

EXECUTIVE SUMMARY

GENERAL INFORMATION:

- 1. Name, address and telephone number of the governing organization:**
Indiana State University
200 North 7th
Terre Haute, IN 47809
Telephone: (800) 742-0891
School of Nursing
749 Chestnut Street
Telephone: (812) 237-3683
- 2. Regional accrediting body:**
The Higher Learning Commission of the North Central Association of Colleges and Schools.
- 3. Date of most recent regional accreditation:**
February 2000; Full accreditation awarded
- 4. Name, title of chief administrative officer:**
Dr. Lloyd W. Benjamin III, President
- 5. Name, title of administrator of the unit in nursing:**
Dr. Bonnie Saucier, Dean
Telephone: (812) 237-2323
Fax: (812) 237-8895
Email: nusaucr@isugw.indstate.edu
- 6. Program type, purpose of visit:**
Associate Degree
Baccalaureate Degree
Master's Degree
Continuing Approval-National League for Nursing Accrediting Commission
- 7. Year nursing program was established:**
September 1963
- 8. Length of program; Total credits required:**

Associate Degree	5 semesters	Total Credits 67-79
Baccalaureate Degree	4 years	Total Credits 125-131
Master's Degree	2 years	Total Credits 36-45
- 9. Number of faculty including administrator(s) of program:**
34

- 10. Current student enrollment (Spring 2003):**
AD = 106 NND = 210 MS = 25 Total = 482
BSN = 125
RN-BS = 16
- 11. Name of state board of nursing and approval status:**
Health Professions Bureau
Indiana State Board of Nursing
Indianapolis, IN
<http://www.in.gov/hpb/boards/isbn/>
Approval status: Full accreditation for all programs
- 12. Standards and criteria used to prepare the report:**
Accreditation Standards and Criteria for Academic Quality of Post Secondary and Higher Degree Programs in Nursing, 2002, National League for Nursing Accrediting Commission, Inc.

Introduction

Indiana State University, a public institution, was founded in 1865 as Indiana Normal School with the primary mission being preparation of teachers for Indiana's schools. The enrollment has grown from 21 students in the first class to nearly 12,000 during the 2002-2003 academic year. The University now offers over 100 majors and is accredited to confer associate, baccalaureate, master's, and doctoral degrees. The current Carnegie classification is Doctoral/Research University-Intensive.

The University is governed by a board of trustees, and administered by a president, who is the University's chief executive officer, and five vice presidents. The School of Nursing is one of seven academic divisions on campus, each of which is headed by a dean.

The University is located in Indiana's ninth largest city, Terre Haute, which is positioned at the Crossroads of America. The population of the city in 1999 was 59,614. While the median age of residents is 32.1 years, there are nearly 9,000 individuals over the age of 65. There is low ethnic diversity with approximately 90% of the population being Caucasian. The city does however, offers a variety of cultural, historic and educational enrichment opportunities to the University community.

The total student enrollment for Spring 2003 was 482. In the associate program there were 106 students, 105 were full-time and 1 was enrolled part-time. The total student enrollment for the baccalaureate program, including students classified as nursing nondesignated (NND) and the RN-BS track, was 351. Of these students, 315 students are full-time and 36 are part-time. Full-time status was calculated based on the student being enrolled in 12 credit hours or more. The graduate program had a total enrollment of 25. Seven students were classified as full-time and 18 students were considered part-time. Full-time status for graduate students was based on the student being enrolled in 9 or more graduate credit hours.

The nursing faculty, Spring 2003, for the Associate Degree Department consisted of nine (9) full-time and three (3) part-time members. The nursing faculty for the Baccalaureate and Higher Degree Department was comprised of thirteen (13) full-time and eight (8) part-time members.

History of the School of Nursing

The Indiana State University School of Nursing opened its doors to students in September 1963 and was initially fully accredited by the National League for Nursing in 1969. Upon successful completion of the four year program, students received a Bachelor of Science degree. The first class of students to enter, graduated from the ISU School of Nursing in 1967. After a series of relocations, the School of Nursing moved into the current four-story building in 1971. The building contains classrooms and a Learning Resource Center in addition to offices for faculty and administrators.

In 1969, the Indiana State University Board of Trustees created the Continuing Education in Nursing Program. The Clinical Education Building, located next to Union Hospital on 7th Street, was completed in that same year. The Clinical Education Building housed the Continuing Education Program and the Sycamore Nursing Center (nurse-managed clinic). The building also provided classroom and locker room facilities for students and faculty. This facility will no longer exist after 2003. These above mentioned programs have relocated to the new Landsbaum Center for Health Education.

Major curricular revision and innovation have taken place over the years. In response to community needs and the phase-out of local diploma programs in nursing, the first major revision occurred in fall of 1977. The four-year, generic baccalaureate nursing program was replaced with a four-year baccalaureate nursing program with the option to exit upon completion of a two-year associate degree nursing program. The first class of students

entered in 1977 and graduated in 1979. The program was initially fully accredited by the National League for Nursing in 1980.

In 1986, the School of Nursing initiated a program of graduate nursing studies leading to a Master of Science degree. The first class completed requirements in 1988. The program received full accreditation by the National League for Nursing in 1989.

In the fall of 1998, the Baccalaureate Track for Registered Nurses was initiated to meet educational needs of practicing registered nurses. In 2003, all courses in the track were delivered by distance modality.

Summary of Standards and Criteria

Standard I: Mission and Governance

Criterion 1: The mission and philosophy of the School of Nursing are congruent with the mission and purpose of Indiana State University. The School of Nursing philosophy is clearly stated and publicly accessible via the School's web page and printed materials.

Criterion 2: The School of Nursing prides itself in contributing to University governance. The School of Nursing is the smallest school on campus, yet continues to have representation on most major government committees. Participation from the School of Nursing is proportionately higher than in other schools in the institution at 84.2%. Faculty and administrators frequently assume leadership roles within University governance. Due to small number of faculty members, it is necessary for all full-time tenure and tenure-track faculty in the School, who are beyond their first year of appointment, to actively participate in the governance. The School has 100%

participation. Students have adequate opportunities to participate in governance, but representation did not meet the expected level of achievement. Efforts continue to increase student involvement.

Criterion 3: The nurse administrator holds a doctorate of philosophy with a major in Nursing Theory and Research from Texas Woman's University. She holds dual master's degrees: one in Nursing with a focus in Nursing of Children from the University of Missouri/Kansas City, and one in Education with a major in Vocational Education from the University of Missouri. The Dean is licensed as a Registered Nurse in Indiana, Illinois, Missouri, Texas, and California. More than thirty years of her career have been in the area of nursing education. She has taught at practical, associate, baccalaureate, and graduate levels of nursing education. She was appointed Dean of the School of Nursing in July 1998.

Criterion 4: Policies at Indiana State University apply to all faculty members and are published in the *Indiana State University Faculty Handbook*. Each nursing faculty member is provided with a copy of the *School of Nursing Handbook* for easy access to the policies and procedures for the School of Nursing. The only School of Nursing unofficial policy that differs for the University relates to faculty workload. The University policy defines a full-time teaching load as 12 semester credit hours. The University calculates workload clinical hours to credit hours as 2:1. The nursing faculty members are supportive of a workload policy that is based on contact hours. This is an ongoing issue that continues to be addressed in the School of Nursing and at the University level.

Standard II: Faculty

Criterion 5: One hundred percent of nursing faculty members have a current, valid license to practice nursing in the state of Indiana. In addition, preceptors and adjunct faculty teaching in clinical nursing courses are licensed to practice in their respective states. Two adjunct clinical faculty members have not completed their master's degrees; however, they are continuing coursework toward their graduate nursing degrees. As the transfer of the associate degree is completed, all faculty from the Associate Degree Department will be utilized by the Baccalaureate and Higher Degree Department. All faculty members participate in continuing education activities to maintain educational and clinical expertise.

Criterion 6: Numbers of faculty are sufficient to maintain the nursing programs. The range for faculty to classroom students for the Associate Degree Program during Fall 2002 was 1:6 to 1:58. The average faculty to student ratio in the classroom was 1:28. The range for faculty to classroom or distance students during the Fall 2002 semester in the Baccalaureate Degree Program was 1:1 to 1:89, with an average of 1:15. The range for the graduate program was 1:1 to 1:12 for classroom and distance education, the average faculty to student ratio was 1:6. The faculty to student clinical ratio did not exceed 1:10 for undergraduate education, and 1:6 for graduate education.

Criterion 7: Nursing faculty members are evaluated by students at the end of each semester. Faculty members may request an annual classroom evaluation visit by a colleague or department chairperson and are evaluated annually in a performance cycle. Evaluation for reappointment, promotion, and/or tenure is completed according to University procedures.

Criterion 8: Nursing faculty members at Indiana State University have clinical and educational expertise. Faculty members have experience in leadership and management, psychiatric/mental health nursing, rehabilitation nursing, gerontologic nursing, critical care nursing, home health care, emergency care, maternity nursing, pediatric nursing, and medical-surgical nursing. Some faculty members are nurse practitioners. Faculty members have provided evidence of professional contributions and have received University, community, and professional awards for teaching, scholarship/research, and service activities. The University has closely examined faculty productivity. The School of Nursing has met the targets for student credit hours generated. The current faculty productivity issue relates to scholarship.

Standard III: Students

Criterion 9: Students enrolled in the School of Nursing are governed by the policies of Indiana State University. Although School of Nursing policies are often more rigorous than for students in other majors, the policies are justified by the requirements for success in a professional education program. Policies are readily accessible to students and public via several formats including the web, university and school handbooks, and catalogs. The University and School of Nursing support a policy of non-discrimination.

Criterion 10: The University provides access to a wide variety of student support services for all students on-campus as well as for students enrolled in distance education. University support services are administered by qualified professionals.

Criterion 11: Policies and procedures for maintenance of student educational and financial records within the University and School of Nursing are in compliance with state and federal regulations.

Standard IV: Curriculum and Instruction

Criterion 12: The curriculum of the School of Nursing is based on the foundation of the paradigm of nursing, environment, health, and client, in conjunction with the organizing framework that articulates the role outcomes that are based on differentiated expectations of the three nursing programs. The curriculum moves from basic nursing concepts to complex nursing care. Course outcomes are linked to level outcomes and competencies in order to conceptually support end of program outcomes for the undergraduate curricula. Curriculum refinement of the graduate program was started in Spring 2003 and is still in progress. The faculty members have selected cognate courses that augment nursing knowledge. Some of the standards used in the development of the curriculum include the American Nurses Association Standards of Clinical Nursing Practice, the American Nurses Association Code for Nurses, the Indiana Code Title 25, the Educational Competencies for Graduates of Associate Degree Nursing Programs, Pew Commission Competencies for Health Care Practitioners, Essentials of Baccalaureate Education for Professional Nursing Practice, and Essentials of Master's Education for Advanced Practice Nursing.

Criterion 13: The nursing curriculum is in compliance with the standards set forth by the Indiana State Board of Nursing and the National League for Nursing Accrediting Commission. The Associate of Science Degree Program has 39 nursing credits. Total credits range from 67 to 79, depending on required general education studies and remediation courses needed for graduation. The percentage range of nursing courses is 49% to 58%. The associate degree is being transferred to the local community college system. The last class admitted to this program was Spring 2003. The Baccalaureate of

Science Degree Program has 62 nursing credits. Total credits range from 125 to 131. The percentage range for nursing courses is 47% to 49%. The majority of the nursing courses are offered during the last two years. The nursing courses in the Master's Degree Program range from 34 to 42 credit hours. This is 82% to 86% of the total course work for the master's degree. Data have been collected and trended for optional program outcomes of critical thinking, communication, and therapeutic nursing interventions. Results have been used to identify strengths and areas for improvement in the curricula of the programs.

Criterion 14: Students are provided a variety of clinical experiences and are able to meet course outcomes as outlined in the course syllabi. Both students and faculty evaluate clinical facilities each semester a course is taught. All agencies attained the benchmark of 3.5 except two mental health community group homes. The faculty members are actively working to assist the group home staff to understand the role of the students and expand the students' learning activities. Contracts are maintained for all clinical facilities.

Standard V: Resources

Criterion 15: The budget is adequate to support the functions of the School of Nursing and is comparable with other units in the University. The budget has remained reasonably flat for the last ten years. As enrollments started an upward trend for the University, simultaneously the budget of the state of Indiana experienced a growing deficit; therefore the funding for all programs has come under close scrutiny. The faculty members, Director of the Learning Resource Center, Department Chairpersons, and the Assistant Dean have input in the budget process. The Dean and the Provost negotiate the final

budget. There has been limited funding for faculty travel; however, a variety of faculty development programs are offered during the academic year and the summer. The Office of Sponsored Programs is available to assist faculty in locating and applying for grants.

Criterion 16: Administrative services are defined as university services that support the nursing unit in the areas of information technology, legal, finance, grants and contracts. Administrative services are adequate and accessible. The School of Nursing has three full-time administrative assistants, two full-time departmental office assistants, two full-time office assistants for the Office of Student Affairs, and a varying number of part-time student workers based on available funding. The number and type of budgeted positions are adequate and comparable to other schools on campus.

Criterion 17: Instructional software and hardware are available to students in sufficient quantity and quality to support learning goals. Technical support is available to faculty and students who need additional help or who wish to expand their technical skills. Learning resources associated with the library and Learning Resource Center are current and comprehensive. The library has adequately met the needs of the nursing unit through online reserve sources, classic and contemporary books, journals and bound periodicals, videos, CD-ROMs, and online search engines and full text electronic journals through ProQuest, EBSCOhost, and LexisNexis Academic. The nursing faculty have input into the development and maintenance of learning resources. The Director of the Learning Resource Center, the School of Nursing Technology Coordinator, and the Media Coordinator are available on a full-time bases to assist students and faculty.

Criterion 18: Physical facilities are appropriate for purposes of the School of Nursing. The School of Nursing main building is a four-story building housing classrooms,

seminar rooms, offices, lounges, simulation laboratories, and computer laboratory. Classrooms are equipped with audio-visual equipment. Additional projection units are available to each classroom per portable cart. Internet connections are also available for use in classrooms. All faculty have an office with computer, desk, and bookshelves. The Landsbaum Center for Health Education houses the Sycamore Nursing Center, Continuing Education, conference rooms, and shared classrooms. This facility is a cooperative partnership involving Union Hospital's Midwest Center for Rural Health, the Indiana University School of Medicine, and Indiana State University's School of Nursing. The Center offers unique opportunities for promoting collaboration and multidisciplinary education.

Standard VI: Integrity

Criterion 19: Information about each program is published for interested parties in a variety of formats including the web. Every effort is made to assure that published information about programs are current, accurate, clear, and consistent. Approved changes are printed in the next edition of appropriate documents. Approval in late spring of the transfer of the associate degree in nursing to Ivy Tech State College, scheduled to occur Fall 2003, did not allow a timely update of all published information for 2003-2004. The National League for Nursing Accrediting Commission is proudly published as the School of Nursing's accrediting agency.

Criterion 20: No formal complaints have been filed against Indiana State University School of Nursing since the last accreditation. The processes for informal student complaints and formal grievances are available in the *School of Nursing Undergraduate*

Student Handbook, the Graduate Student-Advisor Handbook, and the Indiana State University Handbook. These documents are also available online through the University.

Criterion 21: The University is in full compliance with the Higher Education Reauthorization Act. The institutional default rate has increased over the past three years from a 3.4% to 5.4% rate. Nursing student default rates are calculated into the institutional rates.

Standard VII: Educational Effectiveness

Criterion 22: The systematic program evaluation plan has been developed, implemented, evaluated, revised and is ongoing. Findings from the systematic evaluation process have been the foundation for most, if not all, of the program and curriculum changes we have made in the past several years. Data collection, data entry, analysis and reporting mechanisms continue to be refined over time. The implementation of the systematic program evaluation plan has become a point of excellence over the past few years. It is presented throughout the self study report.

Criterion 23: Data have been and continue to be collected, aggregated, trended and analyzed. Primary responsibility for this process rests with the Assistant Dean. Data reports are located on a password protected website which can be accessed by all faculty through the Office of the Assistant Dean web page at <http://web.indstate.edu/nurs/mary/Evalpage.htm>. The data are reviewed and reported to Evaluation/Outcome Assessment Committee, Department Chairs and program administrators on schedule according to the Master Plan for Evaluation. Students' academic achievement by program type has been evaluated by: graduation rates, licensure/certification pass rates, job placement rates, and program satisfaction.

Benchmarks have been set and evaluated on a regular basis. Review of trended data indicates the following:

- All programs are meeting the benchmarks for graduation rates.
- All programs are meeting the benchmarks for licensure/certification rates.
- All programs are meeting the benchmarks for job placement rates.
- All programs are meeting the benchmarks for program satisfaction scores.

Members of Evaluation/Outcome Assessment Committee will continue to monitor the process and review the data reports to determine the effectiveness of recent changes of programs and curricula.

Analysis and Summary of Strengths and Areas Needing Improvement

Strengths

Curricula modifications for the associate degree and baccalaureate degree nursing programs have been an intense faculty endeavor that has resulted in well designed programs. The changes have broadened the role outcomes, have more clearly defined the competencies, and strengthened the education provided for undergraduate nursing students.

The formation and function of the Evaluation/Outcomes Assessment Committee that analyzes data based on the Master Plan has developed into a unique strength of the School of Nursing. Although this assessment approach was developed over several years, the web based Master Plan, calendar of assessment activities, and relevant links makes the process of program improvement accessible and timely. This Committee, with the

support of the Assistant Dean, collects data, monitors outcomes, trends data, and informs programs of strengths and patterns of concern. When appropriate, the Committee makes recommendations to departments and/or School of Nursing committees for corrective actions.

Selected nursing faculty members have demonstrated strength in service. This is evident through their commitment and leadership in national and state professional organizations, University committees, and School of Nursing committees and within the governance system. Selected faculty have also made distinguished contributions to nursing knowledge through their publications and presentations.

The recruitment of five new faculty members in the past two years is an accomplishment. During the academic year of 2002, two doctoral candidates accepted full-time faculty positions. The 2003 search resulted in the hiring of one experienced doctoral prepared faculty member, one doctoral candidate faculty member, and one certified family nurse practitioner with clinical experience for the graduate program. Since there is a national shortage of nursing faculty, the attainment of these qualified faculty members is viewed as an achievement.

The Learning Resource Center, including the Computer Laboratory, is an excellent resource for the School of Nursing. The large number of holdings in various media formats enhances the education of nursing students through visual, auditory, and kinetic learning.

The Sycamore Nursing Center is an excellent asset of the School of Nursing for providing a variety of clinical experiences for nursing students in all three programs. The shared location of this service and Continuing Education in Nursing Program housed in the Landsbaum Center for Health Education connects students to life-long learning prior to graduation. The Landsbaum Center for Health Education is a cooperative arrangement among Union's Hospital's Midwest Center for Rural Health, the Indiana University School of Medicine, and Indiana State School of Nursing. The Continuing Education in Nursing Program also has a unique partnership with the Area Health Education Center. The above mentioned collaborative involvements allow excellent opportunities for interdisciplinary education.

Opportunities for Improvement

One of the highest priorities is the NCLEX-RN pass rate for the associate degree and the baccalaureate degree students. Although the baccalaureate degree has been offered since the founding of the program in 1963, multiple exits from the School of Nursing began in 1979. Since the last School accreditation in 1995, all nursing students have elected to take the licensure examination after completing the associate degree requirements. The most recently modified generic baccalaureate program will have a class of students graduating in May 2004. The last associate degree class will graduate in December 2004. Additional individuals in good academic standing may continue to finish the program of study until December 2005.

The recruitment and retention of qualified diverse faculty for theory and clinical education will continue to be a challenge as mature faculty reach retirement age. The strategy of identifying potential talent and growing our own for master's prepared clinical instruction is one of a number of strategies that will be employed. Recruiting doctoral candidates is another strategy that will be continued to fill tenure-track positions.

The strengthening and implementation of the Enrollment Management Plan is needed. The evaluation of the plan will serve as the basis of the revisions in conjunction with consideration of projected resources and societal needs for 2005 through 2010.

Faculty scholarship needs to be stimulated, supported, and increased. Again referring to the Boyer model of scholarship, the scholarship of discovery is the area that warrants additional faculty development. The two major roles of the Assistant Dean are to implement and maintain assessment of programs and to mentor faculty research. As program assessment has become established, the Assistant Dean's role as research mentor can be expanded. Junior tenure-track faculty members will be completing their dissertations. This group of faculty will need to be supported with the dissemination of knowledge through presentations and publications. The junior faculty will also need encouragement in the development of an ongoing program of research. Senior faculty members will be encouraged by the Department Chairpersons and the Assistant Dean to conduct research and scholarly activities related to nursing education, specialty areas of nursing, and integrated research with other disciplines. Methods of obtaining external funding will also be encouraged to increase faculty productivity in scholarly endeavors.

Student participation on School of Nursing committees needs to be improved. Based on the Self Study, strategies are being developed to increase the involvement of student representatives. During student orientation, the functions of committees will be explained. Students will be informed of the importance and purpose of student participation. During the first two weeks of class, students from all three programs will be encouraged to volunteer or be invited by faculty to serve as representatives or alternates.