

## **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 are consistent with the professional nursing standards and guidelines for the preparation of nursing professionals.**

**I-B. The mission, philosophy and goals/objectives of the program are reviewed periodically and revised not only to reflect professional standards and guidelines but also to reflect the expectations of the community of interest, all in pursuit of the continuing advancement and improvement of the program.**

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

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

### **MISSION, PHILOSOPHY, AND GOALS**

The nursing faculty teaching in the baccalaureate nursing program at Indiana University Kokomo, accept and adhere to the mission, philosophy, goals and objectives of Indiana University, Indiana University School of Nursing, Indiana University Kokomo, and Indiana University Kokomo Division of Nursing.

All documents and publications accurately reflect the mission, philosophy and goals of the IUK BSN nursing program and will be available to visitors on site.

#### **Indiana University**

Indiana University is composed of 8 campuses (Indiana University Purdue University Indianapolis [IUPUI], IU Bloomington [IUB], IU Columbus [IUC], IU East [IUE], IU Kokomo [IUK], IU Northwest [IUNW], IU South Bend [IUSB], and IU Southeast [IUSE]) and serves almost six million people in the state of Indiana. Across the 8 campuses, the student headcount for fall semester 1999 was 92,599. Although the majority of students are Caucasian; American Indians, Blacks, Asians and Hispanics and other minorities comprise about 16% of the student population. The ethnic diversity is slightly higher than the state statistics which were 90.6% Caucasian and 9.4% minorities (Census Bureau, 1990).

Indiana University's mission and philosophy are stated in the Indiana University Academic Handbook, June, 1997 (available to visitors on site). The primary mission of Indiana University is the

education of its students. The faculty of the University believe their primary responsibility is effective teaching, and they pride themselves on the quality of teaching and learning at Indiana University. Other important objectives include the faculty's contribution to the general welfare of society, scholarship, research, publication, and provision of information to advance our understanding of the world. Indiana University is also committed to the principle of equal educational and occupational opportunities for all persons, and takes positive action toward the elimination of all types of discrimination.

The goals and objectives for Indiana University were articulated in the Indiana University Strategic Directions Charter, January, 1996 (available on site). The charter was developed through the work of 8 statewide task forces composed of representative faculty, staff, students, alumni, chancellors, deans, program directors, members of the IU Board of Trustees, and various community members from across all 8 campuses. In that charter, three overriding dimensions of concern were identified and include:

- 1) IU as the community of learning;
- 2) IU as responsible for excellence; and
- 3) IU as accountable and engaged in best practices.

Within each dimension, specific objectives are delineated and operationalized. These strategic directions goals were presented to all by Indiana University President Myles Brand in 1996, as a framework within which the University could sustain excellence, values, and IU traditions in a rapidly changing world. An update of the Charter (available on site) was distributed in March 1999 which articulated progress to date on the identified goals. For the purpose of on-going revisions and comments from faculty, students, and others from all campuses, a website was created and is used to create a forum for continuous quality improvement.

### **Indiana University School of Nursing**

Indiana University School of Nursing is also comprised of 8 campuses. Nursing programs offered at each campus are as follows: BSN only, IUB and IUSE; LPN to ASN, ASN, BSN, and RN to BSN, IUC, IUE, IUK, and IUNW; ASN, BSN, RN to BSN, and MSN, IUSB; ASN, BSN, RN to BSN, MSN, and PhD, IUPUI. Each year the University Dean of the School of Nursing of Indiana University addresses the 8 campuses and articulates the mission, philosophy (available to visitors on site) and goals and objectives in a document entitled "Evolving As A University School" (September, 1999). Indiana University School of Nursing, as a system or group of regional campuses, "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". Statewide School of Nursing goals are to:

- 1) place student learning, intellectual exploration, persistence, and attainment at the center of Indiana University School of Nursing's mission;
- 2) support, within Indiana University School of Nursing, the improvement of teaching, service, research, and creative work;
- 3) encourage and support excellence in learning through the refinement of traditional teaching methods and the use of new technologies of learning;
- 4) increase faculty connections within and across campuses that encourage collaborative efforts in teaching, research, practice, and service; and
- 5) ensure a consistent system for reporting to the public on Indiana University School of Nursing's success in fulfilling its mission.

Working groups that provide input for quality improvement and the evolution of the school statewide include the Indiana University campus Deans of the nursing programs, the University Council of Nursing Faculty, and the Local Councils of Nursing Faculty on all 8 campuses, and nursing student groups such as the Student Nurses' Association from all 8 campuses.

### **Indiana University Kokomo**

Indiana University Kokomo (IUK) is a state assisted commuter campus located in north central Indiana, a region of approximately 230,000 residents. About 95% of residents in north central Indiana are Caucasian, and the other 5% are a blend of African-Americans, Native Americans, Asian-Americans, and Hispanic-Americans. About 38% of these residents are between 18 and 44 years of age. The unemployment rate is a mere 4% (compared to the national rate of nearly 5%). Both poverty and prosperity are evidenced in the area. The prosperity is due, in large part, to the major industries located in north central Indiana such as Delphi-Delco, Daimler-Chrysler, and Haynes-Anderson. Large industry is the major competitor for individuals contemplating pursuit of higher education. Although the mean income in Howard County is above the state mean, income levels in adjacent counties, e.g. Miami and Cass are considerably lower. Only about 77% of adults in the region have a high school education, and only 11.5% of adults have a baccalaureate or higher degree.

The total IUK enrollment for fall 1999 was 2,634, of whom 1,824 were female. The majority of students come from the IUK catchment area, which consists of an 11 county region in north central Indiana. Approximately 1,133 students enrolled are from Howard County, the county in which IUK is located. The

majority of the students are Caucasian, and approximately 141 students are a blend of African Americans, Hispanics, American Indians, and Asians.

As stated in the Indiana University Kokomo Bulletin 1998-2000, the mission of Indiana University Kokomo (full mission statement available on site) is “to meet the educational needs of north central Indiana through a broad spectrum of undergraduate programs leading to associate and baccalaureate degrees, a limited range of graduate offerings, and a wide variety of continuing education activities”. The campus is committed to the attainment of excellence in all of its endeavors.

Indiana University Kokomo also endorses the vision of being the best regional campus in the State of Indiana, while providing every opportunity for student achievement. Optimal student achievement can be impacted by providing quality instruction based on continuing scholarship and critical inquiry, and seeking to enable each student to make informed judgments and communicate them effectively.

Building from the IUK mission and vision and the Indiana University Strategic Directions Charter, Indiana University Kokomo developed a Strategic Plan for 1998 – 2001 (available on site) that includes the following 8 goals:

- 1) Place student learning, intellectual exploration, persistence and attainment at the center of the activities of the campus;
- 2) Support the improvement of teaching, service, research and creative work;
- 3) Encourage and support excellence in learning through the refinement of traditional teaching methods and the use of new technologies of learning;
- 4) Strengthen existing partnerships and create new partnerships with public schools, businesses, government agencies and other external groups;
- 5) Support students' success through student-oriented policies and practices, special tutorial programs and expanded mentoring and advising;
- 6) Promote honors programs, undergraduate research, internships and special opportunities for learning;
- 7) Assess policies and practices to ensure optimum use of human and financial resources; and
- 8) Develop a comprehensive strategy for marketing the campus and undertake rigorous market research.

These goals represent the input of Indiana University Kokomo administrators, faculty, staff, and students over an 18 month planning period and are intended to guide the campus into the year 2001. At that point,

the entire campus will engage in continued assessment and evaluation to determine if the goals require revision, amendment or affirmation.

### **Indiana University Kokomo Division of Nursing**

The vision of the Division of Nursing is stated as follows: “Empowered with vision, knowledge and professionalism, the IUK Division of Nursing aspires to be a model program known for its excellence in preparing nurses who positively impact the nursing profession and health care as we move into the 21<sup>st</sup> century, through delivery of high quality academic programs, continuing education, and relevant community involvement”. The mission of the Division of Nursing is to provide educational opportunities which prepare entry level nurses at the associate and baccalaureate degree levels, capable of practicing in a variety of health care settings. Additionally, the Division of Nursing faculty promote the professional development of nurses in north central Indiana via transition/upward mobility programming and continuing education offerings.

### **Philosophy of the BSN Program**

The philosophy for the baccalaureate nursing program of the IUK Division of Nursing is supportive of the mission and goals of Indiana University, The Indiana University School of Nursing, and Indiana University Kokomo. The faculty believes that the education of students is the primary mission. In accordance with Indiana University Kokomo, the Division of Nursing faculty supports a strong commitment to excellence in instruction, scholarship through research or creativity, educational outreach and service, and activities that enhance the quality of life in the region and the state. Faculty and students share accountability for creating an educational system that reflects respect, collaboration, intellectual inquiry, and creativity through the framework of the basic concepts of nursing. A statement of philosophical beliefs of the BSN faculty used to frame the BSN program follows:

#### **Client systems**

Client systems may refer to either individuals or groups of individuals. No assumption is made regarding the configuration of a client system. The client system is: 1) unique and holistic; 2) worthy of respect and dignity; 3) in a continuous process of growth and development; 4) in a dynamic process of striving to maintain well being; and 5) capable of exercising choice regarding health needs.

#### **Health**

Health is: 1) a dynamic biopsychosocial state; 2) defined by the client system;

3) subjectively and objectively manifested by client systems; 4) dependent on the interrelated functioning within and responses to the internal and external environments; and 5) benefited by nursing's facilitation through the use of the nursing process of assessment, analysis, planning, intervention and evaluation.

### **Nursing**

Nursing is the: 1) facilitation of health with client systems in varied environments; and 2) promotion of effective responses of client systems to actual or potential problems in a holistic, caring manner.

Nurses: 1) use the nursing process to guide the delivery of nursing care within the healthcare system; 2) assist client systems in accomplishing goals in relation to health promotion, health maintenance, health restoration, and health rehabilitation; 3) interact with client systems based on differentiated levels of practice; 4) develop, in a collaborative manner, nursing care that is safe and effective, culturally sensitive, legal and ethical, developmentally appropriate, and cost effective; 5) demonstrate competencies of cognitive, psychomotor, and affective skills, client system advocacy, negotiating, teaching, communicating and critical thinking skills; and 6) function as care providers, care coordinators, and members of a profession.

### **Environment**

Environment includes internal components, which occur within the client system and external components, which occur outside the client system. The environment is dynamic and multidimensional, and open and interactive.

### **Educational systems**

Educational systems include teaching and learning and is embedded within the curriculum to include formal and informal learning processes and activities to assist the learner to gain knowledge, competencies and technical skills to become a registered nurse. The faculty assume this responsibility and believe the curriculum is: 1) designed to facilitate learning through didactic and clinical experiences; 2) dynamic and responsive to the changing needs of society; 3) structured to demonstrate accountability to legitimate stakeholders including learners, faculty, client systems, the profession of nursing and higher education and governing agencies; and 4) comprised of resources which influence the teaching/learning processes.

The faculty believe that teaching is a multi-dimensional process which includes:

- 1) creation of a learning environment through the creative use of self in the roles of facilitator, guide and coach in collaboration with the learner;
- 2) utilization of theoretical frameworks and research;
- 3) dissemination of knowledge and skills to promote wellness, and manage illness and disease;
- 4) integration of student experiences and cultural relevancy; and
- 5) application of problem-solving, critical thinking, ethical decision making, professional values, communication and assessment.

Faculty believe learning is an on-going, multi-dimensional and lifelong process that develops best in an educational system that promotes intellectual curiosity and diverse interactions. The faculty believe that: 1) learning occurs best when the student assumes the role of learner, inquirer, and seeker of knowledge; 2) learning is influenced by the student's intellectual ability, cultural background, knowledge and experience; and 3) a learning paradigm includes a formalized process of assessment, implementation and evaluation of all curricular activities.

This philosophy was developed by the Division of Nursing faculty through a series of faculty meetings during 1996-97, was amended in May of 1999, and adopted in September of 1999 (see meeting minutes). It has provided guidance for revision in the IUK Bulletin, nursing student handbooks, the revision of BSN courses, course objectives, and expected student and program outcomes. As identified in the BSN Program Evaluation Plan, the BSN philosophy will be evaluated every 5 years with the purpose of continuously improving the BSN program. Table 1 which follows demonstrates the articulation of the mission/philosophy and goals of Indiana University, the IU School of Nursing, Indiana University Kokomo, and the IUK Division of Nursing baccalaureate program.

<b>TABLE 1: INTEGRATION OF UNIVERSITY, IUSON, IUK AND IUK DIVISION OF NURSING MISSIONS</b>			
<b>INDIANA UNIVERSITY MISSION STATEMENT</b>	<b>IUSON MISSION STATEMENT</b>	<b>IUK MISSION STATEMENT</b>	<b>IUK DIVISION OF NURSING MISSION/PHILOSOPHY</b>
Primacy of the teaching mission		To meet educational needs of north central Indiana	Education of students is our primary mission
Committed to collaborative teaching/learning	Increase collaborative methods in teaching. . .	Be competent, qualified, knowledgeable and accountable  Act locally and globally—building partnerships and initiatives	Faculty and students share accountability for creating an educational system that reflects collaboration
Student centered	Places students learning at the center. . .	. . .to provide every opportunities for student achievement. . . .provide opportunities for student development.	Faculty believe that learning occurs best when the student assumes the active role of learner and stakeholder; collaborator in creating the learning environment
Committed to continuous improvement and attainment of excellence in all its endeavors	Encourages excellence through. . .	Excellence	Faculty supports strong commitment to excellence in instruction, scholarship. . . outreach. . . and service. . . that enhance the quality of life in the region and state
Thinking, communicating, and valuing		. . .IUK seeks to enable each student to make informed judgments and communicate them effectively.	Faculty believe teaching is a process that includes the application of problem-solving, critical thinking, ethical decision making, professional values, communication, and assessment
Life-long learning		Continue professional development	Faculty believe learning is an ongoing multi-dimensional process which promotes intellectual curiosity and diverse interactions.
Meeting the educational needs of society		Provide quality teaching to meet the educational needs of north central Indiana	Faculty believe that the educational system is designed to facilitate learning through the curricula; and. . . is dynamic and responsive to the changing needs of society

### **PROFESSIONAL STANDARDS**

At the time the BSN philosophy was developed, the Division of Nursing also adopted “The AACN Essentials of Baccalaureate Education for Professional Nursing Practice” as our professional nursing standards. “The Essentials” were chosen by the faculty because the document focuses on the knowledge

and skills gained from the IUK baccalaureate educational program and on the values and roles for the practicing nurse.

The Indiana University School of Nursing began the work of curriculum revision, including revised end-of-program outcomes, beginning in early 1998. The BSN end-of-program outcomes prior to the 1998 modifications totaled 13 and can be found in the outgoing Indiana University Kokomo Bulletin 1996-98 (p.134-35). The revised statewide BSN program outcomes totaled nine (IUK Bulletin 1998-2000, p. 134). Because statewide outcomes were for use on eight different campuses, they were general, and not written in the language of the AACN Essentials. Through a series of meetings, the IUK BSN nursing faculty further modified the end-of-program outcomes to reflect the Essentials language and the three roles of nursing identified in the AACN Essentials for use on the Kokomo campus. The modified IUK BSN outcomes are shown in Table 2 which simplifies the outcomes for ease of understanding for faculty and students.

TABLE 2: USE OF THE AACN ESSENTIALS ROLE STATEMENTS TO DERIVE IUK END-OF-PROGRAM OUTCOMES	
INDIANA UNIVERSITY SCHOOL OF NURSING END-OF-PROGRAM OUTCOMES	INDIANA UNIVERSITY KOKOMO BSN END-OF-PROGRAM OUTCOMES
1. A critical thinker who demonstrates intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems.	1. A member of the profession of nursing who promotes a positive image of nursing, is an effective communicator of accurate information, and participates in the profession and practice of nursing with a broad perspective (IU Outcomes 4, 6, 8).
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 care needs.	
4. A politically aware individual who participates in the profession and the practice of nursing with a global perspective.	2. A competent provider of care who participates within an ethical and legal framework of the profession, assumes multiple role dimensions in structured and semi-structured health care settings, and is capable of providing holistic, culturally competent nursing care to a variety of individuals, families, and communities (IU Outcomes 1, 2, 5, 7).
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 required of structured and semi-structured health care settings.	
8. A professional role model who promotes a positive public image of nursing.	3. A knowledgeable coordinator of community resources and a responsible manager who balances human, fiscal, and material resources to achieve quality health care outcomes for individuals, families, and communities, based on nursing knowledge (IU Outcomes 3, 9).
9. A responsible manager who balances human, fiscal, and material resources to achieve quality health care outcomes.	

In addition to the end of program outcomes, the AACN essentials were used to build the baccalaureate curricular structure and processes. A basis of Liberal education is solidly provided in the IUK general education program. Additionally, the student general education course selection process is described in Standard III. Professional values are prominent in the leveled BSN competencies occurring throughout the program (see Standard III, page 38-42) and receive concentrated attention in B232 Introduction to the Discipline of Nursing and S485 Professional Growth and Empowerment. The core competencies including critical thinking, communication, assessment, and technical skills, are found in the

leveled BSN competencies and become outcomes measured through the BSN Evaluation Plan elaborated in Standards III and IV. Core knowledge including health promotion, risk reduction, disease prevention, illness and disease management, information and health care technologies, ethics, diversity, global health care and health care systems and policy make up the essence of the nursing major course content and are also exhibited in the leveled competencies and evaluated systematically.

The following application sketch describes the teaching of health assessment as a demonstration of the use of our mission and professional standards in the IUK BSN program.



#### APPLICATION SKETCH: HEALTH ASSESSMENT

*Dr. Linda Wallace states that "giving sophomore students an opportunity to apply their new skills in a real life setting" is especially important in Health Assessment. This is the first "hands-on" course in our nursing program. Students begin "clinical" first semester, junior year. Assessments are taught, practiced and tested in our skills lab; however three assignments take students out of the lab and into the real world.*

*"Early in the semester we spend time at our campus child care center, observing and practicing skills needed to administer the Denver II Development Screening Test. All of the students this year were in their late teens and early twenties, only two of them had children of their own. Therefore, observing children in this setting provided an opportunity that most of them lacked. It also*



*gave me a chance to watch them interact with children and to watch them perform the first of three assigned Denver II Developmental Screening Tests. Before going to the center we discuss development, age-specific safety and how to present themselves as professionals".*

*Dr. Wallace continues: "Students also complete a functional health assessment of someone in the community over age 65. This assessment allows them to learn about health care concerns from an older adult, and also to learn that many older adults are very active. Before they begin this assessment we discuss how to ask questions in a tactful*



*manner. After completing the assessment they compare their real-life client to textbook descriptions in light of developmental theories.*

*At the end of the semester we go to a senior citizens living facility to offer blood pressure, glucose and cholesterol screening. Students also complete a nutritional assessment and offer information about nutrition learned in their Health and Wellness course. Before going we*

*discuss a variety of topics, such as how they can put the client at ease when they are nervous. Students leave the semester with an 'I can do this' attitude!"*

The IUK BSN program mission, philosophy, and goals/objectives are systematically reviewed and revised according to the BSN Program Evaluation Plan (see Appendix A). Changes are documented, published, and broadly distributed (see program meeting minutes and program publications on site).

### **The Community Of Interest**

Reflective of the IUK Division of Nursing vision statement, the goal of the curricular activities and teaching-learning practices is to prepare nurses who positively impact the nursing profession, now and in the future, through the delivery of high quality academic programs, continuing education, and relevant community involvement. To this end, the community of interest includes: 1) the consumers of health care in Indiana; 2) all potential students, current students and graduates of the BSN program; 3) external groups offering legal and structural guidelines, including Indiana State legislators; 4) credentialing agencies such as the Indiana State Board of Nursing and CCNE; 5) agencies with a health care mission such as hospitals and other institutions; 6) community settings where people receive health care interventions, although that is not their focus (e.g. the YMCA, YWCA, Kokomo Rescue Mission, and various businesses); and 7) directors, CEOs, coordinators, managers, and all representatives and employees of the health care and community settings. The IUK Division of Nursing has worked with various groups within the community of interest and several examples are presented below.

In 1996, an initiative was established to develop expected competencies for associate, baccalaureate, and advanced practice nurses. Nursing deans, BSN coordinators, and members of the

Indiana Organization of Nurse Executives agreed upon and created a document to help nurse educators and nurse employers determine nursing practice expectations of ASN and BSN graduates, two years post-graduation (available on site). This document helps establish differentiated practice and statewide expectations of educational preparation.

On a local level, the IUK Division of Nursing hosts luncheon/business meetings with various members of the community of interest on a regular basis. These meetings provide an opportunity for nurse executives and nurse managers to meet with nursing faculty and program coordinators to discuss regional and national health care trends, employment opportunities and expectations, and graduate performance in various settings. Findings and survey results are reviewed at BSN program meetings and are acted upon accordingly to initiate program improvements. More detailed examples of serving the community of interest are available in Standard III.

### **GOVERNANCE**

The IUK nursing faculty, the nursing dean and nursing students have clearly defined roles in the governance of the Indiana University School of Nursing (IUSON), the local Indiana University Kokomo campus, and the Indiana University Kokomo Division of Nursing. These roles enable meaningful participation of all constituents in program governance.

Prior to this academic year, the Indiana University School of Nursing (IUSON) governance organization consisted of an **all faculty** council (the University Council of Nursing Faculty [UCNF]). Historically, the UCNF had always been a committee of the whole. In Spring 1999 the IUSON faculty voted to initiate representative governance across all IU campuses. Indiana University Kokomo nursing faculty have two representatives on the UCNF Governing Council. Documentation of these changes will be available on site.

In addition to the UCNF Governing Council, the systemwide governance structure includes an Undergraduate Curriculum Committee, a Nominating Committee, a Student Affairs Committee, and a Faculty Affairs and Development Committee. Opportunities to serve on each of these committees are available to all Indiana University Kokomo nursing faculty. Many have served and are currently serving (listing available on site). A Graduate Faculty Affairs and Development Committee is composed of members of the graduate faculty from all IU campuses. The IUK Division of Nursing consists of 3 graduate faculty members (Cass, Csokasy, Schlapman) who serve as both IU and IUSON graduate faculty. The Bylaws of the UCNF and organizational charts will be available to visitors on site.

The dean of the IUK Division of Nursing represents Indiana University Kokomo in monthly IUSON systemwide meetings of administrators and faculty in leadership roles. The IUK Division of Nursing dean attends the University School Council (USC) which is composed of all Indiana University nursing division deans, and the Matrix Group, composed of systemwide deans and faculty in leadership roles. Meetings focus on administrative, governance, and broad nursing issues of systemwide concern.

At the campus level, the IUK Faculty Senate is the primary instrument of faculty governance. All full-time faculty are members of the IUK Faculty Senate. During the 1997-98 academic year a nursing faculty member was secretary of the Senate and during the 1998-99 academic year, a nursing faculty member was vice president. Nursing faculty serve as members and chairs of various Faculty Senate committees each year, and participation is displayed in Appendix B.

At the administrative level, the nursing dean and other local campus administrators meet every 1-2 weeks throughout the year as the Academic Council (AC). The Academic Council is the leadership group of the local institution regarding administrative and academic affairs, and is chaired by the Vice Chancellor of Academic Affairs. The AC deliberates issues of importance to the academic enterprise and facilitates policy formation and implementation pertinent to local campus academic affairs.

Dean Cass has served in a leadership role in Indiana University Kokomo's Strategic Directions/Planning activities since 1997. As chair, Cass's group produced a secondary planning document "Strategic Plan 1998 - 2001: Indiana University Kokomo" which will be available to visitors on site.

Within the Division of Nursing, the Local Council of Nursing Faculty (LCNF) is the decision making body of the nursing faculty. All nursing division faculty are members of the LCNF. Nursing faculty are elected to serve on division committees. The committees include Academic Affairs, Curricular Affairs, Evaluation, Faculty Development, and Primary Promotion and Tenure. Membership on the committees is rotated on a 2 year basis. The LCNF bylaws and organizational charts will be available to visitors on site. Appendix C displays IUK nursing faculty participation in division governance.

Students provide a strong voice in the BSN program. The most accessible way that students impact governance and decision-making is through the IUK Student Nurses' Association. Membership in this group is available to all pre-nursing and nursing students and the organization is assisted by two full-time faculty members. The student leadership in this organization changes each year and many worthy projects and campus issues are impacted positively by the group. Additionally, all students are assigned to a faculty advisor each academic year. The BSN faculty, dean and academic advisor have open-door

policies and students take the opportunity to seek or give input often. A few BSN students have served on Division of Nursing committees, however the nature of a commuter campus makes the regular participation of students in formal committee work more difficult than other participatory activities.

### **Quality Improvement Plan**

In summary, the following are strengths of the IUK BSN program related to Standard I:

#### **Strengths**

1. Strong, consistent and broadly understood mission and goals, consistent with the parent institution;
2. Clearly stated BSN philosophy that grows from the mission/goals of IUK, IU School of Nursing, and Indiana University;
3. Strong faculty consensus on the mission, goals, philosophy and professional standards elaborated in the BSN program/curriculum;
4. Strong support and involvement from the community of interest in pursuit of continuous program improvement;
5. Well established, functioning shared governance mechanisms with broad participation;
6. Clearly articulated accurate documents and publications reflecting the mission, philosophy and goals of the program; and
7. Multiple mechanisms, formal and informal, to promote faculty and student participation in governance on a commuter campus.

#### **Areas for Quality Improvement**

Continuous improvement efforts related to Standard I include:

1. Ensure the ongoing systematic evaluation of the Division of Nursing and the BSN program;
2. Continue to involve the community of interest in the BSN program evaluation; and
3. Promote BSN student involvement in the governance process.