Indiana University School of Nursing

Indiana University
South Bend

Self-Study Document

submitted to the
Commission on Collegiate Nursing Education

February 2000
# Table of Contents

List of Tables (Located in this document) ................................................................. ii
List of Appendices (Located in separate document) ................................................. iii
List of Exhibits (Located in Reviewer Resource Room) ............................................ iv
Introduction .................................................................................................................. vi
CCNE Program Information Form .............................................................................. ix
Standard I. Program Quality: Mission and Governance ............................................ 1
Standard II. Program Quality: Institutional Commitment and Resources .................. 11
Standard IV. Program Effectiveness: Student Performance and Faculty Accomplishments ................................................................. 53
List of Tables

Table 1  
Indiana University - University School of Nursing Organizational Chart  

Table 2  
Indiana University South Bend Division of Nursing and Health Professions  
Organizational Chart  

Table 3  
Comparison of Elements of IUSB, Division of Nursing and Health Professions, and  
IUSON Mission/Goal Statements  

Table 4  
IUSB Student Support Services  

Table 5  
Honors Courses Recently Offered by the IUSB School of Nursing  

Table 6  
BSN Plan of Study (current)  

Table 7  
Evaluation Plan of Aggregate Student Outcomes and Program Outcomes  

Table 8  
Evaluation of Individual Faculty and Courses  

iii
List of Appendices

Appendix A  Indiana University School of Nursing Five Year Strategic Plan
Appendix B  Indiana University South Bend School of Nursing Student Handbook - Proposed Outline
Appendix C  Nursing Faculty Representation on Committees
Appendix D  University Council of Nursing Faculty and South Bend Nursing Faculty Bylaws
Appendix E  Faculty Service Activities
Appendix F  BSN Faculty Profiles
Appendix G  Map of Indiana University School of Nursing Programs
Appendix H  Current RN-BSN Program
Appendix I  Employer Focus Group Survey
Appendix J  Expected Competencies Based on Program Outcomes
Appendix K  IUSON Description of General Education for BSN Curriculum
Appendix L  BSN Program Planner
Appendix M  Cluster Courses
Appendix N  Essential Abilities
Appendix O  Indiana University South Bend School of Nursing Alumni Survey
Appendix P  Faculty's Course Evaluation Form
Appendix Q  Double Helix Curriculum Model
Appendix R  BSN Graduating Senior's Survey
Appendix S  Fall 2000 BSN Sample Plan of Study
Appendix T  Clinical Placement Information
Appendix U  Nursing Student Uniform Policy
Appendix V  Evaluation of Student Work
Appendix W  NCLEX Pass Rates
Appendix X  Graduation Rates
Appendix Y  Faculty Annual Report Form
Appendix Z  Multi Ops
Appendix AA  Administrator Evaluation of Faculty Form
Appendix BB  Assessment of Student Work
Appendix CC  Sixth Semester Student Evaluation of the Program Form
List of Exhibits

Exhibit 1 . . . The Strategic Directions Of Indiana University 1994-1999
Exhibit 2 . . . Indiana University South Bend: Mission and Strategic Priorities
Exhibit 3 . . . 1998 IUSB Academic Handbook
Exhibit 4 . . . Indiana University School of Nursing Undergraduate Programs Bulletin 1998-2000
Exhibit 5 . . . IUSON Annual Reports
Exhibit 6 . . . Division of Nursing and Health Professions January 2000 Retreat Minutes
Exhibit 7 . . . The Essentials of Baccalaureate Education for Professional Nursing Practice, the ANA Code of Ethics, and ANA Standards for Professional Practice
Exhibit 8 . . . IUSB SON Community Advisory Council Meeting Minutes and List of Members
Exhibit 9 . . . Dean’s Student Advisory Committee Meeting Minutes
Exhibit 10 . . . IUSB School of Nursing Policy Updates
Exhibit 11 . . . UCNF Governing Council and Standing Committees Meeting Minutes
Exhibit 12 . . . SBNF and Standing Committees Meeting Minutes
Exhibit 13 . . . Indiana University Academic Handbook
Exhibit 14 . . . Teaching Excellence at Indiana University South Bend: A General Review
Exhibit 15 . . . Faculty Curricula Vitae
Exhibit 16 . . . IUSB Spring 2000 Continuing Education
Exhibit 17 . . . IUSB SON Budget
Exhibit 18 . . . List of Nursing Serials Available in the Schurz Library
Exhibit 19 . . . Help is Here At IUSB
Exhibit 20 . . . 1998-2000 Indiana University South Bend Bulletin
Exhibit 21 . . . Spring 2000 Schedule of Classes
Exhibit 22 . . . Clinical Admission Packet
Exhibit 23 . . . IVY Tech and IUSB SON agreement
Exhibit 24 . . . Dr. Marian Pettengill’s Curriculum Vitae
Exhibit 25 . . . IUSB Faculty Evaluation Criteria
Exhibit 26 . . . IUSB School of Nursing Newsletters
Exhibit 27 . . . Philosophy Day Flyer
Exhibit 28 . . . Assessment Summary for Indiana State Board of Nursing

iv
Exhibit 29 . . . *Indiana University Code of Student Rights, Responsibilities, and Conduct*

Exhibit 30 . . . Course Syllabi & Handbooks

Exhibit 31 . . . IUSB SON and Regional Health Care Agency Contracts

Exhibit 32 . . . Student Clinical Site Evaluation Form

Exhibit 33 . . . Curriculum Notebook

Exhibit 34 . . . Completed Faculty Evaluations of Courses

Exhibit 35 . . . Student Work From Last Semester

Exhibit 36 . . . *Indiana Health Care Professional Development Commission: Databook: Indiana Registered Nurse Survey, 1997*

Exhibit 37 . . . Assessment Committee Documentation

Exhibit 38 . . . IUSB Graduating Senior Survey

Exhibit 39 . . . California Critical Thinking Skills Test Pre and Post Test Data

Exhibit 40 . . . Faculty Service Activities

Exhibit 41 . . . Faculty Annual Reports

Exhibit 42 . . . University Center for Teaching Excellence in Teaching Programs and Assistance

Exhibit 43 . . . *Pulse*

Exhibit 44 . . . *IUSB Update*
Introduction

Indiana University South Bend (IUSB) is located in North Central Indiana in a region known as Michiana. Approximately one million people live in this area that includes the northern border of Indiana and southern border of Michigan, and reaches from LaPorte, Indiana area to the Ohio border. The region has a highly diversified economy with a work force concentrated in health care, education, business, government, social services, and manufacturing.

IUSB is committed to teaching, scholarship and creative activity, and service (1998-2000 IUSB Bulletin). The campus has achieved distinction within Indiana University and the state because of its aggressive pursuit of excellence in teaching. With effective teaching as a top priority, the IUSB 225 faculty have garnered multiple teaching and research awards. More than 90% of the full-time faculty hold the highest degrees in their disciplines. IUSB is proud of its success in providing education to a diverse population that has traditional, non-traditional and international students. Approximately 40% of IUSB’s student population of 6,800 are recent high school graduates and approximately 20% are graduate students. The remaining student body is comprised of people of all ages. IUSB has an alumni body of more than 21,000.

Faculty members are actively engaged in research and other scholarly activities specific for their disciplines. Faculty members also benefit the Michiana community through numerous outreach service activities and involvement in community organizations.

Indiana University South Bend offers leading-edge undergraduate programs in 70-plus areas including Purdue technology programs. Associate and Baccalaureate degrees are offered in a wide array of liberal arts disciplines and professional programs. IUSB also offers graduate degrees in Business, Education, Liberal Studies, Music, Social Work, and Public and Environmental Affairs and a collaborative Master’s degree agreement for the Family Nurse Practitioner with Indiana University School of Nursing, Indiana University Purdue University at Indianapolis (IUPUI). A large non-credit program offers opportunities for professional development, personal enrichment, and recreation.

Indiana University School of Nursing, Indiana University South Bend is one of the eight campuses within the Indiana University School of Nursing and is referred to as the IUSB School of Nursing (IUSB SON). As part of a system-wide school of nursing, IUSB SON has administrative reporting lines to the Chancellor of IUSB and University Dean of IUSON. The organizational charts that illustrate these reporting lines are presented in Standard I-A. IUSB SON reports directly to IUSB Chancellor through the
Academic Vice Chancellor on the day-to-day operation of IUSB SON and indirectly to the University Dean of IUSON on program integrity and professional issues.

In 1978, IUSB began to offer the Registered Nurse to Bachelors degree in Nursing (RN to BSN) to fill a major community need. There were no public baccalaureate completion programs in Michiana for graduates from local diploma and associate degree programs. At that time, the overall administration of IUSB SON was under the direction of the IUPUI campus.

Then in the mid 1980's Memorial Hospital School of Nursing began to phase out its diploma program. The earlier closure of the Holy Cross diploma program at St. Joseph's Hospital of South Bend furthered the need for the development of a public baccalaureate and graduate education in the region. The nursing and health care community in the region approached IUSON and IUSB about expanding the educational opportunities for students interested in graduate nursing education. Compromises were necessary because of political pressures from influential legislatures who deemed ASN graduates as meeting the needs of the state. Consequently, both an IUSB ASN and BSN program received legislative approval and funding.

In 1988, the IUSB School of Nursing was established. In 1991, IUSB SON was re-accredited by the National League for Nursing as part of the Indiana University system-wide School of Nursing. Fiscal control of IUSB SON remained at IUSON, IUPUI campus until 1993 when the budget was transferred to IUSB. Faculty reported to both IUSB SON and to IUSON Department Chairs until 1996. Then in 1997, the IUSON made the decision for each campus to seek separate accreditation.

When IUSB SON opened, ASN students were admitted once a year and BSN students were admitted twice a year with capped enrollments in each program. Starting in 1995 and over the next four years, the IUSB SON began to decrease its ASN slots since there were six other ASN programs in the Michiana area. Simultaneously, the BSN and RN to BSN programs were “uncapped” to encourage more students to enter the BSN program. In 1998, IUSB signed a cooperative agreement with IUPUI School of Nursing to bring a Master's of Science (MSN) Family Nurse Practitioner Program to South Bend.

As Indiana continued it’s rapid movement toward a community college system in 1998, IUSB School of Nursing faculty reviewed enrollment patterns of ASN students, considered national, state, and local trends on the needed RN-mix for providing patient care for the new millennium, and re-examined it resources to provide nursing education. As a result of this assessment and with support from IUSB central administration and the system-wide school of nursing, IUSB School of Nursing made the decision to not admit students to the ASN degree in Fall 2000 and to concentrate on BSN, RN to BSN and MSN.
education. Thus, in Fall 2000, IUSB School of Nursing will begin to implement its original 1988 goal of baccalaureate and higher degree education for nurses.

Currently, the IUSB SON is part of the IUSB Division of Nursing and Health Professions, an organizational unit formed of three system-wide health profession programs: Nursing, Dental Education and Radiography and Allied Health. Formation of the Division has enabled sharing of resources and has resulted in more effectively communicating to the IUSB campus the strength and influence these programs have on student recruitment and program development. The Dean of the IUSB School of Nursing is Dean of the Division of Nursing and Health Professions.

The School of Nursing offers undergraduate BSN and RN to BSN education with a contractual agreement with IUPUI to offer specified graduate courses. There are 15 full-time faculty, including the Dean, and between six to eight part-time, associate faculty. The BSN program has an enrollment of 320 students who complete four years of course work with clinical courses beginning in the Sophomore year. Students are certified to sit for the NCLEX-RN after completion of their senior year. Registered nurses wishing to earn a BSN complete general education requirements and nursing courses which supplement and enhance their prior education. Approximately one-fifth of IUSB SON students go on for graduate work. This number is expected to increase as additional collaborative Master's agreements are developed. IUSB SON also offers an International Summer Exchange Option with the University of Ulster, Northern Ireland where students spend six weeks learning about health care.
PROGRAM INFORMATION FORM
Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036-120

GENERAL INFORMATION

Official Name of Institution: Indiana University South Bend

Type of Institution (circle one): public private, secular private, religious

Institution's Carnegie Classification: Master's I

Chief Executive Officer of Institution: Dr. Kenneth Perrin, Chancellor (Full Name and Title)

Official Name of Nursing Unit: Indiana University School of Nursing, Indiana University South Bend

Chief Nursing Administrator: Marian Martin Pettengill, Dean, Division of Nursing & Health Professions (Full Name and Title)

Address: 1700 Mishawaka Avenue, Northside 460 (PO Box 7111)

City: South Bend State: TN Zip Code: 46634

Telephone Number: (219) 237-4207

Fax Number: (219) 237-4461

E-mail address: mpetteng@iusb.edu

Web site address of institution/program: http://www.iusb.edu/~health/

Signature:

Marian Martin Pettengill
Chief Nursing Administrator

February 17, 2000
Date
## ACCREDITATION AND APPROVAL

**Regional Accreditation:**

<table>
<thead>
<tr>
<th>REGIONAL ACCREDITOR</th>
<th>LAST REVIEW</th>
<th>NEXT SCHEDULED REVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Central Accreditation</td>
<td>1991</td>
<td>Fall 2000</td>
</tr>
</tbody>
</table>

**Specialized Accreditation:**

<table>
<thead>
<tr>
<th>SPECIALIZED ACCREDITOR</th>
<th>LAST REVIEW</th>
<th>NEXT SCHEDULED REVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Association of Nurse Anesthetists</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>American College of Nurse Midwives</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Commission on Collegiate Nursing Education</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>National Association for Nurse Practitioners in Reproductive Health</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

**State Board of Nursing Approval:**

Name of applicable state board of nursing: **Indiana State Board of Nursing**

<table>
<thead>
<tr>
<th>NURSING PROGRAM APPROVED</th>
<th>LAST REVIEW</th>
<th>NEXT SCHEDULED REVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate program</td>
<td>1996</td>
<td>No set schedule for reviews</td>
</tr>
<tr>
<td>Master's program</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Add any relevant comments regarding accreditation and approval:
NURSING PROGRAM INFORMATION

Degree Programs Offered, Student Data:

Identify all baccalaureate and master's degree tracks offered by the nursing unit. For each track, list enrollment data for Fall 1999, and list graduation data from August 1, 1998 to July 31, 1999. For the baccalaureate program, include only nursing students (not pre-nursing students).

<table>
<thead>
<tr>
<th>NURSING PROGRAM (identify all tracks)</th>
<th>NUMBER OF STUDENTS ENROLLED IN FALL 1999</th>
<th>NUMBER OF GRADUATES 8/1/98 to 7/31/99</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generic</td>
<td>76</td>
<td>43</td>
</tr>
<tr>
<td>RN</td>
<td>28</td>
<td>9</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>pre-nursing</td>
<td>113</td>
</tr>
<tr>
<td>Totals:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's Program (Identify tracks offered)</td>
<td>NONE</td>
<td>NONE</td>
</tr>
</tbody>
</table>

Identify the number of students taking the NCLEX-RN for the first time in Fall 1998 and Spring 1999: 25

Identify NCLEX-RN pass rate for students taking the exam for the first time in Fall 1998 and Spring 1999: 84%

Identify any post-master's certificates offered by the nursing unit: ____________________________

Identify any doctoral degree programs offered by the nursing unit: ____________________________

Identify any joint degree programs in nursing offered with any other unit at your institution (e.g., MSN/MPH with the School of Public Health): ____________________________

3
Nursing Program Faculty:

Identify the number (headcount) of faculty devoted to the nursing unit in Fall 1999:

<table>
<thead>
<tr>
<th># FULL-TIME</th>
<th># PART-TIME</th>
<th>TOTAL # FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>9</td>
<td>20</td>
</tr>
</tbody>
</table>

Identify the faculty full-time-equivalent (FTE) devoted to the nursing unit in Fall 1999:

<table>
<thead>
<tr>
<th>FULL-TIME FTE</th>
<th>PART-TIME FTE</th>
<th>TOTAL FACULTY FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.56</td>
<td>2.33</td>
<td>11.89</td>
</tr>
</tbody>
</table>

Additional Campuses/Sites: NONE

Identify any additional campuses/sites where the nursing degree program is offered, the distance from the main campus, and the average number of nursing students enrolled in Fall 1998 at each location.

<table>
<thead>
<tr>
<th>CAMPUS/SITE (City, State)</th>
<th>DISTANCE FROM MAIN CAMPUS (in miles)</th>
<th># STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Distance Education:

Does your nursing unit currently offer curricula (or any part thereof) via distance education (i.e., alternative modalities, including distance-mediated modalities, other than traditional classroom style)?

baccalaureate program (circle one): yes no not applicable

master's program (circle one): yes no not applicable
Standard I - Program Quality: Mission and Governance

The mission, philosophy, and goals/objectives of the program should be congruent with those of the parent institution, should reflect professional nursing standards and guidelines, and should consider the needs and expectations of the community of interest. The faculty and students of the program should be involved in the governance of the program and in the ongoing efforts to improve program quality.

I-A The mission, philosophy, and goals/objectives of the program are congruent with those of the parent institution and consistent with the professional nursing standards and guidelines for the preparation of nursing professionals.

Indiana University South Bend (IUSB) is a comprehensive public university offering a post-secondary education through the masters level. Its mission is to provide a learning and working environment that attracts and retains students, faculty, and staff; to develop and challenge individual talents throughout the community; to encourage free and spirited collaboration; and to maintain a commitment to quality, integrity, and academic freedom. In order to fulfill the mission of IUSB, four priorities were adopted by the faculty of the Academic Senate, Fall, 1997:

- Enhance the student-centered focus of IUSB
- Develop and support excellence in programming
- Develop and expand partnerships with the community
- Enhance the image of IUSB in the community

IUSB’s mission and campus priorities were based on The Strategic Directions Of Indiana University 1994-1999 (Exhibit 1) and with input from all constituents: students, alumni, faculty, staff, administration, and the community. The mission statement and campus priorities along with a detailed explanation of the strategic planning process can be found in the document, Indiana University South Bend: Mission and Strategic Priorities (Exhibit 2). IUSB’s mission statement and priorities provide the basis for planning, goal setting, and evaluating the various schools, divisions, and departments. The IUSB Campus Directions Committee is a standing committee of the Academic Senate (as of June, 1996) and is charged with the responsibility of annually assessing the campus’ mission, direction, priorities, and progress. The committee is currently engaged in developing a vision statement for IUSB. A detailed
description of the committee and its charge and membership can be found in the 1998 IUSB Academic Handbook (Exhibit 3, pp. 13-14).

The core values, mission, and goals of the Indiana University School of Nursing (IUSON) are based on the values of Indiana University and the nursing profession: teaching, research, and service. The mission as stated in the IUSON Undergraduate Programs Bulletin 1998-2000 (Exhibit 4, p. 2) is as follows: “IUSON is committed to improving the health of the citizens of Indiana, the nation, and beyond by meeting society’s need for effective nurses at different educational levels and by contributing to the body of knowledge that provides the basis for practice in a range of settings.”

Additionally, the IUSON selected five of Indiana University’s Strategic Directions to serve as goals to focus the University School’s efforts. These goals are described in the IUSON’s annual reports (Exhibit 5). The IUSON developed a five-year strategic plan in 1998 that operationalized the mission and goals and is reviewed and revised yearly (Appendix A).

The IUSB SON operates under the mission statement and goals of the IUSON and the IUSB campus which reflect attention to the needs of the schools external constituents, i.e., alumni, local health care providers, educators, and residents of Northern Indiana and Southern Michigan. Organizationally, on the IUSB campus, the SON is housed in the Division of Nursing and Health Professions. The organizational charts that follow outline these relationships (Table 1 & 2).
Table 1
Indiana University
University School of Nursing
Organizational Chart
During the January 2000, Division retreat faculty and administration identified several goals on which to focus the Division's efforts in the coming year. The Division based its goals on the IUSB campus mission and priorities. A complete listing of the goals are included in the minutes of the Division retreat (Exhibit 6). Given the goals of the Division, the nursing faculty charged the IUSB SON Faculty Affairs committee with the task of developing a mission statement specifically for the IUSB nursing campus. Due to the system-wide nature of the SON, it has been necessary for the IUSB SON to rely on the IUSON mission/goal statements to guide the direction of the School. However, the faculty believe that an IUSB SON mission could more clearly articulate the mission and campus priorities of IUSB. Table 3 illustrates congruence between the IUSB mission and priorities, the IUSB Division of Nursing and Health Professions goals, and the IUSON mission and goals.

Table 3
Comparison of Elements of IUSB, Division of Nursing and Health Professions, and IUSON Mission/Goal Statements

<table>
<thead>
<tr>
<th>IUSB Mission/Priorities</th>
<th>IUSB Health Division Goals</th>
<th>IUSON Mission/Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance the student-centered focus of IUSB; place student learning, intellectual exploration, persistence, and attainment at the center of IUSB's mission; improve campus learning environment; support students' success</td>
<td>Enhance student recruitment and retention efforts through the development of specific division and school/department strategies</td>
<td>Place student learning, intellectual exploration, persistence, and attainment at the center of IUSON's mission</td>
</tr>
<tr>
<td></td>
<td>Explore and implement activities that facilitate student academic success</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Support and increase the significant use of computers in each course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop policies and procedures in dealing with student and faculty biosafety issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expand opportunities for student use of faculty operated SON Wellness Center</td>
<td></td>
</tr>
</tbody>
</table>
The IUSON faculty chose professional standards to guide the curricular development of the undergraduate nursing program. These standards define the knowledge and competencies necessary to practice in contemporary health care delivery systems and are consistent with faculty belief that the liberal arts and science curriculum is needed for nursing education and practice. Curricular development is based on the American Association of Colleges of Nursing’s (AACN) *The Essentials of Baccalaureate Education for Professional Nursing Practice*, the ANA Code of Ethics, and ANA Standards for Professional Practice (Exhibit 7). See Standard III-C for a discussion of how the curriculum was developed based on professional standards.
I-B The mission and philosophy of the nursing program are reviewed periodically and revised to reflect professional standards and guidelines and the expectations of the community of interest, all in pursuit of continuing advancement and improvement of the program.

The IUSON's mission and goals are reviewed yearly and communicated to faculty via the University Council of Nursing Faculty (UCNF). Each campus is responsible for interpreting the IUSON mission and goals for their particular needs and constituencies. The IUSB SON is informed by internal and external constituents for the continual advancement and improvement of the program. These constituents include prospective and current students, area health care providers, alumni, employers, educators, professional nursing organizations, citizens of the region, and IUSB administration, faculty, and staff. The IUSB SON Community Advisory Council comprised of the Dean, alumni, community health care leaders, community lay persons, and a physician, meets 2-3 times each semester. This council provides feedback on program initiatives attesting to IUSB SON's presence in the community (Exhibit 8). The Dean's Student Advisory Committee made up the Dean and student representatives from each of the graduating classes meets 2-3 times each semester. The meeting is confidential with students serving as recorders (Exhibit 9). The minutes from the previous meeting serve as the agenda for the next meeting to ensure that concerns and issues are addressed thoroughly and in a timely manner. Additionally, the Dean and/or faculty meet with representative(s) of the clinical agencies to review curriculum and clinical placement issues. Meetings occur yearly, each semester, or on an as needed basis based on the request for feedback from the clinical agency. See Standard III-D for additional information on how the SON incorporates input from their constituents.

I-C Documents and publications accurately reflect the mission, philosophy, and goals/objectives of the program.

The IUSB mission statement is described in the IUSB: Mission and Strategic Priorities document (Exhibit 2). The IUSON Undergraduate Program Bulletin (Exhibit 4) describes the IUSON’s mission and goals. Students receive a copy of the 1998-2000 IUSB Bulletin and IUSB School of Nursing Policy Updates (Exhibit 20 & 10; & provided with report) upon admission to the University. Due to space constraints the mission and goals of each school/division/department are not printed in the IUSB Bulletin. During the Division winter retreat, January, 2000, the IUSB SON Student Affairs committee was given the charge to develop a nursing student handbook. This handbook will contain the appropriate SON
mission/goals as well as pertinent policies. Refer to Appendix B for an outline of the handbook's proposed content. Refer to Standard III-G for a detailed discussion regarding academic policies. IUSB's and IUSB SON's web page contains information on all academic programs.

I-D Roles of the faculty and students in the governance of the programs are clearly defined and enable meaningful participation.

Faculty and students are involved in Indiana University, IUSB, IUSON, and IUSB SON governance. A representative listing of nursing faculty memberships on Indiana University, IUSB, IUSON, and IUSB SON committees for the last 3 years is in Appendix C. The governance structure for the School of Nursing exists on two levels, system-wide and IUSB campus-wide. Faculty are represented system-wide by the University Council of Nursing Faculty (UCNF) and campus-wide by the South Bend Council of Nursing Faculty. Faculty governance within these organizations is guided, respectively, by the UCNF and SBNF bylaws (Appendix D). UCNF bylaws were revised and approved in 1999. SBNF bylaws are currently under revision by the Bylaws Ad Hoc Committee to be consistent with those of the UCNF.

The voting membership of the UCNF is composed of all members holding full-time appointments, including faculty with visiting rank who do not hold an appointment at another institution. The purpose of the UCNF is to provide an organizational structure through which the faculty can exercise the rights and responsibilities of university faculty governance that facilitates networking, collaboration, and transferability. The IUSON faculty meet together at least once per year.

The UCNF Governing Council and four standing committees exercise the purposes of the UCNF. The business of the UCNF is managed by the governing council. The membership of the governing council includes 2 elected representatives from each local campus and 10 elected representatives from the Corridor; president, president-elect, and secretary from the UCNF at large; University Dean or designee; and the elected chairs of standing committees. The purpose of the UCNF Undergraduate Curriculum Committee is to facilitate the processing of system curricular issues through open communication among programs and collaboration among campuses. The purpose of the UCNF Faculty Affairs and Development Committee is to address faculty needs and concerns and make recommendations to the governing body and facilitate faculty development promoting collaboration, networking, and scholarship. The UCNF Nominating Committee prepares a slate of candidates and conducts elections. The UCNF Student Affairs Committee develops policies and practices for admission, progression, and graduation for the undergraduate programs.
Minutes for the above UCNF committees for the last 3 years are available in Exhibit 11. (See Appendix C for a list of IUSB faculty membership to UCNF committees)

The South Bend Council of Nursing Faculty (SBNF) is the governing body for the South Bend campus. Voting members include the dean, all full-time faculty holding a full-time appointment, and all faculty holding more than a 50% appointment. Associate faculty may attend meetings but are not voting members. The IUSB nursing faculty meet, on the average, of once per month. The President is elected by the nursing faculty for a two year term, sets meeting agendas, presides at all regular and special meetings of the SBNF, is a member of the IUSB SON Dean’s Advisory Committee, and serves as liaison between the UCNF and SBNF (Exhibit 12).

The SBNF has six standing committees: Admission, Progression, and Graduation Committee; Assessment Committee; Curriculum Committee, Faculty Affairs Committee; Library and Equipment Committee; and the Student Affairs Committee. The functions of each committee are delineated in the SBNF bylaws. The Admission, Progression, and Graduation Committee exists to enact IUSON, IUSB Nursing and IUSB campus policies and procedures regarding admission, progression, and graduation, and recommend changes to IUSB Nursing policies when appropriate. The function of the Assessment Committee is to enact and monitor the IUSB Nursing and IUSB campus blueprint for assessment. The Curriculum Committee functions to oversee the integrity and maintenance of the curriculum. The Faculty Affairs Committee oversees the needs of faculty welfare including but not limited to: faculty development, evaluation, and socialization. Key functions of the Library and Equipment Committee include making recommendations to the Dean for library and equipment purchases and making recommendations to the IUSB campus library to maintain a current and relevant collection of nursing holdings. The function of the Student Affairs Committee is to coordinate activities and decision making related to student services in the IUSB SON. Minutes for the above SBNF committees for the last 3 years are available in Exhibit 12.

Student representatives participate in governance through appointment to IUSB and SBNF committees. Student membership is specified in three IUSB campus committees: the Campus Directions Committee, the Athletics Committee, and the Information Technologies Committee. Students may serve on four SBNF committees: Assessment, Curriculum, Library and Equipment, and Student Affairs, and on the Dean’s Student Advisory Committee. Students also have the opportunity to participate in the IUSB University Student Government Association.

Even though student membership on committees across the total IUSB campus is solicited, attendance by student representatives is sporadic at best. This may be partly due to the nature of the
Many nursing students not only carry heavy credit hour loads but also have extensive work and family obligations and responsibilities. Hence, membership on university and School of Nursing committees is not a priority.

Standard I - Strengths, Challenges, and Action Plans

Strengths:

- The goals of the IUSB SON are congruent with the mission and goals of IUSB and IUSON.
- A well-defined structure is in place that provides opportunities for faculty and student participation in IUSB and IUSB SON governance.
- Mechanisms exist for input and feedback from external constituents on the operation, goals, and curriculum of IUSB SON.

Challenges:

- Articulate the mission of the IUSB SON in relation to the Division of Nursing and Health Professions, the IUSB campus, and the IUSON, now that the IUSB campus has identified its mission and priorities.

**Plan:** The SBNF Faculty Affairs Committee has been charged with the task of developing a mission statement for presentation to the faculty during Fall, 2000.

- Revise the IUSB SON bylaws to reflect 1999 revisions in the IUSON bylaws and the organizational structure of the Division of Nursing and Allied Health.

**Plan:** A Bylaws Ad Hoc Task Force has been formed and charged with the task of revising the Bylaws for presentation to the faculty during Fall, 2000.

- Increase student involvement on four SBNF committees and on the Dean’s Student Advisory Committee.

**Plan:** 1) Solicit input from students as to how best to address the committee representation issue. 2) Explore the possibility of student involvement via Internet access.
Standard II - Program Quality: Institutional Commitment and Resources

The parent institution demonstrates ongoing commitment and support. The Institution makes available resources to enable the program to achieve its mission, philosophy, goals/objectives, and expected results. The faculty, as a resource of the program, enables the achievement of the mission, philosophy, goals/objectives and expected results of the program.

II-A The parent institution and program should provide and support an environment that encourages faculty teaching, scholarship, service and practice in keeping with their mission and philosophy of the program.

Indiana University and IUSB provide resources that support excellence in teaching, scholarship, service, and practice. These resources support the mission of the IUSB School of Nursing that, through the scholarship of creative pedagogy, discovery, application, and integration, the school will improve the health and quality of life for the citizens of Indiana, the nation, and beyond by meeting society's need for nurses at different educational levels, prepared to be effective in a range of practice settings.

Teaching

IU, IUSB, and the IUSB SON recognize and reward teaching excellence through various mechanisms: tenure and promotion, merit raises, teaching awards, and grants. The importance of teaching is reflected in IU's Tenure and Promotion Guidelines published in the Indiana University Academic Handbook (Exhibit 13 pp. 56-66) and in IUSB's Tenure and Promotion Guidelines published in the IUSB Academic Handbook (Exhibit 3, pp. 23-26). Teaching excellence is at the very heart of the IUSB mission and campus priorities.

IUSB is committed to excellence in teaching. Several mechanisms and processes are in place on campus which recognize and reward faculty hard work and commitment to teaching. Teaching is first taken into account in the process of hiring new faculty. Effective teaching is also recognized in curriculum development, teaching awards, teaching scholarship, as well as in reappointment, promotion, and tenure decisions, in annual faculty evaluations, and in annual salary recommendations. Please see the document Teaching Excellence at Indiana University South Bend: A General Review for further information (Exhibit 14).
Teaching Recognition

Indiana University and IUSB recognize excellent teaching through yearly awards. Indiana University supports the Faculty Colloquium on Excellence in Teaching (FACET). This is a university wide program of national stature which is designed to recognize, encourage, and enhance outstanding teaching throughout Indiana University. Full time, tenure or tenure track faculty, who model exemplary teaching on each campus are chosen to participate in this colloquium held annually in Bloomington. Other Indiana University teaching awards include the Frederic Bachman Lieber Award, the Herman F. Lieber Award, the President’s Award, and the Sylvia E. Bowman Award. Refer to the Indiana University Academic Handbook (Exhibit 13) for a description of each award. In 1997, the Indiana University Board of Trustees established the Teaching Excellence Recognition Award (TERA) specific to each campus to honor full and part-time faculty who show evidence of sustained and consistent excellence in teaching. Two IUSB nursing faculty received the award in 1998 and 1999. The IUSB Distinguished Teaching Award is a faculty and administration recognition award given each year to a faculty member whose teaching is exemplary.

The IUSON gives awards for teaching excellence. Faculty from all campuses are eligible for these awards. The Lois C. Meier Award is given to a faculty member who exemplifies teaching strategies that help students acquire critical thinking skills, incorporates research findings into teaching practices, and who mentors students. The Sequoia Award recognizes faculty who model instruction methods for incorporating cultural diversity into teaching.

Teaching Development

IUSB has resources available to support faculty teaching excellence. The University Center for Excellence in Teaching (UCET) was established on the South Bend campus to enhance faculty development by supporting the strengthening of teaching and student learning. UCET provides a forum for a university-wide dialogue on a broad spectrum of ideas and strategies, including innovative and alternative methods of instruction. The center also provides strategies and support for assessment of teaching effectiveness and student learning. Specific services such as peer visits and confidential teaching consultations; new faculty orientation; workshops and seminars; mentor programs; conference funding; a library of pedagogical books and software for faculty review; support for a number of faculty discussion groups and seminars related to teaching; and access to teaching technology and training are also provided. A new UCET initiative is the web-based journal tentatively called the Journal of Scholarship of Teaching and Learning. Several of IUSB SON faculty have submitted articles to this publication.
All full and part-time faculty may apply for TERA-UCET Faculty Development Awards. These awards can be used for travel or fees related to the development of instructional materials or for the development of an entire course. For example, faculty may apply for funding to attend development seminars, conferences, workshops, or to visit a faculty member or program director on another campus; to develop a course or a specific portion of a course; or to purchase software/hardware that would not normally be available via a curriculum grant. Each faculty member who receives a TERA-UCET Award reports the results of their learning to interested colleagues through UCET sponsored campus discussions. Two IUSB SON faculty received TERA-UCET awards Summer 1999.

IUSB Curriculum Development Grants are an additional mechanism that encourages and rewards classroom teaching innovations and development. Tenure and tenure track faculty and appointed lecturers are eligible to apply for these awards. Associate faculty may participate in projects if they have a tenure track faculty member as a project director. Grant money has also been awarded through the Division of Nursing and Health Sciences and the IUSB SON William and Kathryn Shields endowed chair for faculty to engage in academic projects, i.e., the placement of course exams on the computer, an analysis of critical thinking skills of BSN students.

Faculty also have access to the Learning Resource Center (LRC), located in Greenlawn Hall on the South Bend campus. A special component of the LRC is the production area that enables faculty to create visuals for classroom and professional presentations using a wide variety of audio-visual production equipment.

Each nursing faculty member has a Pentium computer with multiple software applications and Internet connection and a desktop printer. The IUSBnet collection of coordinated file servers are accessible by all faculty and staff from their desktop computers on the high-speed network. Several computer-equipped classrooms serve as teaching laboratories. Additionally, through agreements made between the university and software companies, faculty may purchase software for E-mail access and word processing through the IUSB Bookstore. (See section on library for additional resources.)

Scholarship

Scholarly activities are an integral aspect of the faculty role and support IUSB and School of Nursing’s primary mission of teaching. Funding for paper and poster presentations at regional, national, and international conferences is available through the nursing budget. University support for faculty scholarship activity is also provided through sabbatical leaves, professional development activities, teaching
workload assignment reductions, and grants. Refer to faculty curricula vitae for a listing of scholarly activities (Exhibit 15).

Faculty may also take classes free of charge for personal and professional development through IUSB Continuing Education. There are a variety of classes offered on topics ranging from personal computer and software programs to workplace relations. Refer to the document *IUSB Spring 2000 Continuing Education* for a complete listing of available classes (Exhibit 16).

The IUSB Office of Research provides support for faculty grant writing activities. The office also publishes an electronic monthly newsletter, *IUSB GrantsLetter*, that provides a listing and description of internal grants available.

**Service**

Faculty participation in community and professional organizations and university committees is encouraged and supported. Financial support is provided for professional and university service activities that require travel and time away from campus, i.e. travel to professional committee meetings, to the IUPUI campus to serve on IU SON committees, to AACN and NLN conferences dealing with educational content, and to AACN conferences on the accreditation process.

IUSB SON faculty participate on IUSON, IUSB, IUSB SON, and Division committees. Although burdensome at times, the SON faculty feel strongly that committee participation at various levels, particularly at the IUSB campus level, is critical to maintaining a positive presence and fruitful working environment. Committee participation is also a recognized aspect of the tenure track faculty and lecturer roles and is reported and evaluated annually via the faculty annual report. Refer to Appendix C for a listing of faculty members and their respective committee participation.

The IUSB SON faculty provide service to the community through memberships on community boards and participation in service roles. For example, one faculty member serves as chair of Healthy Babies of St. Joseph County, co-chair of Smoke-free Indiana North Central Coalition and affiliated with Healthy Communities Initiative of St. Joseph County; another is a CASA advocate for children who have legal needs; faculty and students alike participate in county wide “Super Shot Saturday” immunization efforts; and the Dean sits on the Ancilla Foundation Board. See Appendix E for a complete listing of faculty service activities.

The SON relationship with the campus and health care communities is enhanced further by our annual Spring Recognition Tea. This annual event occurs off-campus and provides a mechanism whereby
our internal and external constituents are recognized. Invited guests include preceptors of clinical students, clinical agency representatives, financial donors to the School, SON scholarship recipients, non-nursing IUSB administrators, faculty, and staff. Attendees are showcased and thanked for their support of the school and its educational efforts. A faculty nominated Clinical Associate Award is given to a nurse who has worked extensively with faculty and nursing students in clinical and/or didactic settings.

Practice

Maintaining clinical practice competency is important for teaching effectiveness and faculty professional development. However, this practice must occur within guidelines set forth by Indiana University as noted in the *Indiana University Academic Handbook* (Exhibit 13). These guidelines stipulate that appropriate outside activities should normally not exceed an average of one day a week during the period when a faculty member is on the payroll; in conformity with the spirit of this policy, no faculty member should receive extra compensation which amounts in total to more than 20% of regular compensation during any academic year or during any summer session in which he or she is employed full-time by the University.

It is an expectation that faculty who teach didactic and clinical courses will maintain their clinical expertise. How they choose to accomplish this is up to the individual faculty member. Some faculty choose to practice in clinical settings on a weekly basis and/or during summer employment opportunities. Financial support is provided by the SON for attendance at conferences, workshops, and seminars that assist faculty in maintaining their clinical knowledge and expertise. Faculty development grants have been awarded to assist faculty in gaining specific knowledge in order to obtain certifications, i.e. Adult Nurse Practitioner and Family Nursing Practitioner.

The IUSB Wellness Clinic provides a mechanism for faculty practice. Faculty who are certified nurse practitioners are given a teaching workload reduction for their clinic practice time. This opportunity is shared among the eligible faculty members. Additionally, scheduling considerations are given to faculty who must practice in a clinical setting to maintain certifications.

Refer to Standard IV-C for an additional review of faculty accomplishments relative to teaching, scholarship, service, and practice.
II-B Resources are sufficient to enable the nursing program to fulfill its mission, philosophy and goals/objectives and these resources are reviewed, revised, and improved as needed. Academic support services are improved and upgraded on a regular basis to meet program needs.

Budget

The Division of Nursing and Health Professions is one cost center with three separate budgets for the three components: SON, Radiography/Allied Health, and Dental Education. Separate budgets are necessary because each of the academic units is a system-wide school and must document fiscal integrity and autonomy to regulatory and/or accreditation agencies. The accounts of Indiana University are maintained in accordance with the principles of fund accounting. Resources for various purposes are classified into funds in accordance with the activities or objectives specified, and separate accounts are maintained for each fund. Funds that have similar characteristics have been combined into fund groups that bear titles indicating their characteristics. All financial transactions are recorded and/or reported by fund groups.

Budget papers from the previous year’s budget are distributed to responsible parties in each campus unit. The Dean annually prepares the budget with input from divisional faculty. Budget requests are solicited from the faculty as a whole by the Dean and due consideration is given to each request. The budget is reviewed with the SON Dean’s Advisory Committee and the Divisional Academic Cabinet (instituted Fall, 1999), since both groups exist in an advisory capacity to the Dean. The budget planning process occurs within the context of the IUSB campus priorities and SON goals.

Each Division then presents its budget requests to the Vice-Chancellor of Academic Affairs with representatives from the IUSB Faculty Senate Budget Committee present. The Academic Vice-Chancellor then uses a consensus building process with the Divisional Deans to pull together a budget for Academic Affairs. The Academic Affairs budget request is then considered in light of other requests from non-academic units. The Chancellor, Vice-Chancellor of Academic Affairs, and the Vice Chancellor for Finance and Administration then make budget decisions in light of all requests. Over the last two years input from the Faculty Senate Budget Committee has been reviewed and the procedure for budget requests is being reassessed.

Even though 1999-2000 was a year of fiscal constraint for IUSB, the SON suffered no budget cuts. The SON has fared extremely well in the budgetary process: no cuts in supplies and equipment have been made; a part-time student services assistant and academic adviser position was increased to full time;
and all faculty lines have been protected. This is due in part to the concept of reallocation of funds between budget categories. The William and Kathryn Shields endowed chair funds are discretionary funds for use by the Dean. These monies are rolled over each year and used to supplement travel, supplies and equipment budgets, and provide professional development of faculty, staff, and students. The SON has used creative approaches to secure faculty lines. When vacancies have occurred, with no available tenure track candidates, the SON has received permission to fill these vacancies with visiting lecturers. The associate faculty budget varies each year based on the needs of the academic unit. IUSB is committed to hiring faculty, as needed, to meet the primary mission of the university, teaching. Copies of the budget for the last three years are available in Exhibit 17.

IUSB Physical Facilities

The IUSB SON is housed on the fourth floor of Northside Hall, located in the center of the IUSB campus community. Prior to Spring of 1997, the SON was located in a small building, Riverside Hall, adjacent to the campus. Moving to a central location on campus has strengthened the presence of the school within the IUSB system. The School of Nursing occupies approximately 3/4 of the fourth floor, roughly 10,630 square feet of space. The remaining space is occupied by Radiography/Allied Health and the graduate Social Work departments. There are 19 faculty and five staff offices; two additional offices for faculty research activities; three learning labs; the IUSB Wellness Clinic office, one conference room; and a student lounge area. An additional conference room is available for use and can be booked through the Social Work Graduate office. Ample storage space for media and lab equipment is available. Each full-time faculty member has a private office. Prior to the move, the space was completely renovated. The creation of the three state of the art learning labs was a major construction project. The move to Northside Hall enabled the school to create the much needed learning labs. Prior to this effort, learning labs were located in the building that once housed the Memorial School of Nursing, across from Memorial Hospital in downtown South Bend. Establishing the SON fully on the South Bend campus has enhanced the identity of the school as a preparer of BSN students, strengthened the bonds with the South Bend campus community, and increased student identity with the university. The move to Northside Hall was made possible by a $168,000 grant from Memorial Hospital of South Bend.

The SON has access to student classrooms in every academic building on campus. Initial scheduling of rooms each semester is accomplished through the Registrar’s office. Individual faculty members are free to request room changes based on space available. Each classroom is equipped with an
overhead projector and screen. If additional audio-visual resources are needed the Office of Informational Technologies handles the faculty request in a timely, efficient manner. Additionally, the SON has a designated lecture hall, Northside 013, which has been partially remodeled. We are seeking funds to complete this renovation.

Support staff include a full time Nursing Student Services coordinator, two secretaries in addition to the Dean’s administrative secretary, a Student Services Assistant, and a part-time nursing lab coordinator. The Nursing Student Services coordinator is involved in academic advising and course registration activities. He is also a key member of the IUSB SON Admission, Graduation, and Progression Committee. Of the two secretaries, one is primarily assigned to deal with faculty, and the other deals with students and student issues. One faculty member has a teaching workload reduction to serve as the Undergraduate Coordinator. She oversees activities related to the implementation of the curriculum and mentoring of associate faculty, as well as serving as academic adviser for RN to BSN students.

IUSB Libraries

The Franklin D. Schurz Library opened in January, 1989, and its six floors now contain nearly one million items. This includes over 500,000 monographs, 2,100 serial subscriptions, 418,000 microforms, 25,000 audio/video items, and 600,000 federal government publications. Additionally, the Library subscribes to a number of electronic databases and provides Internet access in its Reference Department. Most of the databases are also accessible from offices, student labs, and from home. The library home page not only provides information about the library but links the student to a world of information available over the Internet. There is also a networked computer laboratory in the library for student use. Study space is available for about 995 students with special equipment available for use by the blind and the visually handicapped.

The Schurz Library is part of the Indiana University Libraries system which is the seventh largest university library system in the country. Its 7 million volumes are available for use by all IU students and faculty. Information Online (IO) is a computerized database that provides access to items held with the Indiana University libraries on all eight campuses. IUCAT is a computerized database that provides access to items through interlibrary loan held with the Indiana University libraries on all 8 campuses, as well as access to other university libraries in Indiana and Big 10 institutions.

During most hours when the library is open (98 hours/week), a library faculty member is available to teach students the use of the Library and to aid users in doing research using the Library’s collections.
Each academic department receives a portion of the Library materials budget from which it can recommend items for purchase. The amount given is largely based on number of students, faculty, and courses taught. As to be expected, a large percentage of Nursing's allocation goes towards serials. Refer to Exhibit 18 for a list of Nursing serials available. In addition to materials purchased from the Division's allocation, Nursing also benefits from purchases made by other departments (Biology, Chemistry, Psychology, Sociology, etc.). The Dean of Nursing and Health Professions also gives additional money from another fund to further support purchase of library materials for the Master of Science in Nursing program.

The Library subscribes to a number of databases to support Nursing; the most notable one being the OVID Medline and Biomedical Databases. Included in this package are Medline (1966 to Present), Best Evidence (1991 to Present), BioethicsLine (1973 to Present), CancerLit (1983 to Present), CINAHL (1982 to Present), Cochrane Database of Systematic Reviews (full-text reviews of the effects of healthcare), HealthSTAR (1975 to Present), Core Biomedical Collection (full-text articles from major journals, 1993 to Present), Biomedical Collection II (full-text 1995 to Present), Biomedical Collection III (full-text 1995 to Present), Biomedical Collection IV (full-text 1995 to Present), Mental Health Collection (full-text 1995 to Present), Nursing Collection (full-text 1995 to Present), and Nursing Collection 2 (full-text 1996 to Present).

Some other relevant titles include:

Ebscohost's Academic Search FullTEXT Elite. Abstracts and indexing for over 3,200 scholarly journals covering the social sciences, humanities, education and more. Also offers full text for over 1,000 journals with many dating back to 1990. Includes coverage of over 1,700 peer-reviewed journals.

Ebscohost's Health Source Plus. Provides coverage of general health magazines as well as professional health care journals; searchable full text for over 200 titles; abstracts and indexing for nearly 500 general health, nutrition, and professional health care titles.

Academic Universe. A web-based service that includes most of the traditional Lexis-Nexis services and contains 12,500 sources (full text of periodical articles, government and legal publications, reference databases). Includes a category of General Medical and Health Topics.

Biological Sciences Database (Cambridge Scientific Abstracts). Offers abstracts and citations to a wide range of published research in biomedicine, biotechnology, zoology, and ecology, etc.; specific research areas covered include the expansive fields of molecular biology and genetics, microbiology and diseases, virology, toxicology and neuroscience.

Social Work Abstracts. Provides abstracts of social work related articles; covers 1974 to present.

Statistical Universe. Indexes over 100,000 publications providing federal, state, and international statistics; in many cases provides links to the issuing agency's or publisher's website and/or to the site's own full text version.

The Schurz Library has been a partial depository for federal documents since 1967. Publications coming from the Department of Health and Human Services, Census Bureau, Centers for Disease Control, National Institutes of Health, National Center for Health Stats, Federal Drug Administration, National Library of Medicine, National Institute on Aging, and the National Institute on Drug Abuse all provide useful, current information in nursing and related subjects. Most of the information is now provided in electronic format, either on CD-ROM or through the Internet. The Library has links to many of the government sites through its home page.

Most material not owned by the Schurz Library may be obtained through Interlibrary Loan (ILL). Well over 75% of the requested items are borrowed from another IU Library. Most of these items come within three to four working days of the request. The ILL department also borrows from other institutions within the state and nation using OCLC, a national database. With the recent addition of full-text journals, it is anticipated that the number of article requests will decrease.

The Library averages slightly more than 50,000 questions answered at the Reference Desk in a year and over 150 classes taught in the use of the library. Statistics regarding the subject of questions asked is not kept, although the Reference Librarians report heavy use by students taking nursing courses. In the last five years, there were five to ten instruction sessions per year given to Nursing classes. One instructor requested a librarian to work with her collaboratively in teaching NURS 484: Research Utilization, with the librarian consulting with each member of the class regarding their research literature searches. The Library welcomed the opportunity to work more closely with teaching faculty in this manner.

IUSB Computer Facilities

IUSB faculty, staff, and students have access to on-site computers dedicated to core information dissemination such as E-mail, World Wide Web hosts, and USENIX News systems and also to more than 800 Apple and IBM microcomputers supported by IUSB Computer Services. The Indiana University statewide computer network and Internet beyond is integrated with the IUSB network and includes access
to IU file servers, IBM mainframes, VAX-clusters, and on-line library services. IUSB Computer Services has installed a Local Area Network (IUSBnet).

Students have computer access from nine work-station laboratory clusters in every major academic campus building as well as the off-campus Elkhart site with extensive posted daily hours. Lab consultants are available to assist students who have questions or difficulties. The students are expected to use the Internet, class specific software, word processing and database programs, and electronic library searching, available from all of the computer labs. The students can also dial in to the IUSB computer system from their homes via the Internet. All labs also provide access to several different NCLEX Preparation programs purchased by nursing. The IUSB campus offers frequent classes in the use of computer programs through the Office of Information Technology as a service to our students.

Computer use has been integrated into courses throughout the entire curriculum. Computers are used by students to complete CAIs (Computer Assisted Instruction) which complement classroom materials and readings. Many faculty use E-mail as a communication method with students on a regular basis. Some faculty are also using the Internet as a learning tool in the classroom, and as a tool to locate nursing resources. Several faculty are now administering their exams on computer, using the A+ Test Manager software. One faculty member also has a web page for use by students in NURS S481/S482, or by any students who wishes to access nursing resources on the Internet.

Using all of these methods, the faculty strive to prepare computer literate and technologically competent graduates, who will be fully prepared for the computer format of their state board licensing exam, and the increasingly complex technological work environment. The IUSB SON is committed to this goal, and a computer cluster designated for the school of nursing is available to students in Northside Hall in the nursing area. IUSON South Bend campus has a web site maintained by the Nursing Student Services Coordinator that offers information and direct communication to the advisor. The IUSB SON Wellness Clinic is mentioned on the Wellness Committee web site.

Nursing Learning Laboratories

Three nursing student learning laboratories are located on the fourth floor of Northside Hall. Two labs are dedicated solely for the purpose of teaching, learning, and practicing skills that are used in the health care setting and are equipped accordingly. The third lab contains six computers, six TV/VCR learning stations, and reference books. The TV/VCR learning stations permit students to view assigned videos in a quiet, focused environment. The Lab Coordinator is available to assist students 30 hours per
week. Baccalaureate students are hired on an as needed basis. Hours are extended to meet student requests as needed. For example, Saturday hours were posted in the past, however, students are not requesting weekend hours at this time. There is a faculty member designated as a liaison between the SON and OIT. However, there are consistent malfunctions of the computer equipment, and despite her efforts, support from OIT for dealing with these issues is inconsistent. Finding a person knowledgeable about the problem and getting it dealt with in a timely manner often proves challenging.

Additional IUSB Student Support Services

The following table provides a general overview of additional student support services available on the IUSB campus.

<table>
<thead>
<tr>
<th>Service</th>
<th>Unit</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Tutorials: mathematics, reading, spelling, typing, vocabulary</td>
<td>Academic Resource Center, Northside Hall 164</td>
<td>Help is Here At IUSB pamphlet, See Exhibit 19</td>
</tr>
<tr>
<td>Tutoring program</td>
<td>Academic Resource Center</td>
<td>Help is Here At IUSB</td>
</tr>
<tr>
<td>Supplemental Instruction program</td>
<td>Academic Resource Center</td>
<td>Help is Here At IUSB</td>
</tr>
<tr>
<td>Math Tutoring Center</td>
<td>Math &amp; Science</td>
<td>Help is Here At IUSB</td>
</tr>
<tr>
<td>English Conversation Groups</td>
<td>Academic Resource Center</td>
<td>Help is Here At IUSB</td>
</tr>
<tr>
<td>Course Specific Software available in campus computer labs.</td>
<td>Office of Information Technologies</td>
<td>Help is Here At IUSB</td>
</tr>
<tr>
<td>Foreign Language Lab</td>
<td>Foreign Language Department</td>
<td>Help is Here At IUSB</td>
</tr>
<tr>
<td>Psychology Lab</td>
<td>Psychology Department</td>
<td>Help is Here At IUSB</td>
</tr>
<tr>
<td>Major Advising Program</td>
<td>Career Management Services</td>
<td>Help is Here At IUSB</td>
</tr>
<tr>
<td>Help with planning, developing, organizing, and revising essays and reports.</td>
<td>Writing Center</td>
<td>Help is Here At IUSB</td>
</tr>
<tr>
<td>Help with grammar, mechanics, research, and composing on computers.</td>
<td>Writing Center</td>
<td>Help is Here At IUSB</td>
</tr>
</tbody>
</table>

22
<table>
<thead>
<tr>
<th>Service</th>
<th>Unit</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help for problems with decision making, relationships, lack of motivation, test anxiety, and depression</td>
<td>IUSB Counseling Center, contracted with Madison Center of South Bend</td>
<td>Help is Here At IUSB 1998-2000 IUSB Bulletin Exhibit 3, p. 12</td>
</tr>
<tr>
<td>Courses, tutorials, independent study opportunities, and academic scholarships</td>
<td>Honors Program</td>
<td>1998-2000 IUSB Bulletin, p. 13</td>
</tr>
<tr>
<td>Student exchange program allows full-time students to enroll at another local NICE institution in courses (not offered at IUSB that semester), paying only the fees that would be required at IUSB.</td>
<td>Northern Indiana Consortium for Education (NICE)</td>
<td>1998-2000 IUSB Bulletin, p. 14</td>
</tr>
<tr>
<td>Admission, advising, registration, schedule adjustment, and text book sales at locations other than the IUSB main campus.</td>
<td>Off-Campus Programs</td>
<td>1998-2000 IUSB Bulletin, p. 14</td>
</tr>
<tr>
<td>Independent Study by Correspondence, including test proctoring</td>
<td>Off-Campus Programs in conjunction with the General Studies program.</td>
<td>1998-2000 IUSB Bulletin, p. 14</td>
</tr>
</tbody>
</table>
Advising

Student academic advising for nursing students is provided by the Nursing Student Services Coordinator and the Student Services Assistant. Faculty often engage in informal academic and career advising activities by virtue of the nature of the faculty/student relationship. The Undergraduate Coordinator advises the RN students but otherwise no formal mechanism is in place for faculty advising of nursing students.
Honors Program

The IUSB Honors Program is open to all qualified students and provides a special intellectual challenge for highly motivated undergraduates. This program encompasses a broad variety of classes in the arts and humanities, business and economics, education, nursing, social and behavioral sciences and science; tutorials; and independent study and scholarship opportunities. Students are encouraged to strive for individual excellence in their university course of study. An Honors Program certificate is granted to students who have taken at least eighteen hours of credit in at least five Honors Program courses and have completed an Honors Program project under the individual mentoring of an IUSB faculty member. The faculty is actively involved in the Honors program with one faculty member serving on the Honors Advisory Board and several others offering the nursing Honors courses. The SON offers one Honors course each semester. The courses are interdisciplinary in nature and open to eligible students across all programs. The following table provides a listing of Honors courses offered by the SON.

Table 5
Honors Courses Recently Offered
by the IUSB School of Nursing

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Semester Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors: Complementary Health</td>
<td>NURS Z492</td>
<td>Spring 2000</td>
</tr>
<tr>
<td>Biomedical Ethics (cross listed)</td>
<td>PHIL P383</td>
<td>Fall 1999</td>
</tr>
<tr>
<td>Honors: Women’s Health Issues</td>
<td>NURS Z492</td>
<td>Spring 1999</td>
</tr>
<tr>
<td>Politics/Gender-Health Care-Honors</td>
<td>NURS K492</td>
<td>Fall 1998</td>
</tr>
<tr>
<td>Honors-Transforming Negative Environments</td>
<td>NURS K492</td>
<td>Spring 1998</td>
</tr>
<tr>
<td>History of Women in Health Care</td>
<td>NURS K492</td>
<td>Fall 1997</td>
</tr>
<tr>
<td>Bioethical Issues</td>
<td>NURS K483</td>
<td>Spring 1997</td>
</tr>
<tr>
<td>Balancing Caregiving Oppressive Systems</td>
<td>NURS K486</td>
<td>Fall 1996</td>
</tr>
</tbody>
</table>

* NURS K492 & NURS Z492 are variable title and credit hour course numbers.

Nursing students have benefitted from the IUSB Honors program. Nursing students have received Honors scholarships, presented in undergraduate research conferences, and have received honors certificates. The less prescriptive general education requirements in the new curriculum will enable more students to complete an Honors certificate.
Health and Safety

The IUSB Wellness Center is open to IUSB students, faculty, and staff. A certified FNP provides free physical exams, wellness information, and health promotion education. Students are required to provide proof of health and immunization status prior to participating in a clinical course. Refer to the Clinical Admission Packet (Exhibit 21) for specific health requirements. If a student is injured during a clinical experience, the policy of the clinical agency is followed with regards to treatment and follow-up. However, during the January 2000 retreat the Division expressed concerns over several issues related to student health and safety. In order to draw on the expertise of faculty in nursing and other health professions within the Division, a committee was formed to address health and safety concerns, the Division Biosafety Committee.

II-C The chief administrator is qualified to lead the program in its pursuit of accomplishment of the mission, philosophy, goals/objectives and expected results.

Dr. Marian Pettengill assumed the Deanship of the IUSB SON in 1994. She has demonstrated through her accomplishments that she is qualified to lead the program and implement the mission, philosophy, and goals of the school. She holds the Bachelor of Science degree in Nursing from the University of Illinois College of Nursing; the Master of Science in Psychiatric Nursing from Rutgers University; and the Doctor of Philosophy in Nursing Administration from the University of Illinois College of Nursing.

Dr. Pettengill’s teaching background is extensive and varied with over 23 years of documented experience. Her level of scholarship is well established. She has published extensively on issues related to teaching, labor relations, research utilization, nursing practice and clinical issues in a number of journals and publications: Journal of Continuing Education in Nursing, Journal of Gerontological Nursing, Image: The Journal of Nursing Scholarship, the Midwest Alliance in Nursing Journal: MAIN, Nursing Outlook, Addictions Nursing Network, Western Journal of Nursing Research, Journal of Professional Nursing, the Michigan Nurses Association Journal, Current Issues in Nursing Administration, Perspectives in Psychiatric Care, and the Journal of the New York State Nurses’ Association.

Dr. Pettengill has served in two key administrative positions that provided her with the administrative expertise that has been instrumental to her success within the IU system. She served as
Executive Director of the Midwest Alliance in Nursing (MAIN) for eight years and as Executive Administrator of the Midwest in Nursing Research Society (MNRS) for six years. In addition to assuming the administrative duties inherent in leading a 13 state regional nursing organization, MAIN, Dr. Pettengill excelled in several key areas. During her tenure at MAIN she orchestrated grant research activities and federal contracts totaling nearly $700,000; developed and initiated the nationally circulated MAIN Dimensions, Journal of the Midwest Alliance in Nursing; designed, developed, and implemented innovative leadership educational programs on gerontology, substance abuse, pressure ulcers, and long-term care for faculty service providers in the Midwest; and established undergraduate and graduate student preceptor/internship programs.

During Dr. Pettengill’s tenure at IUSB the School of Nursing has experienced significant change and growth, largely due to her tenacious and persistent leadership. She clearly articulated the need for and instituted three clinical rank faculty appointments. Since 1994, three faculty have completed doctoral study and two doctorally prepared faculty have been hired (acceptance on one offer pending at this time); two faculty completed course requirements for the FNP, two additional FNPs were hired, with an additional faculty member certified as an Adult Nurse Practitioner. In 1998, the School of Nursing moved to a more central, spacious location on campus largely due to the efforts of Dr. Pettengill. Through creative negotiation with Memorial Hospital of South Bend, monies totaling $168,000 were secured that facilitated the construction of three state of the art student learning labs.

The first Dean’s endowed chair within the IU School of Nursing system and the first on any regional IU campus was established on the South Bend campus in 1998, the William and Kathryn Shields Endowed Chair. The IUSON Master of Science in Nursing program, Family Nurse Practitioner (FNP) track, was established on the IUSB campus in 1999, eliminating the need for students to travel to IUPUI for their clinical courses. An international program of study was developed and championed by Dr. Pettengill for students and nursing faculty with the University of Ulster, Northern Ireland.

She also designed and orchestrated a creative agreement between the IUSB SON and IVY Tech State College, North Central Indiana Campus (IVY Tech) that serves as a model for other academic units on the IUSB campus. Students complete their general education requirements and nursing electives at IUSB and their nursing courses at IVY Tech for the ASN degree. The decision to cease admission to the IUSB SON nursing ASN program came only after a thorough examination of community needs relative to nurse educational preparation, the general health care climate, and the political climate within the state of Indiana.
regarding a state mandated community college. The agreement between IVY Tech and the IUSB SON is available for review in Exhibit 23.

Refer to Dr. Pettengill’s curriculum vitae for a more complete and detailed account of her accomplishments (Exhibit 24).

II-D Faculty members are qualified and sufficient in number to accomplish the mission, philosophy, goals/objectives and expected results of the program.

Nursing faculty are fully qualified and sufficient in number to accomplish the mission, philosophy, goals, and intended outcomes of the program. Fifteen full-time faculty teach across the ASN, BSN, and graduate programs. During the Fall 1999, semester there were eleven full-time and nine adjunct faculty teaching in the baccalaureate program. Three faculty members (the dean is included in this number) have IU Graduate school status. One faculty member holds an Academic Research Enhancement Award from the National Institute of Nursing Research. A listing of full-time and adjunct faculty along with their areas of expertise can be found in Appendix F.

The terminal degree for nursing faculty is the doctorate and is required for tenure-track appointments. Of the fifteen full-time faculty, six are doctorally prepared, three hold clinical rank appointments (one clinical assistant professor and two clinical lecturers), four are lecturers hired on a one to two year contract and two are visiting lecturers. Despite their small number the faculty have varied, rich, and diverse educational preparations and backgrounds. Academic preparation, teaching experience and teaching qualifications are documented in the faculty curricula vitae available for review in Exhibit 15.

II-E The faculty roles in teaching, scholarship, service, and practice are identified clearly and correlate to the mission, philosophy, goals/objectives and expected results of the program.

All full-time faculty members are expected to participate in teaching, scholarship, service, and practice activities to maintain their clinical competence at a level appropriate for their teaching assignment. However, the proportion of time spent on each activity and expectations vary based on the faculty rank, goals, expertise and program priorities. A full-time faculty member’s basic teaching assignment is 12 credit hours per semester, or the equivalent. However, faculty holding clinical rank and lecturer appointments have a 100% teaching workload (12 cr. hrs.), whereas tenured and tenure-track faculty teach 75% (9 cr.
hrs.) and spend 25% (3 cr. hrs.) in scholarship activities. Time spent in service activities is not calculated in determining teaching workload but is expected given the educational environment. There are instances when a reduced teaching load is granted for service activities, i.e. serving as President of IUSB Faculty Senate, serving on SON accreditation report team.

Faculty role expectations in the areas of teaching, scholarship, service, and practice are identified at the time of initial appointment, during annual evaluations, and in the Indiana University South Bend Academic Handbook (Exhibit 3, pp.21-28). The IU SON through the UCNF Faculty Affairs Committee has established criteria and exemplars for appointment, promotion, and tenure that are congruent with the university's faculty evaluation criteria (Exhibit 25).

**II-F Documents and publications accurately reflect resources available to the program.**

A wide range of academic resources and support services are available to IUSB SON faculty and students. Please refer to section II-A and II-B of this document for descriptions of these resources. Several official IUSB School of Nursing and IUSB documents and publications describe these resources and services: the IUSB Academic Handbook, the 1998-2000 Indiana University South Bend Bulletin, Spring 2000 Schedule of Classes and Academic Information, and Help is Here At IUSB pamphlet. The IUSB SON Newsletter (Exhibit 26) provides another more informal mechanism for communicating availability of resources to students.

**Standard II - Strengths, Challenges, and Action Plans**

**Strengths:**

- There is strong IUSB and IUSON support for the School of Nursing.
- There is strong IU, IUSB, and IUSB SON support for nursing faculty development.
- The faculty are adequate in number and academically and experientially prepared to teach their courses with rich, diverse educational preparations and backgrounds. From 1994 to 1999 the number of doctorally prepared faculty increased from two to six with four educational institutions represented.
- IU and IUSB support services are numerous and accessible to students.
Challenges:

- Due to the nature of a system-wide SON, students often express confusion over policies and guidelines.
  
  **Plan:** The SBNF Student Affairs Committee is developing a Nursing Student Handbook that will contain all policies and guidelines relative to the SON. (Appendix B).

- The SON has no formal mechanism for dealing with student health and safety issues.
  
  **Plan:** This issue will be addressed by the Divisional Biosafety Committee during the 2000-2001 academic year.

- The Office of Information Technology is inconsistent in support and follow-up with faculty and students relative to computer problems.
  
  **Plan:** 1) Continue to raise this issue with central administration as it is also a campus-wide concern. 2) Request that OIT assign a consultant for the SON who is familiar with equipment and programs. 3) Investigate making a computer lab free-standing from OIT. 4) Request replacement of computers in learning lab.

- Although faculty engage in student advising in an informal manner there is no formal mechanism in place.
  
  **Plan:** This issue will be explored from a student retention standpoint via the Divisional Recruitment and Retention Committee during the 2000-2001 academic year.

- As the shift occurs from a faculty comprised primarily of lecturers to one comprised primarily of tenure track faculty, workload issues related to service requirements may need to be examined.
  
  **Plan:** As the faculty continues to grow and develop this issue will be addressed by the faculty through the auspices of the SBNF Faculty Affairs Committee and in accordance with IU policy (see Standard II-A).
**Standard III: Program Quality: Curriculum And Teaching Learning Practices**

The curriculum is developed in accordance with clear statements of expected results derived from the mission, philosophy, and goals/objectives of the program with clear congruence between the teaching-learning experiences and expected results. The environment for teaching-learning and evaluation of student performance fosters achievement of the expected results by the students.

Bevis and Watson in their 1989 publication describe curriculum as all the experiences students have under the guidance of teachers. Dr. Bevis emphasized that this model of curriculum does not separate teaching, learning and the plan of study. Rather curriculum is all the ways, formal and informal that students gain knowledge and understanding, acquire skills and alter attitudes, values and gain an appreciation of the world around them. While working on this self-study the faculty came to appreciate how true the viewpoint put forth by Dr. Bevis is for the IUSB SON program. How the curriculum was developed and evolved over time should be understood in order to understand how the IUSB SON arrived at the curriculum that is currently in use.

The IUSON BSN curriculum has always been a system-wide program developed by the collective faculty of the campuses of IU (Appendix G). When IUSB opened its doors to entry level BSN students in the Fall of 1988, a well developed, evaluated and fully accredited curriculum was handed to the faculty. Although the teaching-learning methods were left to individual faculty decision, these were also well delineated. This curriculum had many strengths and a strong program was built from the beginning.

In the first ten years of its existence, the IUSB nursing faculty were heavily involved in the system-wide governance, curriculum development and evaluation. In 1993 the IUSON faculty began to consider how best to prepare graduates for the 21st century. The process of revising the curriculum began.

The IUSON leaders completed extensive evaluations of the program’s effectiveness through advisory, graduate and alumni assessments. In South Bend, assessment was less formal and more graduate focused. Initial changes were based upon IUPUI's assessments and in concert with the mission of the system-wide school to educate nurses for the State of Indiana. Although the planning was initiated in Indianapolis, all campuses of the IUSON participated in planning and decision making. For example, Marta Makielski participated in the “think tank” which brought forth ideas for curricular change. Later she participated in the development of program outcomes. Throughout the process of curriculum development the faculty at IUSB had an opportunity to contribute to the development of the revised curriculum. In 1997, the revised curriculum was accepted by the faculty of the IUSON and implementation plans began.
At the same time an evolution was occurring in the system-wide school. The regional campus nursing programs shifted organizational emphasis from the IUSON as a system school to a closer alignment with the specific campus they served. With this shift in structure, came the necessity to evaluate the degree to which the curriculum should be replicated exactly across all the IUSON programs or if changes that did not violate the integrity of the curriculum could be made at the regional sites. It was decided that each campus would adhere to the newly developed program outcomes, level competencies and course descriptions. Within these parameters, each campus now has the ability to amend the BSN program to meet the needs of its community of interest. This freedom also allows the faculty to adjust the curriculum to best fit the available community and campus resources.

On the South Bend campus, the faculty began making changes beginning with the clinical courses in the Spring Semester of 1998. The faculty carefully evaluated the resources available to maintain the previous curriculum while offering the revised curriculum. It became clear that the faculty would not be able to begin to offer the revised curriculum while continuing to offer the previous one. The problem occurred not only because the revised curriculum shifted nursing courses to an earlier position in the plan of study, but also because pre-certified clinical students were in various stages of completing the prerequisite courses necessary to enter into the nursing portion of the previous curriculum. The faculty decided to offer students who were ready to enter the nursing major the opportunity to participate in a “transition” program. The revised curriculum was phased in over three semesters. The student cohorts were held to the program outcomes of the revised curriculum, but plans of study were altered so that students could graduate in a timely manner.

The South Bend campus was the first to implement the new IUSON BSN curriculum. The last class of the previous curriculum graduated in May of 1999 and the transition class graduated in December 1999. The first class of the revised curriculum will graduate in May of 2000. Needless to say it has been a dynamic, exciting and stressful period for faculty and students.

The second BSN program offered at NSB is a completion program for Registered Nurses. It was the initial BSN program offered at South Bend beginning in 1978. Currently, the plan of study for the Registered Nurse students (RN to BSN) remains in a transitional phase. Every effort is being made to accommodate the students’ plans of study. Some students are close to finishing the previous curriculum plan of study with substitutions for courses no longer being taught. Other students have a plan that mixes course requirements of the previous with the revised curriculum. Students who are currently applying to the school and will be held to the requirements of the revised curriculum. The program outcomes for the
generic baccalaureate and RN to BSN students are the same. Every RN to BSN plan is evaluated against these program outcomes. A description of the current RN to BSN program is in Appendix H.

III-A The curriculum is developed in accordance with clear statement of the mission, philosophy and goals/objectives of the program.

The student outcomes reflected by the curriculum program outcomes for the IUSB baccalaureate program were developed by the IUSON system-wide curriculum committee based upon the goals of the University in relation to baccalaureate nursing education. The program...strives to offer a creative curriculum for the education of professional nurses competent in meeting the current and future health needs of society. The curriculum prepares a generalist in professional nursing and serves as a basis for graduate study (1998-2000 IUSB Bulletin, p. 134).

The curriculum is designed to assist the student to become a competent beginning professional in the nursing care of diverse populations in a range of environments that reflect community needs. The mission of the nursing program reflects a concern for these needs.

The purpose of the bachelor's program is to produce graduates who are critical thinkers, culturally competent, coordinators of community resources, politically aware, ethically and legally competent, effective communicators, competent providers of health care, professional role models and responsible managers. (1998-2000 IUSB Bulletin, p. 134).

The data from the employer survey (Appendix I) supports the fact that the employers of IUSB SON graduates value nurses who can critically think about care situations and are effective communicators and competent providers of health care. They are also concerned with the professional manner in which their employees practice nursing. When presented with the idea of a graduate who was aware of how resources are allotted, the employers thought it was a good idea, but had not considered the issues involved in relation to the graduates in their employ.

In order to carry out the mission the curriculum is based upon the following outcomes:

1. A critical thinker who is able to demonstrate intellectual curiosity, rational inquiry, problem solving skills, and creativity in framing problems.
2. A culturally competent person who provides holistic nursing care to a variety of individuals, families and communities.

3. A knowledgeable coordinator of community resources who facilitates individual, family and community access to resources necessary to meet health needs.

4. A politically aware individual who participates in the professional and the practice of nursing with a global perspective.

5. An individual who practices within an ethical and legal framework for the nursing profession.

6. An effective communicator who is able to share accurate information.

7. A competent provider of health care who assumes the multiple role dimensions in structured and semi-structured health care settings.

8. A professional role model who promotes a positive public image of nursing.


Each of these outcomes are further graduated according to expected competence in relation to curriculum levels (Appendix J). These competencies build on one another from the Sophomore to the Senior year where the student is expected to achieve the program outcomes as listed above.

The nursing courses are designed to 1.) assist the student to meet level competencies and 2.) to learn the necessary knowledge and skills to be a beginning generalist in the profession of nursing. While the IUSB SON elected to use level (year-end), rather than semester, competencies for several reasons, the primary reason is that this format allows for some movement of courses across the level. For example, there is faculty concern regarding the need for mental health care skills in courses where students deal with beginning and expanding families and advanced medical-surgical clients. Since students in the Junior level are expected to achieve level competencies, rather than semester competencies, the placement of NURS H363/364: Developing and Evolving Families and NURS H365/356: Alterations in Neuro-Psych Health could be reversed. In addition, the use of level rather than semester competencies lends itself to the particular needs of the IUSB SON in relation to pediatric and obstetrical and psychiatric placements. The faculty has also found that students who are out of progression (because they were unsuccessful in a nursing course) are more successful when allowed to continue with course work related to nursing content. Semester competencies locked the student into a fairly strict progression of nursing courses. In this way,
the use of level competencies allows some students to continue in appropriate level courses, rather than sitting out for a semester or an entire year.

The use of level competencies will be helpful as the faculty consider instituting a part-time BSN program designed to meet the needs of the non-traditional student. IUSB SON students often work in excess of eight hours a week, and some work 40 hours per week in addition their full-time schedule at IUSB, in order to finance their education and support their families. The use of level competencies, as opposed to semester competencies, allows more freedom in scheduling a part-time program of study. Although the faculty had suspended twice per year admission to the entry level baccalaureate program on a one time basis in 1998-1999 school year, it was decided to return to admitting two classes each year. A twice per year admission gives the student more opportunity to stop out of the program or decrease their course load due to personal or family issues without making them stop out for an entire year.

The Admission, Progression and Graduation (APG) committee considers the student’s strengths and weaknesses and makes decisions about what courses students can continue to take when they are out of progression. The integrity of the level competencies has been uniformly upheld by the APG committee. Students have generally not been allowed to progress into a higher level until all required course work in the previous level has been satisfactorily completed.

III-B The baccalaureate nursing curriculum builds upon a foundation of the arts, sciences, and humanities which is essential to professional nursing.

The revised curriculum was designed to assist the student to focus on areas of interest in five arts and sciences and humanities clusters: Critical Analytical and Science; Communication; Cultural Diversity; Social Competence and Humanistic Appreciation. The courses accepted for each cluster were selected by the IUSB SON curriculum committee (Appendix K) and are based upon relevance of the course for the practice of nursing and the meeting of the program objectives. For example, the Critical Analytical and Science cluster courses were chosen to support the achievement of the first program outcome: A critical thinker who is able to demonstrate intellectual curiosity, rational inquiry, problem solving skills, and creativity in framing problems. The critical/analytical, communication and social competence clusters contain required courses that must be completed by all students in addition to a list of other courses for selection. These courses are viewed as essential in supporting the learning needs of students in relation to nursing content. The required courses for the Critical Analytical cluster are PHSL P261: Anatomy and
Physiology I, and PHSL P262: Anatomy and Physiology II or MICR M250/M255: Microbial Cell Biology/ Microbiology Laboratory. There is also a required statistics course that must be completed before taking NURS H365: Nursing Research. The required courses for the Social competence cluster are PSY P103: Introductory to Psychology, SOC 161: Principles of Sociology, and PSY P216: Life Span Development. The courses required in the Communication cluster are ENG W131: Elementary Composition and SPCH S121: Public Speaking. The required courses in the Humanistic Appreciation cluster is either PHIL P393: Health Care Ethics or PHIL P140: Introduction to Ethics.

The IUSB nursing faculty chose the courses they believed would assist students in achieving program outcomes from those available on the IUSB campus. The IUSB SON faculty also met with Liberal Arts and Science (LAS) faculty, before the implementation of the revised curriculum. The IUSB SON faculty discussed the needs of the IUSB SON program in regards to the cluster courses. The LAS faculty were very supportive and excited about the increased flexibility afforded to the students by the use of clusters. These faculty made recommendations about which courses they considered were appropriate for students in regards to meeting the program outcomes. This input was taken into consideration when the final cluster course list was devised. In addition, as the faculty have begun to implement the curriculum, courses have been added to the lists. An example is the inclusion of 100 level Spanish courses in the Cultural Diversity cluster. This course not only teaches basic language skills, but also address the culture of the peoples who speak Spanish. This population is the fastest growing minority group the IUSB SON geographic area. Language courses at the 300 level have been included in the Communication cluster, as this level of course work focuses on communication skills in a foreign language.

The sequence in which the supporting courses were required in the previous curriculum has been changed in the revised curriculum. In the previous curriculum, the non-nursing courses were considered to be pre-requisite to entry into the nursing curriculum. When students were certified (formally accepted) into the nursing program they had completed all of the arts, science and humanities courses required of graduates. Currently there are a limited number of selected courses which must be completed before certification. The pre-nursing student must complete PHSL P261: Anatomy and Physiology I and PSY P103: Introductory Psychology with an additional combination of 20 other credit hours in order to be certified to enter the clinical portion of the nursing program (Appendix L).

In addition, the faculty believed that a course in Speech should be required in the Communication cluster. A course in statistics is a pre-requisite to the first research course (NURS H365: Nursing Research), Psych P216: Life Span Development and NURS B251: Life Span Practicum are required for
NURS H364: The Developing Family and Child. The other cluster courses are scheduled according to the individual student's plan of study within their four years of course work. Nursing courses build either on specific required courses or on the assumption that courses from a particular cluster will bring a variety of encounters to the nursing learning experience.

The student has some freedom of choice in course selection in the clusters (Appendix M). The choice of courses to meet the requirements of each cluster is left up to the discretion of the student (with the exception of those required courses listed above). Students are counseled in their course selection to build a program of study that will fit their particular interests in the profession of nursing. If they desire to do so, they are assisted in designing a program that will allow them to receive a Minor, in addition to their nursing major.

There are a number of convincing reasons why this type of curricular structure was selected. Students informally indicated a desire to begin nursing courses earlier in their college career. They were eager to immerse themselves in the profession. In addition, faculty were aware of a number of students who chose to drop out of the program once they experienced hands-on nursing. Since there is very little agreement about pre-requisite courses across the Majors offered at IU, these students were placed at a disadvantage when attempting to transfer to another program. It was also believed that spreading the content over six semesters allowed the student more time to learn and retain nursing knowledge and skills and to integrate nursing concepts. As previously stated, the use of clusters has allowed students to finish their nursing program with a Minor in another area of study. It is hoped that as the student moves through the curriculum, they become more aware of supporting courses that will improve their nursing skills. In the past, students had voiced a desire to be able to fit such courses into their programs, but because of the heavy emphasis on nursing courses they were unable to do so.

Requiring a fewer number of arts, science and humanities courses before the student enters the formal study of nursing is a benefit to non-traditional students. They have family and work concerns that makes full-time study difficult. These students can fit the non-required cluster courses into summer sessions and additional semesters and maintain progression in the nursing program. The use of clusters also benefits the student who is returning for an additional college degree. Previously completed courses will often satisfy a cluster requirement; whereas, in the past only those courses exactly matching the strictly prescribed required arts, science and humanity courses were accepted. These students, therefore, have a greater opportunity to take advantage of the option for a Minor.
Registered nurses, who are returning to school to earn a baccalaureate degree, find the ability to choose courses that will assist them in meeting their specific career goals to fit their expectations about continuing their education. The freedom to pursue an area of interest or Minor that will foster professional development is part of collegiate life. Increasing the variability of choice makes the experience richer for these RN to BSN students.

In comparison to Indiana University Purdue University Indianapolis, the IUSB campus is relatively small. Therefore, the campus is often not able to offer multiple sections of the same course in the same semester. This fact may limit student choice. The LAS faculty have worked with Nursing to make the scheduling of their courses fit with students' schedule. In particular, the Biology, Philosophy and Math departments have collaborated with Nursing to provide optimal offering and scheduling of their courses to IUSB SON students. The major nursing administrative problem with non-nursing courses scheduled in the upper division is due to fluctuations in faculty and clinical facility availability that alter the student's schedule of nursing courses. Course schedules must be submitted for publication a year in advance. Changes in availability of appropriate faculty and/or clinical facilities can necessitate a change in this published schedule of nursing courses. Options for change in these students' schedules is limited, especially since each student in a clinical course can have a potentially different course schedule. Although planning is done well in advance, life events can interfere with well thought out plans.

Even though the faculty have encountered some difficulties, the faculty believes that the students should be afforded the opportunity to choose the courses that best fit their own learning needs. The use of clusters is truly an effort to be more student-centered in program design. The clusters allow the student to focus on areas of personal interest and/or strength or weakness, while maintaining the integrity of the nursing program. The fact that students are taking a wide variety of course work is enriching for all students. Class discussions can cover broader areas because students are able to bring forward concepts assimilated in a variety of self-selected cluster courses.

The faculty has also participated in interdisciplinary work on the campus, not only in regards to committee involvement (Appendix C), but also in the area of education of students and faculty. Some faculty teach nursing courses that are cross listed in the Women's Studies major. IUSB SON supports and participates in the Brown Bag lunch presentations for campus faculty. The IUSB SON has financially supported educational programs sponsored by other departments. An example of such support was the IUSB SON involvement in the Philosophy Day event in Fall of 2000 (Exhibit 27).
The curriculum, teaching-learning practices and teaching environments foster behavior consistent with professional nursing standards and guidelines.

When the IUSON set out to revise the curriculum, work was done with the Indiana Organization of Nurse Executives and other deans and directors of nursing programs in Indiana to devise an acceptable set of competencies for BSN-graduates two years after graduation. The revised curriculum incorporates these competencies. They include concepts and knowledge about (Exhibit 28):

- Case management and care coordination
- Risk management
- Fiscal management
- Problem solving and critical thinking
- Communication and networking skills
- Cultural, ethical, political and legal competencies
- Professional activism

Although the 1998 Essentials of Baccalaureate Education document was being revised during development of the curriculum, the drafts and original version were used in the curriculum planning. The IUSB faculty has reviewed and discussed how the existing curriculum fit with Essentials document after its publication in 1998. It is the belief of the faculty that the revised curriculum addressed the concepts put forward in the document.

IUSB SON students have consistently been held to the American Nurses Association Code of Ethics. In conjunction with the IUSON UCNF Student Affairs Committee, the faculty is considering including this code in the Essential Abilities documents that students must sign before entering the program (Appendix N). The code is not only distributed to the students upon admission, but is referenced in clinical syllabi as being an essential part of student evaluation. Students are held to the code, and there have been course failures related to students not holding to the principles of the document. In addition students are also held to the Indiana University Code of Student Rights, Responsibilities and Conduct (Exhibit 29).

Some faculty are using standardized “core curriculum” for outlining nursing knowledge required for the care of specific populations. One example is the Core Curriculum for the Nursing Care of Children and their Families by Broome and Rollins (1999). The revised curriculum integrates content and concepts concerning the care of the child and family throughout the levels. In order to facilitate use of the core
curriculum, the pediatric faculty member considered the curricular structure and made the information in the text available to the appropriate faculty. The faculty who teaches care of the critically ill client also uses the American Association of Critical Care Nurses’ Core Curriculum for Critical Care Nursing to guide presentation of key knowledge and concepts.

The faculty use a variety of teaching-learning models to promote the standards listed above. These methods are listed on course syllabi (Exhibit 30). However, the faculty have not formally delineated a direct connection between the standards and the teaching-learning strategies used within a course and or level. In part, this lack is due to the fact that in the past individual faculty members were given complete responsibility and independence in regards to how they assisted students to learn the content and concepts related to a course. The faculty holds academic freedom as a value, and may find it difficult to make formal requests of their peers to use specific strategies in specific courses. However, groups of faculty have discussed the leveling of assignments across the curriculum. For example, “home visit” experiences are planned to build upon one another. They start with interviewing a family in NURS B251: Life Span Practicum and proceed to observing and working with a health care professional in a home setting to more independent therapeutic involvement in NURS S473: Health of the Community. Faculty have also layered the amount of independent functioning of the student needed for each experience. The level faculty have begun to discuss how best to assist the students to attain the level competencies and to how to evaluate this learning.

III-D Curriculum and teaching-learning practices consider the needs and expectations of the community of interest.

The majority of the nursing graduates of IUSB are employed in the South Bend region. South Bend is a middle size city surrounded by rural areas. It is served by two large full-service hospitals, one large psychiatric facility and a number of smaller community hospitals. A cadre of home health agencies and county based health agencies also serve the greater South Bend area. IUSB is the only public institution from La Porte to the Indiana-Ohio border that offers a Baccalaureate nursing program. IUSB does not have student housing, the students who attend the program must reside within daily driving distance. Since most students live in the area, they tend to remain in the in the geographic area IUSB serves after graduation (see Appendix O ). Memorial Hospital of South Bend, Elkhart Hospital and Saint Joseph’s Regional Medical Center are the primary employers of IUSB SON graduates. IUSB SON has contracts with many health
care agencies in the region (Exhibit 31). Memorial Hospital of South Bend and St. Joseph's Medical Center are frequently used for clinical teaching. These hospitals have family practice physician residency programs and have a teaching environment as part of their mission. All contracts are reviewed by legal counsel. The contracts are reviewed annually and renewed every three years.

Several mechanisms are used at IUSB SON to assure that the IUSB program is meeting the needs of the community. The Dean has a Community Advisory Council that is made up of representatives from the health field and consumers of care. The Dean is also active in the Indiana Deans and Directors group and the Indiana Organization of Nurse Executives. Each August the Dean presents IUSB SON programs to this group. In addition, several other mechanisms exist to assist IUSB SON in communicating with those constituents who interact with IUSB SON students and graduates. Memorial Hospital of South Bend is the main site of clinical experiences and many of IUSB SON students are employed as “Clinical Associates;” therefore the relationship between Memorial and IUSB is very strong. At this institution a formal clinical practice ad hoc committee exists to deal with practice issues. Representatives from IUSB SON are invited to discuss student practice issues with this group. The Dean meets with Memorial Hospital’s Director of Nursing Affairs & Nursing Education and Vice President of Nursing on a regular basis. In standard IV of this report a description of the 1999 focus group assessment can be found.

Other informal mechanisms exist to assure a fit between IUSB SON graduates and employer/community needs, primarily these are discussions between unit leaders and specific faculty. Three other area hospitals hold annual to quarterly meetings with all schools of nursing in the area. These meetings are an excellent forum for sharing of updates and concerns by both the educational institutions and the clinical agency. The various schools of nursing in the area are able to work out scheduling needs and conflicts. During these meetings, attended by the dean, undergraduate coordinator and key faculty, hospital needs and foci are presented. Problems that occur with graduates and the needs of the hospital in relation to nursing are shared in a general manner and appointments are made with the relevant persons when specific concerns arise. Open communication between educators of nurses and their employers assist the school to address needs of the hospital and, therefore, the community. This collaborative forum for the nursing schools also results in the overall positive relationships between the IUSB SON and the hospitals. Community health faculty are able to identify the requirements of community based health care agencies in relation to IUSB SON students due to their strong relationship with these providers. The preceptors who work with IUSB SON students are recognized annually and their feedback about how the program assists in developing student outcomes are sought by the faculty. Students are given the opportunity to evaluate
each clinical site after each semester. These evaluations are used to identify areas of concern with clinical agencies and to assure quality placements for students (see Exhibit 32).

**III-E Curriculum and teaching-learning practices are reviewed on regularly scheduled intervals to foster ongoing improvement.**

The Curriculum committee oversees the curriculum and its implementation. The faculty as a whole sits on the curriculum committee. Meetings are called and presided over by the Undergraduate Coordinator. The committee reviews curricular process and makes decisions about the curriculum that are non-substantive. All substantive decisions concerning curriculum must be reviewed by the IUSON system-wide Undergraduate Curriculum Sub-committee and voted upon in the Indiana University School of Nursing University Council of Nursing Faculty (IUSON UCNF) (Exhibit 33).

In addition, level meetings are held on a periodic basis to consider curricular issues pertinent to each level. It has been the goal of the level groups to make sure that each level competency is addressed by the time the student progresses to the next level. Although some competencies are addressed in every course in a level, others competencies are assigned to specific courses within a level. For example, in the Junior level, the competencies related to critical thinking are emphasized in all courses. The competencies related to being a provider of health care in structured and semi-structured settings are addressed in the Practicum courses. (NURS H354: Alterations in Health I Practicum; NURS H364: Developing Family and Child Practicum; NURS H362: Alterations in Health II Practicum; NURS H352: Alterations in Neuro-Psych Health Practicum). The outcome that considers the nurse to be a politically aware individual is emphasized in NURS H351: Alterations in Neuro-Psych Health.

The level faculty also consider the teaching-learning practices being employed in the courses across the levels. For example, one group of students complained about the amount of out of class work required of the second semester Junior level courses. (NURS H361/362: Alterations in Health II/Alterations in Health II Practicum; NURS H363/364: Developing Family and Child/Developing Family and Child Practicum; NURS H365: Nursing Research). The issues surrounded formal papers, written work, readings, and group projects. The Junior level faculty considered the work expected of the students in each course and the amount and type of experiences needed to fulfill level outcomes. They then considered what adjustments to the timing and content of the assignments could be made, while maintaining the integrity of
the curriculum. The process of working as group on level outcomes, rather than on course specific outcomes, has been a challenge to a faculty that in the past was very independent in their course delivery.

On an individual level, each faculty completes a Faculty’s Course Evaluation Form (Appendix P & Exhibit 35) that is reviewed by the Undergraduate Coordinator. The process of completing this task assists the faculty member to focus on the teaching-learning successes and failures encountered in their courses and to make plans for improvement.

III-F The curriculum is sequentially and logically organized to facilitate student achievement of expected results. The baccalaureate nursing curriculum incorporates content and learning experiences essential to practice in professional nursing.

The curriculum is based on a helix model developed by the IUSON faculty (Appendix Q). Fundamental to this helix are three levels starting with wellness and holism, proceeding to altered states of health and finally ending with the synthesis of all of these concepts with an emphasis on the concept of wellness. The program outcomes are the linkways that connect the two strands of the helix. The curriculum levels (Sophomore, Junior and Senior) are organized according to this model. Outcomes are addressed in each level in terms of competencies which increase in complexity as the student progresses through the program. As the courses were developed, these leveled competencies drove the content and teaching learning activities. Throughout the planning process the faculty concentrated on assuring that one level built on the next. Also, it was important to plan course sequencing within each level that would increase student success and learning within that level for the IUSB campus. The needs of students, faculty resources and the experiences determined the progression of content and courses. For example, in the Second level (Junior year), the NURS H361: Alteration in Health II course is built on the NURS H353: Heath I course. Another example was the decision to maximize the basis of knowledge that students bring to the NURS H363/H364: Developing Family and Child/Developing Family and Child: Practicum courses by preceding these courses with the Health I course. Health I addresses basic medical-surgical concepts across the life span fundamental to many nursing areas. The learners are able to use these basic concepts and apply them to a specific age group at a specific time of life. The nursing research course (NURS H365: Nursing Research) was also placed in the second half of the Junior level in order to assist the students in optimizing the application of nursing research to clinical issues and to be able to build on their previously developed critical thinking skills. The neuro-psychiatric content (NURS H351: Alterations in Neuro-Psych
Health is at the beginning of the Junior level to emphasize its fundamental importance for all patient/family/community care. This type of analysis was applied to the sequencing of courses within levels in all three years.

While some general education or liberal arts courses are essential foundations to nursing courses and are required, others can be taken throughout the curriculum allowing the student to individualize aspects of their education. Students are able to achieve a Minor in other disciplines. Hopefully, this ability and constant exposure to other areas of study will enhance the student’s commitment to life-long learning and broaden their thinking within nursing. Also, the flexibility in the general education portion of the requirements will enable the IUSB SON to work with the greater IUSB campus to devise a general education curriculum for all students (currently in the planning stages and approved for implementation). These core courses required of all IUSB students will increase the success of students since they will emphasize writing, diversity appreciation and technology skills.

An innovation for the curriculum has been the addition of a culminating clinical capstone course NURS 483: Practice Capstone. This opportunity placed at the end of the program, yet within the confines of the eighth semester, assists the students to bridge the gap between student and graduate. It also allows the student to demonstrate mastery of program outcomes. The course is designed so it can be tailored to the student’s interests, and is dovetailed with the leadership clinical course. The final semester also incorporates a nursing research utilization course (NURS 484: Research Utilization Seminar) and a course addressing issues of growth and empowerment. These courses prepare the students for graduation into the registered nurse role in many key professional areas. The semester requires the expected knowledge, skills, values and attitudes developed throughout the curriculum be in place for successful completion. During the Fall semester of 1999, it was very exciting to see how the plans for the semester fell into place and how the student’s were able to identify that they met the program outcomes (Appendix R, Exhibit 35 & 37).

The curriculum plan for IUSB is presented in Table 6. This plan is currently in use with students. In Appendix S an adjusted plan is presented that is slated to begin in the Fall of 2000. The adjustments were made to separate the two sophomore level clinical courses in order to decrease the recognized heavy work load for full-time students and to facilitate the emphasis of wellness content in the first level. This change was based on evaluation of the courses from the previous semesters, input from Dean’s Student Advisory Committee and the logic of the Helix model that drives the curriculum. Further descriptions of the courses and pre-requisites and co-requisites can be found in Exhibit 20 p 134-6, 206-210 & 30.
Table 6
BSN Plan of Study (current)

<table>
<thead>
<tr>
<th>Freshman Level</th>
<th>Freshman Two (2nd Semester)</th>
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<tbody>
<tr>
<td>Freshman One (1st Semester)</td>
<td>Freshman Two (2nd Semester)</td>
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<tr>
<td>PHSL P261 Anatomy &amp; Physiology I</td>
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<td>SOC S161 Principles of Sociology</td>
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<tr>
<td>Cultural Diversity Elective</td>
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<td>Sophomore One (3rd Semester)</td>
<td>Sophomore Two (Fourth Semester)</td>
</tr>
<tr>
<td>MICR M250 Microbial Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>MICR M255 Microbiology Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>NURS B232 Introduction to Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS B233 Health &amp; Wellness</td>
<td>4</td>
</tr>
<tr>
<td>Critical Analytical Elective</td>
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<td>Junior Two (6th Semester)</td>
</tr>
<tr>
<td>NURS H351 Alt. in Neuro-Psy Health</td>
<td>3</td>
</tr>
<tr>
<td>NURS H352 Alt. in Neuro-Psy: Pract.</td>
<td>2</td>
</tr>
<tr>
<td>NURS H353 Alterations in Health I</td>
<td>3</td>
</tr>
<tr>
<td>NURS H354 Alt. In Health I: Practicum</td>
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<tr>
<td>Statistics Elective</td>
<td>3</td>
</tr>
<tr>
<td>Communication Elective</td>
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<table>
<thead>
<tr>
<th>Senior Level</th>
<th>Senior Two (8th Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior One (7th Semester)</td>
<td>Senior Two (8th Semester)</td>
</tr>
<tr>
<td>NURS S470 Restorative Health for Sys.</td>
<td>3</td>
</tr>
<tr>
<td>NURS S471 Restorative Hlth: Practicum</td>
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</tr>
<tr>
<td>NURS S472 Health of The Community</td>
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<tr>
<td>NURS S473 Hlth of the Comm.: Pract.</td>
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<td>PHIL P393 Bioethics</td>
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<tr>
<td>Open Elective</td>
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The IUSB nursing program is charged with preparing generalists for practice in the greater Northern Indiana region; therefore, the teaching-learning takes place in the geographic area surrounding IUSB and are primarily held in acute care facilities. The curriculum implementation and standards (such as clinical hours, approval by the Indiana State Board of clinical agencies, faculty-student ratios, NCLEX pass rates) set for the nursing program take into account the rules and regulations of the Indiana State Board of Nursing and the Indiana Registered Nurse Practice Act. When planning course content and clinical experiences, the practice expectations of the IUSB SON constituents in the Northern Indiana region are also considered. The content, experiences and teaching-learning strategies are discussed further in Standard III-C.

The content and learning experiences for courses in the curriculum are selected primarily based on level competencies. The second concern in selecting experiences is the availability of the appropriate placements in the IUSB SON community of interest. Content grids and concept threads were identified and strategically placed (easy to difficult, basic knowledge to apply to all concepts first and so forth) during the process of curriculum and course development. (Exhibit 33). The faculty drew from several main sources when developing content and curricular threads. These elements included:

- Determination of content validity with pertinent faculty throughout the system-wide and the campus faculty.
- Use of general and specific practice standards.
- Consideration of previous curriculum successes.
- Attention to feedback from practitioners in the community.
- Use of the NCLEX-RN blueprint.

A few examples of how content and learning experiences were selected follows. The Sophomore students taking NURS B244/B245: Comprehensive Health Assessment and NURS B248/B249: Science and Technology are placed in residential-assisted living centers which have sub-acute care continuum facilities. These settings are ideal for practicing health history taking skills, relationship development and communications skills, and the basic psychomotor nursing skills. More importantly, the students are exposed to a group of well elderly residing in the community. Students are prepared to care for the increasing elderly population of the future and they have exposure to the level of independence attained by the elderly. An unanticipated outcome has been the service activities the students provided to the elderly residents in the form of health fairs, advocacy, and assistance with personal needs (accompanying a
resident who visited a hospitalized friend). The student has a real opportunity to apply all knowledge learned in her/his nursing courses in these sub-acute clinical settings. A problem with integrating the wellness issues over the life span into clinical experience was not anticipated. Clinical experiences with healthy pregnant clients were difficult to obtain and plan. Rotating students to day cares or obstetrician offices resulted in limited meaningful experiences and quickly became impractical. Therefore, the experiences with the elderly have been emphasized at the first level and exposure to the other life span groups have been altered. This shift has implications for those courses that focus on these populations, such as NURS H363/364: Developing Family and Child/Developing Family and Child Practicum. The faculty is currently dealing with these changes.

The revised curriculum has a greater emphasis on community nursing than the previous curriculum. However, the fact is that the overwhelming majority of IUSB SON graduates are employed in acute care settings. This employment pattern for the state of Indiana is replicated in the Indiana Health Care Professional Development Commission: Databook: Indiana Registered Nurse Survey. 1997 published by the Indiana State Department of Health (Exhibit 36). However, the world’s future health depends on continued efforts to create health oriented individuals and communities. In addition, there has been a small shift to increased registered nurse employment in the community sector. The Northern Indiana area has several such community based initiatives in place and faculty want graduates to be well prepared for this future emphasis. Therefore, health and wellness concepts are introduced to students early in their plan of study and are threaded throughout the curriculum (Appendix Q). Both appropriate content and experiences were identified in developing courses. The Sophomore level students have experiences in long term/residential settings; some students have experiences in client’s homes. During the Junior level students make home visits to psychiatric clients with the Visiting Nurses Association in NURS H351: Alterations in Neuro-Psych Health. They also participate in home visits to families in NURS H364: The Developing Family and Child Practicum. By the first semester of the senior level during NURS S472/S473: Health of the Community Course, students are making independent home visits. In addition, students are given the opportunity to chose a community setting for their culminating management and capstone experiences.

Clinical sites that allow students to perform nursing care commensurate with their learning needs are carefully chosen and evaluated (Appendix T). These experiences allow the student to practice the art and science of nursing in the real world. By the second half of the junior level, students are able to take maximum responsibility for clients and can care for two patients simultaneously. These experiences fit the expectations of community constituents, as well as, meet program objectives.
As the faculty went forward with the revised curriculum, they realized that changes in scheduling needed to be made if faculty were to expect students to have total responsibility for patient care. Initially the faculty thought that students should be in clinical for 6 hours a week over the 14 week semester interval. Faculty felt this schedule was optimal for learning, because the students would be exposed to a greater number of situations involving patient care. However, it was found that the students were rushed through the day, routines on the unit were disrupted and that there was insufficient time for consideration of the learning needs of the students. The faculty has since instituted a longer clinical day (8 hours). This change necessitated a change in the number of actual days in the clinical area. Evaluation of this change in scheduling is pending. Another issue has been continuity of learning for the students. In the previous curriculum, faculty often scheduled clinical experiences on two consecutive days. This schedule is difficult to replicate in the revised curriculum program of study. Students are taking non-nursing courses concurrent with nursing courses. The typical campus three credit course is scheduled for two days, usually either Monday and Wednesday or Tuesday and Thursday. Friday is used for campus committee and other meetings. Attempting to schedule two consecutive days within the Monday to Thursday time frame severely limited the student’s choice of cluster courses. If courses were scheduled for Fridays we limited the nursing faculty’s interaction with the campus as a whole. No easy way has been found to accommodate two consecutive days for clinical experiences. However, due to its success in the previous curriculum, the faculty continue to search for a solution.

Writing and technology skills are valued for students. In developing courses the faculty planned experiences with these skills and threaded them throughout the program. The students are expected to use computer technologies in their course work. Faculty are encouraged to use teaching-learning strategies that are computer based. A Senior level faculty member has a WEB page that students must access to be successful in the course. Other faculty are in the process of developing similar pages for their students. The IUSB campus, and nursing in particular, has excellent support in this area. Computer update classes are offered to students and faculty. Students have access to computers clusters throughout the campus. When the faculty become more comfortable with the revised curriculum a priority will be to include innovative teaching strategies using computer technology in nursing courses. Faculty can apply for development grants to assist them in these endeavors (see Standard II).

Writing skills have been identified as an area that needs improvement (see Standard IV-B). The Deans of other academic units on campus have expressed similar concern and have requested a review of the remedial programs in writing on campus. Faculty have looked at leveling expectations for writing, what
writing assignments need to exist for students, and what services are available to assist students in improving writing skills. Hopefully the writing skills of students will improve as a result of our efforts. In level meetings the faculty continue to look at writing and computer expectations and how to balance them in regards to student time and effort.

At IUSB, with the exception of the group of students in the transition curriculum, the faculty typically has the luxury of small classes consisting of 10 to 20 students. Most lecture courses have no greater than 20 students (the average classroom size at IUSB) and the clinical ratios are no greater than 10 students per clinical section. In specialty areas, such as critical care and pediatrics, the ratios are even smaller with 5-6 students per faculty. These ratios are not only based on Indiana State Board requirements, but also on the amount of direct supervision the student needs to enhance her/his learning and maintain client safety. Community practitioners also provide input on how many students a site can absorb and still maintain quality experiences for the students while ensuring the functioning of the unit as a whole.

Fortunately, IUSB is committed to quality education and support the IUSB SON program with the necessary increases in associate faculty salaries needed to maintain the faculty to student ratios required in clinical settings.

The BSN Program designed for Registered Nurses contains content and teaching learning strategies that are molded to meet the needs of this special population. IUSB SON has been able to offer RN’s sections of certain courses based upon RN knowledge and learning needs. These courses include: NURS B244/B245: Comprehensive Health Assessment, NURS H365: Data Analysis and NURS H365: Nursing Research. In the transition courses for the RN’s, NURS B304: Professional Nursing Seminar I and NURS B404: Professional Nursing Seminar II, the students are introduced to the program outcomes and competencies, as well as, basic curricular concepts to assure that these registered nurses have the same base as entry level students. In addition, an emphasis is placed upon graduate education and advanced practice. These areas are important to the population of RN to BSN students because they often see the BSN as a stepping stone to these goals. In the senior level, the clinical experiences are highly individualized to the RN’s learning needs. Although the Senior level didactic courses are shared with the entry level BSN students, the experience and interests of the RN student are considered in assignments. Portfolio and alternate experience options are also available. Although the RN student is held to the same outcomes as the entry level student, every effort is made to tailor learning experiences to their particular needs.
III-G Academic policies related to students are fair, equitable, published and are reviewed and revised as necessary to reflect ongoing improvement.

IUSB SON adheres to the academic policies of IUSB and the IUSON. These policies were adopted by each institution in consideration of their philosophy, mission and goals and objectives. These policies are published in the 1998-2000 Indiana University South Bend Bulletin (Exhibit 20, pp 16-19). The IUSB Bulletin is reviewed and reissued every two years by the campus and includes policy changes made by the IUSON through the system-wide Student Affairs Committee.

During program evaluation, prompted by this report, the faculty realized that the policy book had not been updated and reprinted on a regular basis. The faculty have tended to change policy on a "as needed" basis. The policy changes that pertain to the students at the SON at IUSB are mailed to each student. However, there had been no formal update of the policy "book" for reference and review. Currently no plan for systematic review and revision of policies exists. The IUSB faculty have taken steps to remedy this situation. The APG committee is currently reviewing the policies pertaining to admission, progression and graduation. The Student Affairs committee is currently reviewing and compiling policies pertaining to other issues such as dress code, attendance, and health and bio-safety requirements. After review and necessary revision is complete, the policies will be published. The faculty still needs to decide an appropriate time frame for future review and revision.

In regards to equality, there are some minor differences between some of the IUSB SON policies and those of IUSON. The IUSB SON uniform policy is different and is based upon experience in the IUSB SON nursing community about expectations for dress of a professional nursing student. In addition, IUSB SON has an admission policy that gives priority to regionally connected students. Those applicants who are attending IUSB are given first priority for admission. Those applicants who are regionally connected and enrolled at an IU school are given second priority. Students enrolled at an IU campus with no regional connection are considered third for certification to the program. Transfer students from non-IU schools are given last priority. The consideration of regional connectedness means that IUSB SON cannot always accept the applicant with the highest GPA. Although valuing excellence in applicants, IUSB SON also must adhere to the IUSB SON mission to provide professionals for the community. The faculty have found that regionally connected students tend to remain in this area to provide health care to the community.

Some policies are different for nursing students than for other IUSB students. These policies originated in the system school. The policies are related to successful course completion and dismissal.
They are devised to increase the quality of graduates. The successful completion of a nursing course requires a grade of C. Students earning less that a C are required to repeat the course. In addition, failure of two nursing courses is grounds for dismissal from the program.

IUSB SON students are not only expected to adhere to the *Indiana University Code of Student Rights, Responsibilities and Conduct* (Exhibit 29) but are also held to the professional standards outlined in the ANA Code of Ethics.

Although the policies of the SON at IUSB may differ from IU or IUSON, they are applied equally to all students. The APG committee is responsible for considering student requests in regards to policy waiver. Every effort is made to be consistent in granting or refusing these requests.

### III-H Academic policies are justifiable. Academic policies relate to and support the mission, philosophy and goals/objectives of the program and institution.

The academic policies of the IUSB SON follow those set by the IUSB campus and IUSON. Any changes made in these policies are a result of a need to support the mission, philosophy and goals/objectives of the program. Reason for changes in policies have been outlined in section III-G and primarily relate to the goal of providing competent nurses for the community.

#### Strengths in the Program in Relation to Curriculum and Teaching-Learning Practices

- The curriculum is designed to produce a graduate who is prepared to deliver care to diverse populations and in a variety of settings in order to meet the health needs of the constituent community.
- The curriculum meets the standards for baccalaureate nursing education put forth by the Commission on Collegiate Nursing Education
- IUSB SON upholds the IUSB and IUSON policies. Any policies of IUSB SON that vary from those of IUSB and IUSON were adopted in order to meet the IUSB SON mission, or in consideration of the community as a whole.
- A strong link exists between the IUSB SON and the IUSB SON constituencies for evaluation of the program.
The humanities, arts and science courses that support the curriculum were chosen after careful discussion, thought and consideration. They allow the student flexibility and the ability to achieve a Minor in another subject.

Challenges in Relation to Curriculum and Teaching-Learning Practices.

- The faculty need to further evaluate how teaching learning practices assist the students to meet level competencies, program objectives, the standards set forth in the Essentials of Baccalaureate Nursing document and the ANA Standards of Practice.

Plan: The Curriculum committee (which is the faculty as a whole) will meet to determine how teaching learning practices assist the students to meet level competencies, program objectives, the standards set forth in the Essentials of Baccalaureate Nursing document and the ANA Standards of Practice.

- There is a need for a formal mechanism for update of policies of the IUSB SON including a consideration of IUSON revised policies

Plan: The two faculty committees that deal with policies (APG and Student Affairs) will review current policies. They will work towards publication of an updated policy manual. They will also set a schedule for revision and update. The committee will consider the existing policies of IUSB and the SON when reviewing and revising any policies.
Standard IV: Program Effectiveness: Student Performance and Faculty Accomplishments

The program is effective in fulfilling its mission, philosophy, goals/objectives, and expected results. Satisfactory student performance reflects achievements of the expected results by the students in congruence with the mission, philosophy, and goals/objectives of the program as well as professional nursing standards and guidelines. Alumni satisfaction and the accomplishments in teaching, scholarship, service, and practice are congruent with the mission, philosophy, and goals/objectives of the program and with professional nursing standards and guidelines. Program effectiveness reflects ongoing improvement. Program integrity is reflected in documents and publications concerning the program.

IV-A: Student performance is evaluated by the faculty and reflects achievement of expected results. Grading policies are defined and consistently applied.

Course work in the Indiana University South Bend School of Nursing (IUSB SON) includes both non-graded [Satisfactory-Fail (SF)] and graded evaluation processes. Typically, lab and clinical courses are SF. Didactic courses are graded. The placement of the course in the curriculum and the focus of the course determine which level competencies the student must achieve to pass the course. The published syllabus for each course contains the criteria for evaluation (Exhibit 30). Faculty strictly adhere to these criteria. Each student receives a copy of the syllabus at the beginning of each course. Students are encouraged to discuss their understanding of the evaluation process at that time. Syllabi are filed for each course each semester and are available for review.

One area that needs improvement is the consistent inclusion of the clinical evaluation tool in the course syllabus, as opposed to the course handbook. The faculty is making an effort to move the evaluation documents from the student purchased handbook into the syllabus that is provided by the department. Syllabi are available for review.

The criteria for achievement of a satisfactory grade in a SF course is based upon student demonstration of consistent satisfactory performance in regards to course competencies. There are some courses that are designated as SF which use specific assignments designed to meet level and course competencies. In these cases the student must achieve a score of 73 out of 100, on either each individual assignment or the average of all assignments, to earn a satisfactory grade in the course.
Although each individual faculty member is given the freedom to devise her or his own clinical evaluation tool, the evaluation of students in clinical courses is overwhelmingly based upon level competencies. In addition, where there are several faculty teaching the separate sections of a clinical course, the same evaluation tool is used in all sections. The relevant course competencies are determined by the curriculum committee. Some level competencies are reflected in every level course, other competencies are spread out among the courses in a given level. Some competencies are evaluated continuously and others on a one time basis. Typically overall student performance is evaluated on a weekly or bi-weekly basis. Evaluation is therefore continual. Depending on the length of the clinical course, other faculty may only complete a formal summative evaluation at the end of the clinical experience or include a formal formative evaluation at mid-course. The evaluation tool and/or summative evaluation is placed in a course folder and locked in file in the secretary office. A copy is given to the student. The files are available only to the nursing faculty and assist in determining overall patterns of individual student performance in clinical settings.

Although satisfactorily meeting outcome objectives, some students have demonstrated “back sliding” behaviors in given areas. Typical areas for concern range from ability to perform skills to timeliness. When faculty identify problem patterns, they assist the student to review progress and identify how to rectify deficiencies. The faculty may decide to institute a learning contract that includes specific goals that must be met by the student in order to progress. These contracts are sent to the Admission, Progression and Graduation Committee for consideration. A problem has been tracking ongoing contracts. In the fall semester of 1999, the Undergraduate Co-ordinator took the responsibility for communicating the existence of the contracts to other concerned faculty and tracking the progress of the student in meeting the goals set forth by the contract.

As the student moves from the sophomore to senior level, evaluation of performance moves from being primarily a faculty responsibility with student input, to a student responsibility with faculty input. This process fosters a sense of ownership of performance by the student. Students are encouraged to evaluate their own progress and to devise mechanisms to improve their abilities in all courses. Employers of IUSB SON students have noted that they believe a strength of the program is the ability of IUSB SON graduates to assess their personal strengths and weaknesses in regards to their professional performance, and to actively plan for improvement. Employers were impressed with the willingness of graduates to look at their own nursing performances that were less than perfect, and determine how to rectify the problems.
Graded courses are usually evaluated using a combination of student performance on exams and on other faculty determined assignments. The level of achievement of the student is reflected in a numerical grade based on a scoring system of 0-100. This number is translated into a letter grade according the School of Nursing (system-wide) published grading scale that assigns a letter grade to the numerical grade. This method of grade report is consistent with Indiana University’s use of letter grades for all courses that are not considered to be Satisfactory/Fail. A student must earn a C (73) in a graded nursing course to satisfactorily pass a course. The grading benchmarks and passing level are based on system-wide criteria. Students earning grades below a C must repeat the course. The higher passing score for IUSB SON students, compared to most other campus divisions, reflects the value that the faculty places upon excellence. Students are held to a minimum of average (C) in order to progress. Any nursing course grades falling below this benchmark are unacceptable.

Faculty have participated in workshops designed to assist them in authoring “good” test questions. The faculty have made an effort to elevate questions from those that rely on knowledge to those that require application and analysis. Faculty have made an effort to match the level of question to the level of student. Sophomore students usually are faced with more comprehension questions and some application questions on an exam. Seniors are expected to be able to pass exams consisting of analysis and application questions. This increase in expectations for performance has been stressful for some students. However, the process allows faculty to focus on the critical thinking outcome of the curriculum. Application and analysis questions force the students to apply knowledge to clinical situations and to use critical thinking skills.

The faculty has also made a concerted effort to assist students in their ability to pass NCLEX-RN. The faculty have been able to simulate the NCLEX-RN format in paper and pencil tests. Within the last two years the IUSB SON has awarded grants to faculty to support the use of computerized testing for students. The first year a grant was awarded to a faculty member to research and identify an acceptable software program for use. The second year several faculty were given monies to author exams using the software program, and to begin use with students. This effort has resulted in early identification of students who have difficulty using the computer in testing situations. These students were allowed to take paper and pencil tests on subsequent tests. The faculty is working to devise a system to assist these students to become more comfortable with computer testing.
IV-B: Surveys and other data sources to collect information about student, alumni, employer satisfaction and demonstrated achievements of graduates provide evidence of program effectiveness. Data gathered about demonstrated achievements include, but are not limited to, graduation rates, NCLEX scores and job placement rates.

In concert with the nursing mission to provide a "...curriculum for the education of professional nurses competent in meeting current and future health needs of society. (1998-2000 IUSB Bulletin, p. 134; Exhibit 20)" and the mission of IUSB to "...prepare students to be successful in their chosen professions..." (Indiana University South Bend: Mission and Strategic Priorities, p.3, Exhibit 1) the nursing faculty have been actively engaged in several assessment activities. The results from this effort are used for program improvement. Tables 7 and 8 (pp 58-60) reflect the IUSB SON evaluation plan. This plan has evolved over time and reflects both the IUSB SON Assessment Committee plan and University policy regarding evaluation of faculty.

Indiana University South Bend (IUSB) has engaged in a systematic effort to assess student achievement as an indicator of educational effectiveness since 1996. These efforts are driven by the promise of the University to "...prepare students to be successful in their chosen professions, valued citizens and leaders within their community ... and provide and maintain academic programs of depth, quality, and value that challenge the abilities of all students. (Indiana University South Bend: Mission and Strategic Priorities, p. 3; Exhibit 1)".

The IUSB Assessment Committee has provided guidance to all units of the University in the area of program assessment. The IUSB SON has been a presence on this committee since its beginnings. In addition, the nursing department made the assessment committee a part of its governance process by establishing a standing committee of the Indiana University South Bend Nursing Council of Faculty for assessment.

The IUSB Campus Assessment Committee has identified five areas for evaluation. These areas are: Discipline specific knowledge and skills; Personal development and career preparation; Basic academic success skills; Academic values; and Higher order thinking skills. The nursing faculty adapted these areas for evaluating the success of the IUSB SON programs. The following areas of student outcomes were identified for the nursing program:

- Uses technical competence in nursing practice in (multiple) clinical settings.
- Uses scientific and humanistic principles in providing client(s) care.
• Uses continuous learning in order to identify and adapt to the changes and complexities in the nursing profession.
• Improve writing skills.
• Improve speaking skills.
• Improve math skills.
• Improve computer skills.
• Uses professional ethical and legal standards in proving client(s) care.
• Uses critical problem solving abilities in caring for clients.

The plan for the nursing program evaluation is devised and carried out by the IUSB SON Assessment Committee with assistance from the nursing faculty as a whole. Some methods of gathering data about student performance yielded usable data, others did not. However, it must be pointed out that the Campus Assessment Committee has consistently praised the IUSB SON efforts in regard to evaluating program and student competencies and outcomes. The results of the program assessment carried out by the assessment committee is routinely reported to the faculty and Dean during meetings of the IUSB Nursing Faculty Council. The data are discussed and recommendations made for program improvement.

The IUSON (system-wide) was last accredited in 1992 by the National League for Nursing. The Indiana University South Bend campus School of Nursing baccalaureate program is currently seeking accreditation through the Commission on Collegiate Nursing Education. Accreditation is one measure of a program's curricular soundness for the preparation of students to practice as professional nurses.

The initial plans to gather information about graduates from employers included contacting the nursing personnel who were responsible for supervising new IUSB SON graduates in their first employment as a Registered Nurse. This original employer survey developed by the IUSB SON Assessment Committee was not successful. The individual identified as the graduate's nursing supervisor often did not have direct contact with the graduate. Many blank evaluation forms were returned for this reason. Attempts to approach nurse managers with questions about our graduates resulted in non-specific data. Most managers stated that they thought all graduates were satisfactory. The committee recently devised a focus group format for evaluation purposes. A pilot study was instituted with Memorial Hospital, one of the major employers of both IUSB SON students and graduates and a major clinical site (Appendix I). It must be noted that data gathered was pertinent to the previous curriculum, and not the current one.
Table 7-- Evaluation Plan of Aggregate Student Outcomes and Program Outcomes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Schedule for collection of data</th>
<th>Person(s) responsible for collection and analysis of data</th>
<th>Decision Rule</th>
<th>Person(s) to whom data is reported</th>
<th>Action Plan (no action is taken if decision rule is met)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Survey (Appendix O)</td>
<td>6 months to one year after graduation</td>
<td>Assessment Committee</td>
<td>No less than 95% of respondents will rate the program as satisfactory</td>
<td>Dean Curriculum Committee*</td>
<td>Review of graduating senior survey of these graduates will occur to identify areas of concern. A more detailed survey will be devised and sent to graduates.(Assessment Committee) The Curriculum Committee will address areas of concern.</td>
</tr>
<tr>
<td>BSN Graduating Senior Survey (Appendix R)</td>
<td>Each graduating class in the eighth semester</td>
<td>Assessment Committee</td>
<td>Each item will receive a score of 3 or better (adequately or better)</td>
<td>Dean Curriculum Committee* as appropriate: Student Services OIT Library etc.</td>
<td>Review of courses and curricular structure by the Curriculum Committee and action taken as appropriate. Review of concerns by Student Services etc. and action as appropriate.</td>
</tr>
<tr>
<td>Graduation rates (Appendix X)</td>
<td>Data collected each year. Trends reviewed each year.</td>
<td>Student Services collects the data. Assessment Committee reviews the data.</td>
<td>75% of certified nursing students will progress to graduation in 6 semesters. 95% of students will graduate.</td>
<td>Dean Curriculum Committee</td>
<td>Identification of point in the program where progression is an issue. Possible revision of curricular plan, teaching-learning strategies to address the issue. (Curriculum Committee*)</td>
</tr>
<tr>
<td>Performance on NCLEX-RN (Appendix W)</td>
<td>Data collected once per year</td>
<td>Office of Dean</td>
<td>Graduating classes will exceed the national pass-rate.</td>
<td>Curriculum Committee*</td>
<td>Review of published test plan for NCLEX-RN by the Curriculum Committee* to identify areas that may be of concern.</td>
</tr>
<tr>
<td>Activity</td>
<td>Schedule for collection of data</td>
<td>Person(s) responsible for collection and analysis of data</td>
<td>Decision Rule</td>
<td>Person(s) to whom data is reported</td>
<td>Action Plan (no action is taken if decision rule is met)</td>
</tr>
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</tr>
<tr>
<td>Sixth Semester Survey (Appendix CC)</td>
<td>Each year in the Spring Semester</td>
<td>Assessment Committee</td>
<td>All items will be rated with a mean of 3 or above (adequately or better)</td>
<td>Curriculum Committee*</td>
<td>Review of teaching-learning and course syllabi in relation to the items rated below 3. Review of items regarding support services will be reported to the appropriate group for action.</td>
</tr>
<tr>
<td>Classroom and Clinical Performance (Appendix BB)</td>
<td>Each nursing course as scheduled by the Assessment Committee (approximately once a year)</td>
<td>Assessment Committee Course Faculty</td>
<td>All areas are evaluated as being “as expected” or “better than expected”</td>
<td>Curriculum Committee*</td>
<td>Review of items that are of concern. Identification of trends. (Assessment Committee). Review of teaching-learning strategies relevant to the items. Plan for improvement devised. (Curriculum Committee*)</td>
</tr>
<tr>
<td>California Critical Thinking Skills Test</td>
<td>Each nursing student on admission and graduation from the program</td>
<td>Assessment Committee (Faculty members have a grant for collecting the data)</td>
<td>Pre and post test will show a difference at the .05 level</td>
<td>Curriculum Committee</td>
<td>Review of teaching-learning strategies related to critical thinking in each level of the curriculum. (Curriculum Committee*) Review of testing strategies that require critical thinking with faculty by the Assessment Committee.</td>
</tr>
</tbody>
</table>

* the Curriculum Committee consists of the entire full-time faculty.
Table 8-- Evaluation of Individual Faculty* and Courses

<table>
<thead>
<tr>
<th>Activity</th>
<th>Schedule for collection of data</th>
<th>Person(s) responsible for collection and analysis of data</th>
<th>Person(s) to whom data is reported</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student evaluation of faculty (Appendix Z)</td>
<td>At completion of each nursing course.</td>
<td>Course Faculty (individual evaluations for each faculty member)</td>
<td>Course faculty member</td>
<td>Faculty may include the data in their annual report** and make plans for improvement.</td>
</tr>
<tr>
<td>Annual Reports with updated Curriculum Vita (Faculty self-evaluation) (Appendix Y)</td>
<td>Once a year (due in January)</td>
<td>Individual Faculty</td>
<td>Dean</td>
<td>Used for annual evaluation of faculty. Plan of action is mutually devised by the faculty and Dean</td>
</tr>
<tr>
<td>Annual Faculty Evaluation (Appendix AA)</td>
<td>Once a year (due in January)</td>
<td>Dean</td>
<td>Vice Chancellor for Academic Affairs Faculty member</td>
<td>Plan of action is mutually devised by the faculty and Dean.</td>
</tr>
<tr>
<td>Course Evaluations (Appendix P)</td>
<td>At the completion of each semester in which the course is offered.</td>
<td>Course leader or individual faculty</td>
<td>Undergraduate Coordinator (UC)</td>
<td>Data is reviewed by the UC and is discussed with faculty as appropriate. (The UC as chairperson of the Curriculum Committee uses these data to inform the Committee of any trends or concerns)</td>
</tr>
</tbody>
</table>

* the Dean is evaluated at the IUSB Campus level by the Dean for Academic Affairs and at the System-School level (IUSON) by the School of Nursing University Dean according to University Policy.

** At Indiana University student evaluations are the property of the faculty and may be shared with Administration at the discretion of the individual faculty member.
The focus group indicated that critical thinking and flexibility are the most important skills that the faculty could teach students. Their definition of critical thinking was that a nurse could think about situations and make decisions based on consideration of data gathered. Flexibility was seen as an ability to be flexible about work hours. The directors indicated that changes in society as a whole had lessened graduates’ ability to adjust to a profession that demands dedication and commitment, as well as, the ability to be flexible. In order to address this concern, the faculty have made an effort to include more evening clinical experiences for students. In addition, the clinical experience for students during the capstone course includes working the same hours as their preceptor, which may result in evening and night shift hours.

An area of concern to the directors was professionalism. Although indicating that most graduates are professional in their attire and manner, a concern was expressed about some graduates who dress inappropriately and use inappropriate language.

These results were communicated to the faculty and Dean. One outcome is that the dress code for nursing students has been revised (Appendix U). Faculty have been encouraged to ask a student to leave the clinical area if inappropriate dress or manner is observed. The issue of flexibility as defined by the focus group is a little harder to address. Graduates’ unwillingness to work evenings and nights is difficult to change. The faculty certainly attempt to prepare the graduates for the fact that they will be expected to work weekends, and evening and night shifts in some employing agencies. Efforts are made to schedule some clinical sections during evening hours. The capstone course (NURS S483: Practice Capstone), that occurs in the last semester of study, requires the student to work the same hours as their preceptor. The inclusion of “real world” experience in regards to scheduling may lessen the graduate expectation of a 9 to 5, Monday through Friday work week.

Based upon the response of the employers, the IUSB SON Assessment Committee has made changes in their questions for the focus groups that reflect a concern for the critical thinking skills of graduates. The faculty are aware of the importance of this skill in any nurse. Critical thinking is addressed throughout the curriculum. Faculty have made changes in their approach to classroom instruction, as well as, assignments to increase the practice of critical thinking. In addition, the faculty are attempting to measure critical thinking as an outcome of the curriculum through use of the California Critical Thinking Skills Test as a pre- and post-test.

An important part of evaluating student performance has been through use of documents gathered from faculty for each required nursing course in the nursing curriculum. All work completed by three randomly chosen students in an identified course or paired courses is submitted for review by the course
faculty member and IUSB SON Assessment Committee member. The documents are evaluated considering each of the educational outcomes listed above (Appendix V, Appendix BB and Exhibit 37). These include campus and division concerns. One positive outcome of this evaluative process is that faculty were made aware of additional areas that needed to be addressed in their courses. One example is a course (NURS H363: Developing Family and Child) that used multiple choice exams as the only evaluation tool. The course faculty decided to add a written section to each test, and also to require group presentations that included use of the computer, research in the library and community, and also consideration of social issues surrounding specific health concerns of the population under study. In addition, level faculty has made a concerted effort through level meetings to make sure students were evaluated over the entire list of student outcomes pertinent to the campus assessment plan in each year of the curriculum.

An area of consistent concern across the program and University has been the ability of students to write at an acceptable level. Content of submitted material is generally related as “as expected” in regards to the other four general study outcomes as listed above. In some areas students have exceeded faculty expectations. However, the ability to write in a professional manner is often considered to be problematic. Students tend to write as they speak. This tendency results in a less than professional product. Deficiencies in writing skills has been identified as a campus concern. IUSB SON has a high numbers of students who need to complete courses in remedial writing before they can register for college level courses in composition. The nursing faculty have made a concerted effort to assist the students to become better writers. One result of this effort is the assignment of formal papers earlier in the curricular process (for example in NURS B245: Life Span Practicum) and with special attention paid to issues of grammar and expression. Students are encouraged to seek assistance from the Writing Center on campus. In addition, the ability to write at a professional level has become a greater part of evaluation of these early papers. Junior and Senior students are expected to be able to communicate in writing at a professional level. A formal written paper is required in each level of the curriculum. In addition, some faculty members have included a peer review process for written assignments in order to assist students to look critically at written work.

Another result of evaluating student outcomes has been an effort on the part of faculty to include the use of information technology and critical thinking exercises in their courses. Four faculty members have placed course exams on the computer. Not only does the student become familiar with computer testing, but also learns how to follow the steps necessary to enter, navigate and exit a computer program. The use of case studies in classroom instruction has encouraged students to think critically about clients and their care.
The above are only two examples of how faculty have increased their efforts in the areas of critical thinking and computer literacy.

One problem with this assessment exercise is that it is time consuming. Another is that faculty may neglect to collect pertinent data. Therefore, reminders are necessary and the faculty have an inconsistent track record of collecting and analyzing all of the data. The IUSB SON Assessment Committee will have to address this concern in the near future.

The admission criteria of the IUSB SON have been developed with the philosophy of accepting students who can be successful in completing the program. Admission is competitive, although priority is given to regional connection (in concert with the IUSB SON mission to provide health care workers for the community). The Admission Progression and Graduation Committee (APG) has consistently followed admissions guidelines when considering student applications. The philosophy of the committee is to admit students that can be successful in the IUSB SON program. Attrition due to repetitive course failure is considered to be of primary concern to the faculty and, particularly, to the APG committee. The committee is considering other criterion that could be used to predict success in the IUSB SON program. These benchmarks include such measures as science grade point average, success in selected courses, and scores on the California Critical Thinking Skills Test.

Attempts to collect data from alumni have been historically unsuccessful. In an effort to gather some information about program satisfaction, the IUSB SON Assessment Committee decided to take two actions. One was to survey graduating seniors during the last semester of the program. Another was to shorten the number of questions asked of alumni to ones that would fit on a postcard. The data from this survey indicates that graduates believe that the IUSB SON program does prepare them for the practice of the profession of nursing. It would also appear that the most common area of practice for graduates is care of ill adults in an acute care institution. None of these respondents had graduated from the revised curriculum, which has a greater focus on nursing in the larger community. The faculty will need to monitor closely the regional job market in regards to how the curriculum prepares nurses to meet community needs.

The alumni response to the question concerning further schooling was disappointing. Although graduating seniors indicate a desire to continue their formal education (Appendix R) only two of the graduates, who responded to the survey, indicated they had engaged in further education. One of these graduates was in pre-medical courses. Since IUSB SON graduates typically stay in the general four county area around the city of South Bend, it is projected that the increase of graduate class offerings at IUSB will result in an increase in the number of IUSB SON graduates pursuing further formal education.
IUSB, as part of their campus assessment, surveys graduating seniors every year (Exhibit 38). Because data is not reported according to department, and responses by the graduating seniors has been representative of the entire class, the faculty has decided to carry out an IUSB SON survey.

It is apparent that graduating seniors (December 1999, first class held to revised curriculum outcomes) believe that the IUSB SON has prepared them to meet the outcomes of the program and of the IUSB campus (Appendix R, Exhibit 37). In addition, the vast majority of these beginning professionals intended to engage in life-long learning. As a group, these students also indicated an interest in practicing their profession with diverse populations and environments.

All student and graduate surveys need to include an evaluation of student services and the learning environment. The IUSB Assessment Committee is charged with making this change for the survey of May 2000 graduates.

The nursing faculty is very active in attempting to identify students who are at risk for failing the NCLEX-RN. The Arnett and Mosby Assessstest are being used to predict success on the licensure exam. In addition, the faculty has informally identified that poor performance in some courses are predictive of failure on licensure exams. These courses have traditionally been the ones that deal with medical surgical and pediatric/obstetric content. The faculty need to formally look at the relationship between relative success in certain courses and success or failure on NCLEX-RN. The faculty have found that students who are identified as at-risk early in their nursing education can be assisted to be successful not only in subsequent courses but on the NCLEX-RN exam. The faculty have had less success with students who are unwilling to expend extra energy and time studying after graduation.

The Baccalaureate student pass rate for the NCLEX-RN program has been between 84 and 100 per cent (Appendix W). However, since only one set of students have graduated from the transition curriculum this past December, and no students have graduated from the revised curriculum, these data reflect the success of the graduates of the previous curriculum.

A member of the faculty has been administering the California Critical Thinking Skills Test (CCTST) for the past six semesters to students upon entrance and exit from the program. The data from this testing are a recent addition to the assessment plan of the nursing department. We have pre-entrance data for six groups of entering students and post-program data for three graduating classes. The data analysis yielded a significant difference at the probability level of less than .007 (Exhibit 39). Since no students have graduated from the revised curriculum, it is difficult to use this data to assess the new curriculum’s value in
promoting critical thinking skills. However, as we continue to test students we will have data that will give information on how the new curriculum maintains and improves students' critical thinking skills.

Graduation rates can be found in Appendix X. Based upon data from December 1998 through May of 1999, between 96 and 100 per cent of all students admitted to the program graduated. Between 85 and 79 per cent of these students graduated within four semesters of certification. These numbers reflect graduation rates from the previous (old) curriculum and does not consider reason for withdrawal. No students have graduated from the revised curriculum. The first graduating class of the revised curriculum will be in May of 2000. Of the students enrolled in the transition class, who took a curriculum that bridged the previous to revised curriculum, only 79% of the entering cohort graduated within four semesters as planned. In this class there was one dismissal from the program and one student transferred to another major. It is projected that 86% of the admitted class will graduate.

Currently the entry-level IUSB SON baccalaureate program is designed around a schedule of full-time study. However, the faculty returned to a policy of admitting a new class two times each academic year. This policy change will make it easier for students who are out of progression to continue their nursing studies in a timely manner. The faculty is planning to consider adoption of a part-time program (see Standard II-A).

Although the faculty identified that the transition curriculum produced a more difficult schedule than either the previous or revised curriculum, they felt obligated to offer this option to students so that they could graduate as planned. At the time of admission into the program these students were advised of the risks of attempting to complete their program of study in the transition group. There were students in this group who did elect to sit back a semester.

The faculty hopes that the graduation rates will improve with classes who are currently engaged in completing the revised curriculum. If graduation rates fall below 90% faculty will need to carefully examine the curricular structure, admission qualifications, and teaching methods in order to devise a plan to increase the rate of graduation.

IV-C: Faculty accomplishments in teaching, scholarship, practice and service demonstrate program effectiveness and reflect the process of ongoing improvement.

The generic baccalaureate nursing program at IUSB has flourished since its inception in 1988. In view of the mission of IUSB to "...support scholarship and creative activity...encourage, support and reward
education and professional growth”...and “provide and maintain academic programs of depth, quality and value...” (Indiana University South Bend: Mission and Strategic Priorities, p.3; Exhibit 1), IUSB has supported the educational goals of the nursing faculty. With the assistance of the campus and nursing department, and through dedicated individual effort, the faculty has grown from a cohort of masters prepared professionals with one doctorally prepared member (the dean) and an adult nurse practitioner to a total of six faculty with earned doctorates, three family nurse practitioners and one adult nurse practitioner. The increase in academic credentials has been primarily accomplished through the hard work of the existing faculty. Three faculty members have earned doctorates while continuing to be part of the teaching effort. One of the family nurse practitioners also completed her academic work while teaching full-time. Three of the six doctorally prepared faculty have Associate Graduate Status in the IU Graduate School. One of the doctorally prepared faculty has Full Graduate Status in the IU Graduate School.

The faculty members see themselves as partners in the community of professional nursing on a local, state and national level. All faculty have contributed service to the profession. Several of the faculty have been very active in this endeavor (Appendix E; Exhibit 40).

The School of Nursing is beginning to develop a program of service learning within the revised curriculum. This effort is in its beginning stages and continues to be expanded and improved. The current service learning experiences include, but are not limited to, a Preschool Health Fair, delivery of flu shots to the campus community, participation with the Health Department in delivery of flu shots to the overall community, and participation in Super Shot Sunday (an effort to increase immunizations for the children of the community).

A nurse operated Wellness Clinic has been organized to provide health services to the campus faculty, staff and students. This clinic will be active in providing health screening, health counseling, emergency care (when open) and also provision of immunizations and other tests related to admission for students. The clinic has been developed by faculty and will be staffed with members of the nursing faculty.

Several faculty members are active participants in community service on an individual basis. Patricia Nietch is involved as a consultant with the parish nursing efforts at St. Anthony Church. Colleen Rose has been a volunteer school nurse for St. Mary of the Assumption School. She has also been a member of their school board. She has been a consultant for the South Bend Community School Corporation. Barbara Keith has served as a court appointed special advocate for abused and neglected children of Saint Joseph county. She has also been a member of the St. Anthony Parish Nurse Ministry. Isabelle White has
been very active with establishing and maintaining an Alzheimer’s family support group. Appendix E and Exhibits 40 and 41 identify additional activities.

The faculty are also heavily involved in service to the University, IUSON, IUSB Campus and to the IUSB SON. Appendix C lists faculty involvement in a wide variety of committees in the last three years. This listing of committee membership shared by approximately 15 faculty members highlights the commitment to service in the interest of making the Nursing department a visible presence on the IUSB campus and the university as a whole. Faculty are better able to ensure that students receive a quality education in a learner friendly environment by active participation in the workings of the university and unit. However, this commitment comes at a price. The small number of full-time faculty have service responsibilities that are far greater than those of the larger faculty at IUPUI, or for that matter most small nursing faculties. Faculty who have 100% teaching work assignments have to take on heavy committee responsibilities. In addition, tenure track faculty must participate in far more committee work than their cohorts at IUPUI. Although all faculty understand and accept the necessity of participation in service to the workings of the unit, campus and university, it is a sometimes a difficult task.

The faculty are becoming more involved in research. Mary Basolo Kunzer has received a large federal grant to carry out her research in the area of headaches. Cynthia Sofhauser completed her dissertation on hostility and heart disease. Teresa Dobrzykowski has completed her grounded theory dissertation on elder mothering. Patricia Henry has completed her grounded theory dissertation on alternate feeding methods in children. Barbara Keith is currently looking at the critical thinking skills of students, comparing entering to leaving scores. The faculty has been involved in many presentations of their scholarly work. A more complete picture of the scholarly work of faculty can be seen in their curriculum vitae, which are available for review.

The faculty annual report (Appendix Y, Exhibit 41) affords the faculty the opportunity to review their teaching, service and scholarship and identify successes and areas that require some improvement. Faculty are encouraged to devise a plan of action for the upcoming year to improve their performance in each of these areas. Due to the fact that the mission of IUSB is primarily teaching, this area receives more emphasis than service or scholarship, particularly for lecturers.

The students are afforded the opportunity to evaluate faculty performance in each course at the close of each semester. The faculty secretary distributes “multi-ops” (Appendix Z) to the faculty about 3-4 weeks before the end of the course. The faculty distribute them to students, and a student representative returns them to the faculty secretary. Full-time faculty receive written feedback on the aggregate responses,
and typewritten comments. Each full-time faculty member includes the data from these evaluations in her or
his annual reports, at their discretion, as per University policy. The student evaluations are used to identify
areas of success and areas that need improvement. The Associate faculty are evaluated by students in the
same manner as full-time faculty. Associate faculty evaluation and consideration for re-hire is heavily based
upon student evaluations. The dean and undergraduate coordinator share the results with the associate
faculty member and the associate faculty member has an opportunity to respond to the student evaluations.

In addition, the faculty are encouraged to complete a course evaluation each semester (Appendix P). The
process of completing the form enables the faculty to critically analyze their teaching methods, textbook
selection and assignments in order to make changes that will enhance the teaching-learning process.

Full-time faculty are evaluated on an annual basis by the Dean (Appendix AA). The focus of this
evaluation is to assist the faculty in maintaining and improving his or her contributions in the areas of
teaching research and scholarship in relation to the mission of the campus and school.

IUSB supports its teaching mission through the University Center for Excellence in Teaching
(UCET). This office offers developmental programs and assistance to faculty in the area of teaching
(Exhibit 42). Competitive grants are available to all faculty for the improvement of curriculum. Research
efforts are supported through the Research and Graduate Studies. During the first year of the tenure track,
faculty are given extra travel monies from the campus to support scholarly work. The University has
supported the efforts of faculty to earn doctorates through tuition reimbursement. In addition, an agreement
to place a cohort of faculty into tenure track positions upon receipt of a doctorate encouraged faculty to
engage in further education. (See Standard II-A for a more detailed report)

The IUSB SON supports the teaching mission of its faculty through several avenues. The IUSB
SON offers summer grant monies for course development, instruction and evaluation improvements and
projects. The SBNF also sponsors developmental sessions in concert with faculty meetings. (Due to new
curriculum implementation and accreditation review these sessions have not been scheduled in the last year).
The faculty also devote the morning sessions of the Division of Nursing and Health Professions Retreats to
faculty development.

Travel monies are available to full-time faculty for conferences. The monies budgeted for the unit
are divided equally among the faculty. In addition, faculty can “donate” their monies to other faculty as
desired. The unit has supported faculty in furthering their formal education through grants for research
projects related to course work and tuition reimbursement. The William and Kathryn Shield’s Endowed
Chair has enabled additional funds to be made available for travel to conferences and for "mini" internal grants.

IV-D: Records of student satisfaction/formal complaints are reviewed as part of the process of ongoing improvement.

The students are given an opportunity to evaluate the program through the graduating senior survey (Appendix R). Areas of student concern that need to be added to this survey are student services and the physical environment. In addition, it may be helpful to survey students at the end of the sixth semester about program satisfaction. The IUSB SON Assessment Committee will be charged with instituting these improvements. The IUSB SON has received very few complaints about its program. Up to this date there has been no formal written complaints about the program communicated to the division. However, there are several formal and informal mechanisms for students to communicate concerns about the program to administration and faculty.

Most complaints are informal in nature and typically concern change of schedule issues. These complaints are usually taken to the Undergraduate Coordinator by groups of students. She takes appropriate action to either rectify the problems or to explain the circumstances surrounding the issues to the students. IUSB SON has not kept a record of the complaints that are communicated to the division in this manner. IUSB SON may need to institute a method of recording and analyzing these complaints in order to identify trends other than the already identified scheduling issues. The scheduling issues are related to the fact that clinical and classroom course schedules must be published a year in advance. Unfortunately, changes in faculty and clinical agency availability often necessitate scheduling changes.

The students also have the opportunity to communicate complaints to campus administration through the Chancellor’s hot line. The complaints are sent to the Dean, and a response to the complaint is expected by the Chancellor. These complaints usually concern scheduling and/or progression issues.

In addition, each class of students elect (a) member(s) to the Dean’s Advisory Committee. The class representatives meet with the Dean about two to three times a semester. The representatives bring forth concerns of fellow students to the advisory group concerning curricular and other matters. Minutes of these meetings are available. The Dean meets with the appropriate faculty to discuss the issues put forward by the group.
IV-E: Current documents and publications distributed accurately reflect student performance and satisfaction, as well as, faculty accomplishments (ie. truth in advertising).

The IUSB SON publications and documents accurately reflect program effectiveness, faculty accomplishments, and student satisfaction and experience with the program. Documents and publications are available to the public. Interested parties can request program information via mail or phone. Information is also available on The School of Nursing Web Site at http://www.iusb.edu/~nursing

Student and faculty accomplishments are showcased in several system wide publications including Pulse (Exhibit 43) and the IUSON Annual Report (Exhibit 5). The IUSB Update is a campus specific publication that includes faculty and student accomplishment (Exhibit 44). On occasion the IUSB School of Nursing Newsletter (Exhibit 26) contains reference to faculty and student accomplishments.

Standard II - Strengths, Challenges and Action Plan

Strengths:

- Students and faculty are evaluated in a timely and consistent manner, with a focus on improvement.
- The IUSB SON has an evolving assessment plan that has been devised and is supported by the faculty and IUSB.
- The faculty has a strong educational base, with a diversity of experience and educational preparation.
- The faculty has improved its educational credentials over the last 10 years.

Challenges:

- There is a need for mid-program evaluation.
- There is a need to include formal student evaluation of the physical plant and support services in surveys.

Plan: The IUSB SON Assessment Committee has been charged with:

- Devising a method of student evaluation of the program in the sixth semester.
- Including evaluation of the Physical Plant and Student Services in the assessment process.
- (Completed in Fall of 1999).
- There is a need for a increased documentation and analysis of informal complaints received by the Undergraduate Coordinator.
Plan: The need has been brought to the attention of the Undergraduate Coordinator and will be addressed by her.

- There is a need for consistent tracking of student learning contracts.

Plan: The Admission Graduation and Progression Committee has been charged with devising and implementing a method to consistently track learning contracts.

(This issue has been addressed. The Undergraduate Coordinator has devised a mechanism of tracking and reporting learning contracts. This method was instituted in Spring of 2000)

- There is a need to include nursing course descriptions and offerings in the information available on the IUSB SON Web Site. (The entire course offering of the IUSB campus are available on the IUSB Web Site).

Plan: Student Services has been charged with including this information on the IUSB SON Web Site.

- There is a need to include student and faculty accomplishments on the IUSB SON Web Site.

Plan: Student Services has been charged with including this information on the IUSB SON Web Site.

- There is a need to continue to improve the writing skills of students (this goal is also an IUSB campus priority)

Plan: Continue to address and evaluate the writing skills of students. (NURS B251: Life Span Development Practicum has been identified as a developmental course in the area of writing. The curriculum committee and level committees will continue to look critically at writing assignments and expectations in nursing courses.