b>n=114/151</b><br><b>*35 still enrolled</b> |
|   | 2016-2017 | 94.17%<br>n=226/240<br>*12 still enrolled  | <b>96.97%</b><br><b>n=128/132</b><br><b>*2 still enrolled</b>  |
|   | 2015-2016 | <b>79.17%</b><br><b>n=38/48</b>            | <b>96.36%</b><br><b>n=106/110</b>                              |

**6.4 – SPE Data**

**Table 6.4.1 Percentage of ADN Graduates employed between 6 and 12 months post-graduation.**

**Job Placement Rates – Aggregated for the Entire ADN Program**

| Expected Level of Achievement | Year | Job Placement Rate | Total Number of Graduates | Total Number of Graduate Responses | Response Rate (%) |
|-------------------------------|------|--------------------|---------------------------|------------------------------------|-------------------|
|-------------------------------|------|--------------------|---------------------------|------------------------------------|-------------------|



|     |               |                 |   |          |                               |
|-----|---------------|-----------------|---|----------|-------------------------------|
| 80% | October 2018* | 100%<br>276/276 | 299 (does not include August grads from Davis Tech) | 276/299  | <b>October 2018*</b><br>92.3% |
|     | 2017-2018**   | 100%<br>300/300 | 321   | 300/321  | 93.46%                        |
|     | 2016-2017***  | 100%<br>300/300 | 353   | ^300/353 | 84.99%                        |
|     | 2015-2016***  | 100%<br>292/292 | 336   | ^292/334 | 86.90                         |

^2016-2017 there were 34 graduates and 2015-2016 there were 30 graduates from our USU campus, which is no longer one of ours. Also, in 2015-2016, 2 students never took NCLEX-RN, which accounts for the difference in graduate numbers.

\* New Qualtrics Survey – unable to differentiate between responses - all students reported they were employed, phone calls made to all graduates and graduates asked in second semester of RN-to-BSN program about employment as an RN. Response rate is combination of these methods.

\*\* New Baseline Survey to Alumni – phone calls and personal contact with students

\*\*\* Career Services Electronic Alumni Survey – we took over the survey since this year in addition to making phone calls and personal contact with students

**Table 6.4.2 Percentage of RN-to-BSN Graduates employed between 6 and 12 months post-graduation.**

| Job Placement Rates – Aggregated for the Entire RN-to-BSN Program |              |                    |                           |                                    |                   |
|---|--------------|--------------------|---------------------------|------------------------------------|-------------------|
| Expected Level of Achievement                                     | Year         | Job Placement Rate | Total Number of Graduates | Total Number of Graduate Responses | Response Rate (%) |
| 80%   | October 2018 | 100%<br>239/239    | 369                       | 239/369                            | 64.7%             |

|           |                   |     |         |        |
|-----------|-------------------|-----|---------|--------|
| 2017-2018 | 94.27%<br>181/192 | 339 | 192/339 | 56.6%  |
| 2016-2017 | 95.48%<br>169/177 | 334 | 177/334 | 52.9%  |
| 2015-2016 | 100%<br>202/202   | 281 | 202/281 | 71.88% |

As students start the RN-to-BSN program they are most commonly employed at facilities that require that they obtain a BSN in order to keep their current positions so the majority of RN-to-BSN graduates stay in their current position after leaving school for the first year. In visiting clinical locations and during employer advisory meetings it is clear that the majority, if not all, of RN-to-BSN graduates desiring work are employed. Many graduates are coming back to graduate school and all are employed. In addition, our RN-to-BSN graduates are preceptors for ADN, PN-to-RN Capstone experiences allowing us multiple ways to track employment of our graduates.