

CONTINUOUS IMPROVEMENT PROGRESS REPORT (CIPR)
OF THE BACCALAUREATE PROGRAM IN NURSING
AT
INDIANA UNIVERSITY KOKOMO

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Introduction/Overview

This section summarizes major events that have taken place at the institutional and/or program level since the most recent on-site evaluation by CCNE.

Indiana University Kokomo (IUK) has enjoyed stability in leadership over the last five years. Our central administrators are the same as at the time of our last visit. Fiscal resources continue to be scarce; however the school of nursing is treated fairly and equitably in comparison to other units and has adequate fiscal, physical and human resources to achieve student and faculty expected outcomes.

Within the Indiana University Kokomo School of Nursing (IUKSON) our support staff and leadership remain consistent. Faculty numbers are stable with some desirable turnover in specific faculty members. Perhaps the most important program change has been an intentional enthusiastic movement toward increasing the number of students in the baccalaureate and higher degree programs and decreasing numbers at the associate degree level.

The larger university school of nursing Indiana University Purdue University Indianapolis (IUPUI) has experienced a change in deans due to the retirement of Dr. Angela McBride. Last fall we welcomed Dr. Marion Broome as university dean. The transition has been a positive one and Dr. Broome and Dr. Cass have established an excellent working relationship.

In addition, a new (2 years) university president, Dr. Adam Herbert is in place at Indiana University. Dr. Herbert remains in the early tenure of his presidency and has called for reassessment of the mission and vision of the institution, writ large; with special emphasis on increasing the research and scholarly productivity of IU. Evidence suggests that the regional campuses, such as IUK, will continue to be primarily teaching focused.

Continuous improvement of academic programs, faculty development, international/exchange options for faculty and students, service learning and community-based clinical practicum continue to characterize our priority efforts at the IUKSON.

Standard I – Program Quality: Mission and Governance

This section analyzes the program’s continuous quality improvement efforts in the areas of mission and governance and briefly describes the processes/ procedures utilized, and the outcomes realized to demonstrate the programs continued compliance in the following area:

- **Mission and governance of the parent institution;**

The mission of the parent institution is currently being reviewed and studied in accordance with President Herbert’s university-wide initiative. Work to date has involved the IUK campus broadly, including the school of nursing and is progressing toward a strong statement of our teaching priority and spirited deliberation about the specific nature of the research and scholarship of faculty on a regional campus. The process involves all levels of campus personnel, including faculty and staff in nursing, and is being facilitated by an outside consultant. Governance procedures and policies have remained consistent with the 2000 site visit. Faculty, students and staff continue to have a voice in governance of the university and the school. Many nurse faculty and staff have assumed leadership positions in school and university governance over the past 5 years as has been true in the past.

- **The program’s mission, goals, and expected outcomes;**

The faculty in nursing will meet in retreat in fall 2005 to refine the program’s mission, goals and expected outcomes in relation to the university-wide draft mission currently in the final approval stages. Currently the mission goals and outcomes remain the same as in the fall 2000 visit and are available to all in writing. Expected areas for possible modification (e.g. commitment to diversity, assisting in the economic development of our region, and action research as a priority of scholarship activities) are well within the current values structure of the IUKSON and will integrate smoothly in to any revised documents for approval at the fall retreat.

- **Professional nursing standards and guidelines to which the program adheres;**

As was true at the time of the CCNE site visit in 2000, the professional nursing standards used to guide the nursing programs are those stated in the 1998 *Essentials of Baccalaureate Education for Professional Nursing Practice*. Full integration of the

essentials document into the baccalaureate curriculum and evaluation policies continues as per the 2000 self-study report.

- **The program's community of interest;**

IUK continues to work with a broad community of interest including members and leaders of various institutions and agencies in our region—alumni, emeriti faculty, university officials, professional agencies and groups, etc. Programming such as the LPN to ASN and ASN to BSN transition programs, the on-site IUPUI master's programs, intern/extern programs for students with local institutions, parish nursing, asthma camp for kids, and diabetes camp for kids, are just a few examples of collaboratively defined programming to serve the community's needs. Annual meeting with the advisory board of the community continues to be an excellent source of feedback and data for program revision.

- **The roles of faculty and students in the governance of the program.**

The IUKSON dean, faculty and students participate in program governance at both the state and campus levels. IUKSON has 2 faculty representatives on the IUSON Council of Nursing Faculty (CNF), and many nursing faculty serve on other statewide IU governance committees. The IUKSON dean actively participates in statewide IUSON administrative groups. At the regional campus level, all nursing faculty are members of faculty senate, and in previous years nursing faculty have served in key leadership roles within the senate. Additionally, IUKSON faculty represent the school on all senate committees. The dean is a member of the IUK administrative academic council as well as the dean's council, and continues to contribute to IUK's ongoing strategic planning activities. All nursing faculty are members of the IUKSON local council of nursing faculty (LCNF) and serve on at least one of the councils standing committees. Students participate in governance via formal focus groups and in multiple ways informally as discussed in the previous self-study report. Student participation is highly valued and meaningful.

Documents and publications are updated regularly and are accurate. A new website format is currently being instituted on campus. The IUKSON webmaster, Dinah Downhour, is working with peers and colleagues to assure the SON's compliance with and utilization of new software to continuously improve the nursing website.

Policies of the parent institution and the nursing unit are congruent, supportive of nursing's mission, goals and expected outcomes for all constituencies. Policies are fair, equitable and published. Review is systematic and ongoing to reflect continuous improvement. Policies include those relative to student recruitment, admission and retention among others.

In summary:

1. The mission, goals and expected outcomes of the program are written, congruent with those of the parent institution, and consistent with professional nursing standards and guidelines for the preparation of nursing professionals;
2. The mission, goals and expected outcomes of the program are reviewed periodically and revised, as appropriate, to reflect professional standards and guidelines;
3. The mission, goals and expected outcomes of the program are reviewed periodically and revised, as appropriate, to reflect the needs and expectations of the community of interest;
4. Roles of the faculty and students in the governance of the program are clearly defined and enable meaningful participation;
5. Documents and publications are accurate. Any references in promotional materials to the program's offerings, outcomes, accreditation/approval status, academic calendar, admission policies, grading policies, degree completion requirements, tuition, and fees are accurate;
6. Policies of the parent institution and the nursing program are congruent with and support the mission, goals, and expected outcomes of the program; these policies are fair, equitable, published, and are reviewed and revised as necessary to reflect ongoing improvement. These policies include, but are not limited to, those relative to student recruitment, admission and retention.

Standard II – Program Quality: Institutional Commitment and Resources

This section examines the program’s continuous quality improvement efforts in the areas of institutional commitment and resources, and briefly describes the processes/procedures utilized, the outcomes realized, to demonstrate the program’s continued compliance in the following areas:

- **Resources are provided by the parent institution(s) or are available to the program through other channels;**

The following table represents the operating budget of the IUKSON for the last three (3) years.

| <u>SALARIES</u> | <u>July 1, 2002</u> | <u>July 1, 2003</u> | <u>July 1, 2004</u> |
|--------------------------------|---------------------|------------------------|------------------------|
| Full-time | \$ 674,352 | \$ 736,838 | \$ 763,270 |
| Part-time | \$ 104,600 | \$ 270,548 | \$ 226,566 |
| Hourly | -0- | -0- | -0- |
| Secretarial Support | \$ 96,574 | \$ 97,407 | \$ 100,360 |
| Counselor | \$ 32,000 | \$ 32,640 | \$ 33,619 |
| <u>SUPPLIES & EXPENSES</u> | \$ 47,400 | \$ 57,800 ¹ | \$ 43,150 ² |
| <u>TRAVEL</u> | \$ 20,000 | \$ 20,000 | \$ 21,200 |
| <u>EQUIPMENT</u> | -0- | -0- | -0- |
| <u>FRINGE BENEFITS</u> | \$ 296,867 | \$ 345,184 | \$ 348,172 |
| <u>TOTAL BUDGET</u> | \$1,271,793 | \$1,560,417 | \$1,536,337 |

NOTE. ¹One time increment to support larger student numbers in the school.

²Base budget adjustment

Resources continue to be adequate to accomplish unit goals and expectations and are commensurate with other units. As in other institutions, budgetary constraints at the statewide level have resulted in tight budgets over the past 3 years. We anticipate continued fiscal stress in the coming biennium.

Other resources have been maintained or improved since the 2000 visit. We are

involved in small grant, contract, and fundraising to supplement our fiscal resources with moderate success. Library, computer and other learning resources are rich. Staff and faculty numbers are adequate as is the physical plant.

- **Current number of full- and part-time faculty (include name, credentials, and courses taught for any faculty members hired subsequent to the most recent on-site evaluation);**

The IUKSON currently employs 12 full-time faculty members as well as the dean for the school. Part-time or adjunct appointments vary by semester, depending on programmatic need. A chart containing name, credentials and courses taught may be found in Appendix A.

- **Examples of faculty development activities that the program or parent institution(s) provides;**

Annual review of nontenured faculty and comprehensive five-year reviews of tenured faculty influence decisions about salary, promotion, awards, and reappointment. In keeping with the campus emphasis on teaching, the IUK center for teaching excellence provides workshops and seminars, technical resources, literature, informal discussions, and collegial support to enhance the quality of faculty teaching. Faculty travel and development funds, as outlined in the nursing faculty handbook and contained in the school budget, provide opportunities for faculty to attend local, state, and some national seminars. Several school faculty have won financially compensated teaching awards. Seminars, library services, and faculty computers support the requirement of publishing for promotion and tenure.

- **Faculty roles in teaching, scholarship, service, or practice.**

Faculty roles in teaching, scholarship and service are clearly defined, written, and in congruence with the mission, goals, and expected outcomes of the program. Faculty are not expected to perform a practice role, although some choose to do so.

In summary:

1. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with mission, goals, and expected outcomes of the program;

2. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. These resources are reviewed, revised, and improved as needed;
3. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs;
4. The chief nurse administrator is academically and experientially qualified and is vested with the authority required to accomplish the mission, goals, and expected outcomes. The chief nurse administrator provides effective leadership to the nursing unit in achieving its mission, goals, and expected outcomes.
5. Faculty members are academically and experientially qualified and sufficient in number to accomplish the mission, goals, and expected outcomes of the program;
6. The faculty roles in teaching, scholarship, service, and practice are identified clearly and are congruent with the mission, goals, and expected outcomes of the program.

Standard III – Program Quality: Curriculum and Teaching-Learning Practices

This section addresses the program’s continuous quality improvement efforts in the areas of curriculum and teaching-learning practices, and briefly describes the processes/procedures utilized, and the outcomes realized, to demonstrate the program’s continued compliance in the following areas:

- **Curriculum;**

No major changes in curriculum have occurred since the 2000 site visit. Faculty continue to use clearly stated end-of-program outcomes and have further developed the syllabi to reflect the leveled competencies expected for each year in the BSN program. An example of the outcomes and competencies is included in this material for the senior course entitled “Health of the Community” (see Appendix B).

- **Elimination or addition of any new tracks or specialties;**

No new tracks or specialties have been eliminated or added. However, the faculty have taught the RN to BSN completion program at an off-campus site to 12 RNs and are planning to do so again beginning in spring 2006 to a group of 24 RNs.

- **Teaching-learning practices.**

Individual faculty continue to evolve and develop their teaching expertise. One of the faculty’s commonly identified areas for quality improvement was to create a high quality BSN senior level capstone experience. That has been accomplished by placing each BSN student with a BSN prepared RN preceptor in an acute care medical/surgical setting. The students have an intense, immersed experience by working full-time along with the designated RN on the shift they work (which could be days, nights and/or weekends). The seniors participate in the capstone experience for the first 4 weeks of their last semester, and do not begin their other senior courses until the capstone is completed.

In summary:

1. The curriculum is developed, implemented, and revised to reflect clear statements of expected student learning outcomes that are consistent with professional nursing standards and guidelines and congruent with the program’s mission, goals, and expected outcomes;

2. The curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines. These standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes. Course/unit/level outcomes are consistent with the roles for which the program is preparing its graduates.
 - a. The baccalaureate curriculum incorporates knowledge and skills identified in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 1998).
3. The curriculum is logically structured to meet expected program outcomes.
 - a. The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.
4. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement;
5. The didactic and teaching-learning practices and learning environments support the achievement of student learning outcomes;
6. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.

Standard IV – Program Effectiveness: Student Performance and Faculty Accomplishments

This section analyzes the program data on continuous quality improvement in the areas of student performance and faculty accomplishments, and briefly describes the processes/procedures utilized, the outcomes realized, to demonstrate the program's continued compliance in the following areas:

- **The manner in which individual student performance is evaluated, communicated, or used to improve quality performance;**

Evaluation of student performance in BSN courses is tied directly to the BSN expected outcomes and level competencies; therefore, student performance can be accurately measured and evaluated. The grading policy is consistent throughout the BSN program so that students have a clear understanding of the grading and performance expectations.

- **The outcomes of any formal review of aggregate student performance, including revisions made to teaching-learning practices or academic policies;**

Faculty have been using the Mosby Assess Test for the past several years to evaluate potential student performance on the NCLEX exams. Beginning next year, students will be enrolling in the Assessment Technologies, Inc. (ATI) assessment and remediation testing, which expands assessment/remediation over the entire BSN curriculum. The ATI package permits faculty to assess student knowledge levels at the conclusion of each specific area of content. Faculty can then make teaching/learning adjustments as needed.

- **Notable faculty accomplishments, identified by faculty member;**

The list in Appendix C highlights exemplars of faculty accomplishments since the site visit in 2000.

- **Results of any surveys (or other means of data collection) that address the satisfaction of alumni, employers, graduates, or other stakeholders;**

BSN Program Outcome Evaluation Results

Characteristics of the 2004 Graduates: In May 2004 IUkson had 27 basic students and 19 RN to BSN students graduated. In June there were an additional 3 RN to BSN graduates. This sample included 34 survey results: 27 respondents were basic students and 7 respondents were RN to BSN students. Over 97% were women and the mean age was 27.9 years. Over 38% of the respondents had no prior healthcare experience, 26.5% had been a CNA/Nursing Assistant, 20.6% were RNs, and 14.7% had other healthcare backgrounds. Over 38% of the respondents worked full-time during school, 38.2% worked part-time, 17.6% had on-call or PRN status, and 2.9% were not working by choice. The largest majority of respondents (76.5%) reported working in a community general hospital. The specialties most commonly listed were: medical/surgical (32.4%), ICU (20.6%), and ER (11.8%).

- **Indicators of program quality (e.g. graduation rates, NCLEX-RN pass rates and pass rates on other certification examinations, employment rates, number of graduates pursuing higher degrees in nursing).**

BSN graduate employment rates are approximately 95-100%, and the number of graduates pursuing higher degrees in nursing ranges between 50 to 75%. BSN graduate NCLEX-RN pass rates for the past 3 years, 2002 to 2004, may be found in the table below. Results from the class of 2005 are not available at the time of this writing.

| NCLEX-RN PASS RATES FOR INDIANA UNIVERSITY KOKOMO SCHOOL OF NURSING | | |
|--|-----------------------------|--------------------------|
| GRADUATION YEAR/ # OF GRADUATES | FIRST-TIME PASS RATE | OVERALL PASS RATE |
| May 2002, N = 8 | 62.5% | 87.5% |
| May 2003, N = 19 | 100% | |
| May 2004, N = 27* *results of 2 students unknown | 64% | 92% |

Conscientious efforts to improve student NCLEX performance are a high priority for the SON. Notice that final pass rates approach 100% each year. Faculty believe the integration of ATI assessment will provide a rigorous means to improve student NCLEX performance.

In summary:

1. Student performance is evaluated by the faculty and reflects achievement of expected outcomes. Evaluation policies and procedures are defined and consistently applied. This key element is a high priority.
2. Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Student outcome data include, but are not limited to, graduation rates, NCLEX-RN pass rates, certification examination pass rates, and job placement rates, as appropriate. NCLEX-RN performance is within the state board of nursing's expectations, but is disappointing to the faculty in spite of our strong commitment to open admission at IUK. Changes in evaluation mechanisms (adoption of ATI assessment testing) will enable us to do rigorous work in this area.
3. Program outcome data are analyzed to provide evidence of program effectiveness and are used to foster ongoing program improvement.
4. Faculty outcomes demonstrate achievement of the program's mission, goals, and expected outcomes, and enhance program quality and effectiveness.
5. The program has established policies and procedures by which it defines and reviews formal complaints; analyses of aggregate data regarding formal complaints are used to foster ongoing program improvement.

Conclusion

This section reflects on the program's short- and long-range goals for continued quality improvement and identifies action planning based upon priorities and expected opportunities.

1. Maintain strength in the areas of mission, governance, explicit expected outcomes, use of the essentials and policy congruency (long-range goal);
2. Continue to provide multiple informal, asynchronous opportunities for meaningful student participation in governance (long-range goal);
3. Continue efforts to increase fiscal resources through fundraising efforts (long-range goal);
4. Maintain rigorous performance in curriculum and teaching practices (short-range goal);
5. Increase opportunities for faculty to develop and perform scholarship/research (short-range goal);
6. Use evaluation data to continuously improve the program, including NCLEX performance by students (short-range goal).

