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IPLA

Professional Licensing Agency

Indiana State Board of Nursing

402 West Washington Street, Room W072

Indianapolis, Indiana 46204

Telephone: (317) 234-2043 Fax: (317) 233-4236

Website: www.PLA.IN.gov Email: pla2@pla.in.gov

Governor Mitchell E. Daniels, Jr.

ANNUAL REPORT FOR PROGRAMS IN NURSING

Guidelines: An Annual Report, prepared and submitted by the faculty of the school of nursing, will provide the Indiana State Board of Nursing with a clear picture of how the nursing program is currently operating and its compliance with the regulations governing the professional and/or practical nurse education program(s) in the State of Indiana. The Annual Report is intended to inform the Education Subcommittee and the Indiana State Board of Nursing of program operations during the academic reporting year. This information will be posted on the Board's website and will be available for public viewing.

Purpose: To provide a mechanism to provide consumers with information regarding nursing programs in Indiana and monitor complaints essential to the maintenance of a quality nursing education program.

Directions: To complete the Annual Report form attached, use data from your academic reporting year unless otherwise indicated. An example of an academic reporting year may be: August 1, 2011 through July 31, 2012. Academic reporting years may vary among institutions based on a number of factors including budget year, type of program delivery system, etc. Once your program specifies its academic reporting year, the program must utilize this same date range for each consecutive academic reporting year to insure no gaps in reporting. You must complete a **SEPARATE report** for each PN, ASN and BSN program.

This form is due to the Indiana Professional Licensing Agency by the close of business on October 1st each year. The form must be electronically submitted with the original signature of the Dean or Director to: PLA2@PLA.IN.GOV. Please place in the subject line "Annual Report (Insert School Name) (Insert Type of Program) (Insert Academic Reporting Year). For example, "Annual Report ABC School of Nursing ASN Program 2011." The Board may also request your most recent school catalog, student handbook, nursing school brochures or other documentation as it sees fit. It is the program's responsibility to keep these documents on file and to provide them to the Board in a timely manner if requested.

Indicate Type of Nursing Program for this Report: PN_____ ASN X_____ BSN_____

Dates of Academic Reporting Year: August 1, 2011 through July 31, 2012
(Date/Month/Year) to (Date/Month/Year)

Name of School of Nursing: Vincennes University Associate Degree Program (Vincennes)

Address: 1002 N. First St., Vincennes, IN 47591

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Dean/Director of Nursing Program

Name and Credentials: Mistene Halter RN, MSN

Title: Program Chair Email: mhalter@vinu.edu

Nursing Program Phone #: 812-888-5090 Fax: 812-888-4550

Website Address: http://www.vinu.edu/content/nursing

Social Media Information Specific to the SON Program (Twitter, Facebook, etc.):

Please indicate last date of NLNAC or CCNE accreditation visit, if applicable, and attach the outcome and findings of the visit: NLNAC Sept. 25-27, 2012

~~Will send preliminary report from NLNAC as soon as possible.~~

If you are not accredited by NLNAC or CCNE where are you at in the process?

SECTION 1: ADMINISTRATION

Using an "X" indicate whether you have made any of the following changes during the preceding academic year. For all "yes" responses you must attach an explanation or description.

1) Change in ownership, legal status or form of control	Yes____ No_x_
2) Change in mission or program objectives	Yes____ No_x_
3) Change in credentials of Dean or Director	Yes____ No_x_
4) Change in Dean or Director	Yes____ No_x_
5) Change in the responsibilities of Dean or Director	Yes____ No_x_
6) Change in program resources/facilities	Yes____ No_x_
7) Does the program have adequate library resources?	Yes_x_ No____
8) Change in clinical facilities or agencies used (list both additions and deletions on attachment)	Yes____ No_x_
9) Major changes in curriculum (list if positive response)	Yes____ No_x_

SECTION 2: PROGRAM

1A.) How would you characterize your program's performance on the NCLEX for the most recent academic year as compared to previous years? Increasing ____ Stable _x_ Declining ____

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1B.) If you identified your performance as declining, what steps is the program taking to address this issue?

2A.) Do you require students to pass a standardized comprehensive exam before taking the NCLEX?
Yes_____ No X

2B.) If **not**, explain how you assess student readiness for the NCLEX. Students must complete ATI comprehensive Predicator Form B with a 70% passing score. Students who do not achieve benchmark are required to take Form A of the exam.

2C.) If **so**, which exam(s) do you require?

2D.) When in the program are comprehensive exams taken: Upon Completion X
As part of a course _____ Ties to progression or thru curriculum_____

2E.) If taken as part of a course, please identify course(s):_____

3.) Describe any challenges/parameters on the capacity of your program below:

A. Faculty recruitment/retention: Faculty salaries are lower than other nursing salaries outside education. Applicants have expressed disappointment in faculty salaries. Once nursing faculty full-time and part-time complete MSN they leave education and move into other fields because of salary difference.

B. Availability of clinical placements: Finding clinical experiences for nursing students during pediatric rotations. At this time are using community resources for clinical experiences. Competing with other nursing programs for space in the hospitals. Consolidation of hospital resources has limited clinical space.

C. Other programmatic concerns (library resources, skills lab, sim lab, etc.):_____
Space issues with skills and simulation lab. This issue is being evaluated at this time by the university.

4.) At what point does your program conduct a criminal background check on students?
After being selected for admission but before entering the nursing program.

5.) At what point and in what manner are students apprised of the criminal background check for your program? Requirements for criminal background are posted on the VU website and in the catalog. Once selected for the program the students receive an e-mail that describes the process.

SECTION 3: STUDENT INFORMATION

1.) Total number of students admitted in academic reporting year:

Summer_____ Fall 110 Spring_____

2.) Total number of graduates in academic reporting year:

Summer_____ Fall_____ Spring 80

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3.) Please attach a brief description of all complaints about the program, and include how they were addressed or resolved. For the purposes of illustration only, the CCNE definition of complaint is included at the end of the report.

4.) Indicate the type of program delivery system:

Semesters X Quarters_____ Other (specify):_____

SECTION 4: FACULTY INFORMATION

A. Provide the following information for **all faculty new** to your program in the academic reporting year (attach additional pages if necessary):

Faculty Name:	Tamera Halter
Indiana License Number:	28158406A
Full or Part Time:	part-time adjunct spring 2012 only
Date of Appointment:	January, 2012
Highest Degree:	MSN, nursing education
Responsibilities:	Maternal Child Nursing clinical

Faculty Name:	Deanna Plummer
Indiana License Number:	28124859A
Full or Part Time:	Full-time adjunct fall, 2011 only
Date of Appointment:	August, 2011
Highest Degree:	BSN, enrolled in MSN program
Responsibilities:	Nursing Fundamentals clinical

Faculty Name:	Becca Hagemeier Schaefer
Indiana License Number:	28175679A
Full or Part Time:	Full-time adjunct fall 2011 only
Date of Appointment:	August 2011

Highest Degree:	BSN, enrolled in MSN program
Responsibilities:	Nursing Fundamentals clinical and laboratory

See attached sheet for additional faculty information

B. Total faculty teaching in your program in the academic reporting year:

1. Number of full time faculty: 12
2. Number of part time faculty: 0
3. Number of full time clinical faculty: 0
4. Number of part time clinical faculty: 0
5. Number of adjunct faculty: 6

C. Faculty education, by highest degree only:

1. Number with an earned doctoral degree: 0
2. Number with master's degree in nursing: 13
3. Number with baccalaureate degree in nursing: 4, enrolled MSN programs
4. Other credential(s). Please specify type and number: 1 ASN, enrolled in RN-MSN program

D. Given this information, does your program meet the criteria outlined in **848 IAC 1-2-13**?

Yes X No

E. Please attach the following documents to the Annual Report in compliance with **848 IAC 1-2-23**:

1. A list of faculty no longer employed by the institution since the last Annual Report;
2. An organizational chart for the nursing program and the parent institution.

I hereby attest that the information given in this Annual Report is true and complete to the best of my knowledge. This form **must** be signed by the Dean or Director. No stamps or delegation of signature will be accepted.

Mistene M Halter 11/26/2012

Signature of Dean/Director of Nursing Program Date

Mistene Halter RN, MSN

Printed Name of Dean/Director of Nursing Program

Please note: Your comments and suggestions are welcomed by the Board. Please feel free to attach these to your report.

Definitions from CCNE:

Potential Complainants

A complaint regarding an accredited program may be submitted by any individual who is directly affected by the actions or policies of the program. This may include students, faculty, staff, administrators, nurses, patients, employees, or the public.

Guidelines for the Complainant

The CCNE Board considers formal requests for implementation of the complaint process provided that the complainant: a) illustrates the full nature of the complaint in writing, describing how CCNE standards or procedures have been violated, and b) indicates his/her willingness to allow CCNE to notify the program and the parent institution of the exact nature of the complaint, including the identity of the originator of the complaint. The Board may take whatever action it deems appropriate regarding verbal complaints, complaints that are submitted anonymously, or complaints in which the complainant has not given consent to being identified.

Additional Section 4: Faculty Information

Faculty Name:	Christina Durnil
Indiana License Number:	28099761A
Full or Part time:	Part time adjunct fall 2011
Date of Appointment:	August 2011
Highest Degree:	BSN, enrolled in MSN program
Responsibilities:	Nursing Fundamentals clinical

Faculty Name:	Cheryl Riester
Indiana License Number:	28133512A
Full or Part time:	Part time adjunct spring 2012
Date of Appointment:	March 2012
Highest Degree:	ASN, enrolled in RN-MSN program
Responsibilities:	Mental Health Nursing clinical

Addendum for Indiana PLA Report

Following is the list of faculty no longer employed by Vincennes University since the last report for school year 2011- 2012:

Lacy, Phyllis – 28055718A

Schaefer, Becca - 28175679A

Stephens, Teresa – 28110649A

Twitty, Tamela- 28121896A

Plummer, Deanna – 28124859A

VU Department of Nursing Clinical Affiliations (expire July 2014)

Company	Contact	Address	City	ST.	Zip	Phone	
A Kid's Place	Alison Lindauer	505 E. 1st Street	Huntingburg	IN	47542	812-683-2755	
Academy of Learning	Rose Popps	4312 Baden Strasse	Jasper	IN	47546	482-2939	Fax is same
Allergy and Asthma Care Center	Emily Manuel	3700 Bellmeade Ave. Ste. 201	Evansville	IN	47714	812-479-3153	
Angele of Mercy Home Health	Shannon Hildebranski	511 East 4th Street	Huntingburg	IN	47542	812-683-6410	
Angele of Mercy Hospice	Shannon Hildebranski	511 East 4th Street, Ste. 111	Huntingburg	IN	47542	812-683-6410	
Arnold F. Habig Community Center-Older Americans	Mary Ann Smith, Director	1301 St. Charles Street	Jasper	IN	47546	812-482-4455	
Barr-Reeve School Corporation	Travis Madison, Superintendent	PO Box 97	Montgomery	IN	47558	812-486-3220	
Bridge Point Health Campus	Kori Pinkstaff, DON	1900 College Avenue	Vincennes	IN	47591	812-886-9870	
Brookside Village	Kristin Kellam, Administrator	1111 Church Avenue	Jasper	IN	47546	812-634-7750	
Daviess Community Hospital	John Rossfeld, FACHE, CEO (Interim)	PO Box 760	Washington	IN	47501	812-254-2760	
Daviess County Health Dept.	Jane Norton, RN	303 E. Hefron	Washington	IN	47501	812-254-8666	
Deaconess Hospital	Human Resources	600 Mary Street	Evansville	IN	47747	812-450-3606	
Dr. Jonathan Frances	Kristen Allison, Office Manager	1401 Memorial Ave, Ste B	Washington	IN	47501	(812) 254-2400	
Dr. Roy Cecchi		613 Dorbett Street	Jasper	IN	47546	812-634-7123	
Dr. Scott Beckman Dr. Stephen Hopf	Brenda Mehringer, Office Manager	613 Dorbett Street	Jasper	In	47546	812-481-2229	Jasper Obstetrics & Gynecology
Dr. Stephen Cullen	Carol Ashby, Office Manager	2005 Sare Street, Suite A	Washington	IN	47501	812-254-4650	
Dr. William Marcrum	Tonya	421 7th Street	Tell City	IN	47586	812-547-7744	
Dubois Co. Health Department	Lynn Maitlen, DON	1187 S. St. Charles Street	Jasper	IN	47546	(812) 481-7050	
Dubois-Pike-Warrick EOC (Tri-Cap)	Jane Chappel, Exec. Director	PO Box 729	Jasper	IN	47547	812-482-2233	
Evansville Psychiatric Children's Center	Elizabeth Ann Sisk, MA, RN	3300 East Morgan Avenue	Evansville	IN	47715	812-477-6436 ext. 245	
Exceptional Children's Co-Op Covered under Greater Jasper School Corp.	Pamela Bell, Director	1520 St. Charles Street	Jasper	IN	47546	812-482-6661	
Garden Villa Formerly: Hospitality House Care	Terri Gill, RN, DON	2111 Norton Lane	Bedford	IN	47421	(812) 277-3730	
Gentle Care of Vincennes	Patty McNeece, RN, DON	1202 S. 6th Street	Vincennes	IN	47591	812-882-8292	
GGNSC Tell City LLC Dba: Lincoln Hills Health Care and Rehabilitation Center	Julie Pennington	402 19th Street	Tell City	IN	47586	812-547-3427	
Gibson County Health Department	Jennifer Schatz, BSN	205 S. Prince Street Suite A	Princeton	IN	47670	812-385-3831	BSN
Gibson General Hospital	Lori Phillips, DNP, RN, NPC, Vice President/CNO	1808 Sherman Drive	Princeton	IN	47670	812-385-9321	lphillips@gibsongeneral.or

VU Department of Nursing Clinical Affiliations (expire July 2014)

Good Samaritan Home Health Services (formerly American Nursing Care)-Falls under GSH	Cathy Hall, RN	413 N. First Street	Vincennes	IN	47591	812-885-2767	
Good Samaritan Hospital*	Gary Hackney, Education Director Karen Haak, Chief Nursing Officer	520 South Seventh Street	Vincennes	IN	47591	812-882-5520	
Greater Jasper Consolidated School Corporation	Dr. Jerry Vandeventer, Superintendent						jvandeve@gjcs.k12.in.us
Greene County General Hospital	Lea Ann Camp, MSN, CNO	1185 N. 1000 W.	Linton	In	47441	812 847-2281 812-847-6166	lacampgech@aol.com
Green County Hospital LLC (The Worthington Clinic)	Randy Padgett	1185 N. 1000 W.	Linton	IN	47441	812-699-4153	rpadgett@gch.com
GSH Physician Services (Welch Diabetes Center)	Carol Rue	700 W. Willow Street	Vincennes	IN	47591	812885-8045	
GSH Physicians Services, Inc (Medical Center of Vincennes)		406 North First Street	Vincennes	IN	47591	812-886-6459	
Harrison Co. Maternal and Child Health Clinic	Jeanine Fonda	266 Atwood Street	Corydon	IN	47112	812-738-1600	
Harrison County Health Department	Jeanine Fonda, Manager	241 Atwood Street Suite 105	Corydon	In	47712	812 738 3237 opt 1 main	812 738 4292 Fax
HLS Pharmacy Inc. Dba: Flicks Pharmacy and Home Medical	Chris Pund	201 W. 6th Street	Jasper	IN	47546	812-482-2787	
Hoosier Uplands, E.D.C.	Debbie Beeler	500 W. Main Street	Mitchell	IN	47446	812-849-4447	
Hummingbird Day Care Ministry and Nursery School	Angie Sander	205 N. 2nd Avenue	Holland	IN	47541	812-536-4626	
IU Bloomington Hospital	Kimberlie Ripley	601 West 2nd Street	Bloomington	IN	47403	812-353-5780	kripley@bloomingtonhospital.org
IU Health Bedford (Formerly:Bedford Regional Medical Center)	Cindy Smale, Vice President of HR	2900 W 16th Street	Bdford	IN	47421	812-275-1360	
Jasper Family Physicians	Becky Gadlage, Assit. Office Manager Joyce Loomis	1950 St. Charles Street, Ste. 4	Jasper	IN	47546		
KCARC	Mike Carney	2525 N. 6th Street	Vincennes	IN	47591	812-886-4312	
Knox County Health Department	Virginia Clark, RN, BSN	520 South Seventh Street	Vincennes	IN	47591	BSN Student	
Lawrence County Community Unit Schools District 20	Terri Cochran, RN, BSN	1802 Cedar Street	Lawrenceville	IL	62439	BSN Student	
LHDC Head Start	Becky Watts	PO Box 336	Tell City	IN	47586		
Lodge of the Wabash	Vicky Ellerman, DON	1002 Ramsey Road	Vincennes	IN	47591	812-882-8787	
Medical of Dubois, Inc.	Blake A. Field	695 3rd Avenue	Jasper	IN	47546	812-634-6824	bfield@medicalofdubois.com
Memorial Hospital and HC Center Memorial Family Care	Ray Snowden, CEO	800 W. 9th Street 709 W. 9th Street	Jasper	IN	47546	812-482-0501 812-481-8460	
North Davies Community Schools	Robert Bell, Superintendent Carrie Lubeider, RN, BSN (Preceptor)	5494 E State Road 58	Elnora	IN	47529	636 8000 ext 1005 636 8000 x3010	calubeider@indianacs.k12.in.us Fax 812 636 7546
North Gibson School Corporation	Dr. Brian Harmon, Superintendent	1108 N. Embree	Princeton	IN	47670	812-385-4851	
North Knox School Corporation	Darrel Bobe, Superintendent	11110 North State Rd 67	Bicknell	IN	47512	812-328-6262	
Northeast Dubois County School Corporation	Dan Balka, Superintendent	5379 E. Main Street	Dubois	IN	47527	812-678-2781	
Northwood Good Samaritan HC	Judy Pund, RN	PO Box 1047	Jasper	IN	47546	812-482-1722	
Orange, Lawrence, Jackson, Martin, Greene Joint	E. Janie Jones, Director	1401 15th Street	Bedford	IN	47421	812-279-6651	

VU Department of Nursing Clinical Affiliations (expire July 2014)

Services							
PACE Community Action Agency, Inc.	Bertha Proctor, Executive Director	525 N. 4th Street	Vincennes	IN	47591	812-882-7927	
Pike Co. School Corporation	Dr. Michael Harding, Ast. Superintendent	1810 E. State Rd. 56	Petersburg	IN		812-354-8731	
Preferred Home Health-Vincennes	Leslie Dobbyn, Branch Manager	5 SE 1st Street	Washington	IN	47501	800-945-0063	
Shoals Community School Corporation	Therese Holt, School Nurse Dr. Anthony Nonte, Superintendent	11741 Ironton Road	Shoals	IN	47581	812-247-2060 812-247-2278 Fax	
South Knox School Corporation	Brad Case, Superintendent	6116 E. SR 61	Vincennes	IN	47591	812-726-4440	
Southeast Dubois County School Corporation	Richard Allen, Superintendent	432 E. 15th Street	Ferdiandnd	IN	47432	812-367-1653	
Southern Hills Counseling Center	Joe Kimmel, Deputy Director	PO Box 769 480 Eversman Drive	Jasper	IN	47546	(812) 482-3020	
Southern Indiana Pediatrics	Shawna Skomp	1614 25th Street	Bedford	IN	47421	(812) 333-2663	
Southwest Dubois County School Corporation	Terry Enlow, Superintendent	113 N. Jackson Street	Huntingburg	IN	47542	812-683-3971	
Southwest Indiana Youth Village	Barb Tilly, Executive Director	2290 South Theobald Lane	Vincennes	IN	47591	812-886-3000	Fax: 886-3010
Southwest School Corporation	Keith Brashear, Superintendent	31 N. Court Street	Sullivan	IN	47882	812-268-6311	
Specialty Home Health Care	Sarah Claycomb, RN, BSN	331 Kimber Lane	Evansville	IN	47715		
St. Mary's Medical Center	Rebecca Rabin, Corporate Compliance rrabin@stmarys.org	3700 Washington Ave	Evansville	IN	47750	812-485-4000	BSN Contract for HS (filed with PTA agreements)
St. Vincent Dunn Hospital	Hope Godsey, Nursing Administration	1600 23rd Street	Bedford	In	47421		BSN
Sullivan County Community Hospital	Denise Hart, Human Resources	2200 North Section Street	Sullivan	IN	47882	812-268-4311	denise.hart2schosp.com BSN
The Samaritan Center (Under Good Samaritan Hospital)	Jane Russell, RN	515 Bayou Street	Vincennes	IN	47591	812-886-6800	
Tulip Tree Clinic	Nora Nixon	123 N. McCreary St	Fort Branch	IN	47648		BSN
Vanderburgh County Health Department	Diana Simpson	420 Mulberry Street	Evansville	IN	47713		BSN
Vincennes Community Schools	Thomas F. Nonte, Superintendent	1712 South Quail Run Road	Vincennes	IN	47591	812-886-3668	
VNA Plus Home Care and Hospice (Visiting Nurses Association)	Angie Fetscher, Director of Human Resource Cindy Adams, Staff Development	610 East Walnut Street	Evasnville	IN	47734	812-425-4501	
Wabash Valley Correctional Facility	Kim Gray, RN, DON	6908 S Old US Highway 41	Carlisle	IN	47838	(812) 398-5050	
Washington Catholic HS	Karie Craney, Principal	201 NE 2nd Street	Washington	IN	47501	812-254-2050	
Washington Community	Dr. Bruce Hatton, Superintendent	301 E South Street	Washington	IN	47501	812-254-5536	
Waters of Huntingburg	Rachel Molt,, Administrator	1712 Lealand Drive	Huntingburg	IN	47542	812-683-4090	
WIC	TJ Gettlefinger, RD, IBCLC Preceptor: Heather Hardin, BSN, RN	190 W. Becks Mill Rd, Suite E	Salem	IN	47167		brwiccpa5@brsinc.org
Willow Manor (formally Crestview/Willow Manor)	Tonya Hawkins, Director of Nursing	3801 Bruceville Road	Vincennes	IN	47591	812-882-1783	

VU Department of Nursing Clinical Affiliations (expire July 2014)

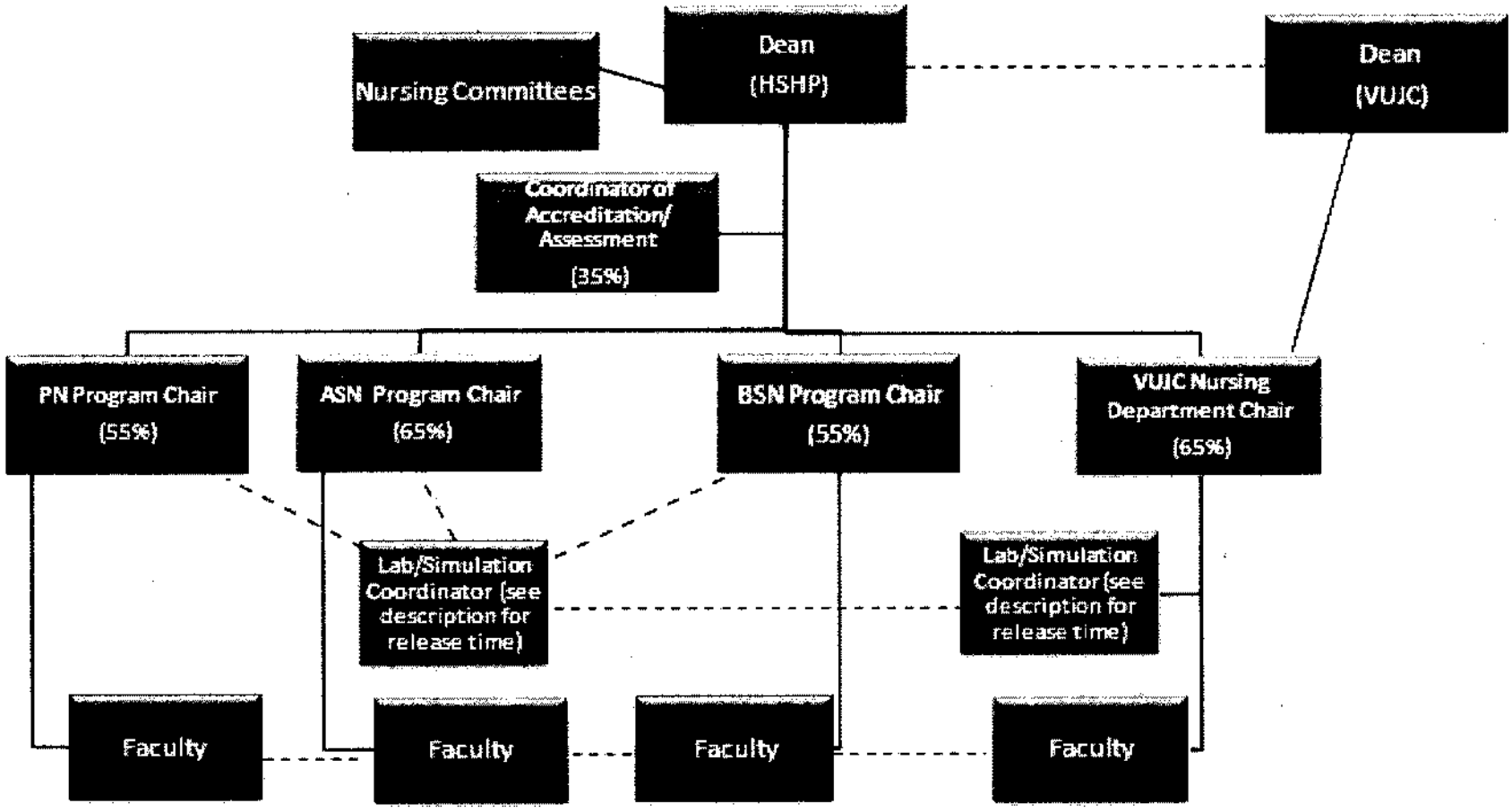
Y Wee Care Child Development Center	Nicole Baker, Director	200 North Holiday Blvd P.O. Box 203	Santa Claus	IN	47579	(812) 937-9930	
YMCA Day Care Center	Brenda Cummins, CEO	2010 College Avenue	Vincennes	IN	47591	812-886-9077	
Lawrence County Health Department	Phyllis Wells	Old Hwy 50	Lawrenceville	IL	62439		pwells@ldchealth.com
Urgent Care of Martin County	Janet Baugh, FNP	104 Wood Street	Loogootee	IN	47553	812-295-2955	jbaugh@medicalofdubois.com
White River Valley school Corporation	Layton Wall, Superintendent	PO Box 1470	Scott City	IN	47465	812-659-3424 FAX: 659-2278	

09/10/12

All Good Samaritan Hospital affiliations (Samaritan Center, Physician Services, ect are covered under the GSH Contract per Gary Hackney)
These Contracts have not been returned-Students should not attend clinical until the agreement is received (sent 7/23/12)
* Must be renewed annually
BSN initiated Contracts.

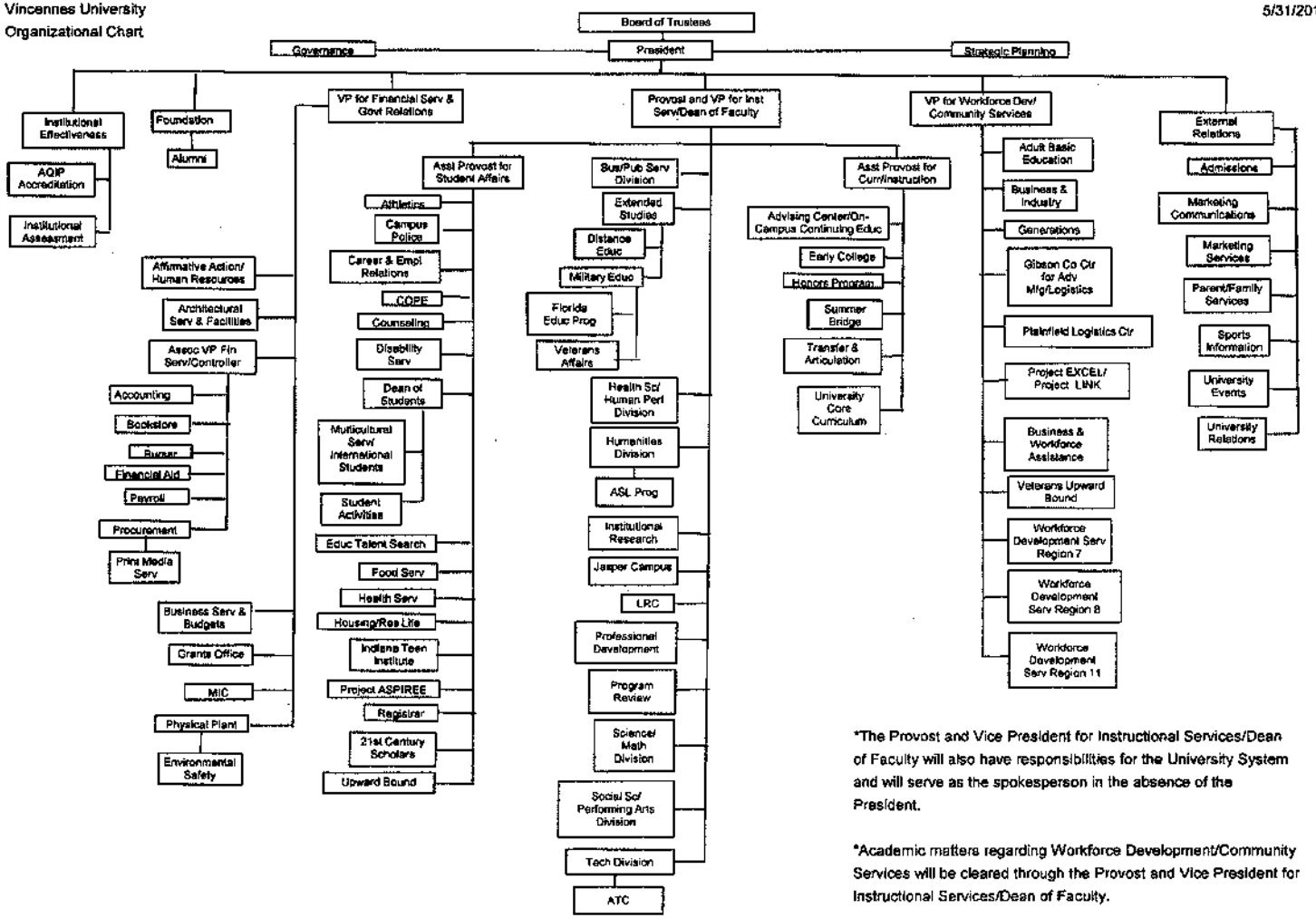
Updates will be available during site visit

Nursing Programs Organizational Chart



Vincennes University
Organizational Chart

5/31/2012



*The Provost and Vice President for Instructional Services/Dean of Faculty will also have responsibilities for the University System and will serve as the spokesperson in the absence of the President.

*Academic matters regarding Workforce Development/Community Services will be cleared through the Provost and Vice President for Instructional Services/Dean of Faculty.

*Each Vice President shall have budgetary responsibilities and accountability in his/her respective area.

The following document is the Site Visitors' Report for Vincennes University Nursing Department.

The Nursing Department is in the process of reviewing the form for errors and will be submitting a Response with comments for corrections to the NLNAC report.

NLNAC
National League for Nursing Accrediting Commission, Inc.

3343 Peachtree Road NE, Suite 850 • Atlanta, GA 30326
P. 404.975.5000 • F. 404.975.5020 • www.nlnac.org

SITE VISITORS' REPORT
Vincennes University
Vincennes, IN

Program Type: Baccalaureate
Purpose of Visit: Continuing Accreditation

Program Type: Associate
Purpose of Visit: Continuing Accreditation

Program Type: Practical
Purpose of Visit: Continuing Accreditation

Date of Visit: September 25-27, 2012

GENERAL INFORMATION

Nursing Education Unit
Department of Nursing
1002 North First Street
Vincennes, IN 47591

Governing Organization
Vincennes University
1002 North First Street
Vincennes, IN 47591

Nurse Administrator
Jana Vieck, MSN, RN
Dean
Telephone: (812) 888-4406
Fax: (812) 888-4550
E-mail: jvieck@vinu.edu

Chief Executive Officer
Richard E. Helton, PhD
President
Telephone: (812) 888-4208
E-mail: president@vinu.edu

State Board of Nursing Approval Status
Baccalaureate
Agency: Indiana State Board of Nursing
Last Review: December 2002
Outcome: Full accreditation
Next Review: N/A

State Board of Nursing Approval Status
Associate
Agency: Indiana State Board of Nursing
Last Review: December 2002
Outcome: Full accreditation
Next Review: N/A

State Board of Nursing Approval Status
Practical
Agency: Indiana State Board of Nursing
Last Review: December 2002
Outcome: Full accreditation
Next Review: N/A

Accreditation Status (Program)
Baccalaureate
Agency: NLNAC
Last Review: Fall 2009
Outcome: Initial Accreditation
Next Review: Fall 2014 (requested Fall 2012)

Accreditation Status (Program)
Associate
Agency: NLNAC
Last Review: Fall 2004
Outcome: Continuing Accreditation
Next Review: Fall 2012

Accreditation Status (Program)
Practical
Agency: NLNAC
Last Review: Fall 2004
Outcome: Continuing Accreditation
Next Review: Fall 2012

Accreditation Status (Governing Organization)
Agency: North Central Association of Colleges and Schools
Last Review: 2010-2011
Outcome: Continued Accreditation
Next Review: 2017-2018

SITE VISIT INFORMATION

I. INTRODUCTION

Site Visit Team:

Chairperson
Doris Ballard-Ferguson, PhD, ARNP, GNP-BC
Professor, Associate Dean
Graduate Nursing Program
Florida Agricultural and Farming University
Room 223 Ware/Rhaney
Tallahassee, FL 32307
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Member
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Professor
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Weber State University
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Director
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Member
Cordia Starling, EdD, MS, RN
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Member
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Instructor
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Montgomery, AL 36108
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Fax: (334) 420-4313
E-mail: alove@trenholmstate.edu

Member
Kathleen Walsh, EdD, MSN, RNC, CNE
Associate Professor
Department of Nursing
Farmingdale State College
2350 Broadhollow Road
Farmingdale, NY 11735
Telephone: (631) 420-2131
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Member
Catherine Cooke, MSN, RN
Norton Suburban Hospital
4001 Dutchmans Lane
Louisville, KY 40207
Telephone: (502) 893- 1084
Fax: (502) 899-6819
E-mail: crc40299@gmail.com

NLNAC Criteria Used: 2008

Program Demographics:

Year nursing program established: Baccalaureate: **2007**
Associate: **1958**
Practical: **1966**

Faculty:

Number of faculty teaching full-time in the baccalaureate program:	**4**
Number of faculty teaching part-time in the baccalaureate program:	**1**
Number of faculty teaching full-time in the associate program:	**12**
Number of faculty teaching part-time in the associate program:	**3**
Number of faculty teaching full-time in the associate and practical programs:	**4**
Number of faculty teaching part-time in the associate and practical programs:	**1**
Number of faculty teaching full-time in the practical program:	**3**
Number of faculty teaching part-time in the practical program:	**2**

Students:

Vincennes Campus

Total enrollment:	Baccalaureate	**59**
Full-time:		**59**
Part-time:		**0**
Total enrollment:	Associate	**211**
Full-time:		**205**
Part-time:		**6**
Total enrollment:	Practical	**36**
Full-time:		**36**
Part-time:		**0**

Jasper Campus

Total enrollment:	Baccalaureate	**59**
Full-time:		**59**
Part-time:		**0**
Total enrollment:	Associate	**76**
Full-time:		**66**
Part-time:		**10**

Total enrollment: Practical **19**
Full-time: **19**
Part-time: **0**

Length of program:
RN-BSN: 124 semester credit hours; 135 clock hours
Associate: 73 semester credit hours; 431.5 clock hours
Practical Nursing: 49 semester credit hours; 112.5 clock hours

Additional locations:
Jasper Campus in Jasper, Indiana; visited by the team members

Third Party Comment:
The nursing unit had a reasonable process for soliciting third party comments. The methods used to announce the accreditation visit to the program's communities of interest were: announcements placed in media outlets; flyers sent to hospitals; and announcements made to clinical agencies and all Advisory Board members as verified by the site visitors.

Third party comments were received by 48 individuals who attended the public meeting in response to the solicitation. A Magnet hospital director stated, "They keep us on our toes; they value all; [we] look forward to hiring them." A local physician and father whose daughter enrolled after receiving a BS in English stated that the quality of teaching is "high" and "promotes lifelong learning." Other comments included: "communication is excellent"; "students prepared and eager to learn"; "students are well-prepared"; "cream of the crop"; "excellent clinical teachers for Head Start students about health."

No written comments were received.

Interviews:
Individual Conferences
Jana Vieck, MSN, RN, Dean, Health Sciences and Human Performance, Professor, Nurse Administrator
Richard Helton, PhD, President
Alan Johnson, EdD, Dean of Jasper Campus
Debbie Ramirez, MS, Learning Resource Center Librarian, Jasper Campus
Sandy Dowden, Provost's Office, Faculty Records, Vincennes Campus
Peggy Milligan, BSN, RN, Student Health Office, Vincennes Campus

Group Conferences
Welcome Meeting
Jana Vieck, MSN, RN, Dean, Health Sciences and Human Performance, Professor
Mary Ann Wehmer, DNP, MSN, RN, CNOR, RN-BSN Program Chair, Professor
Alice Hildenbrand, MSN, RN, CNE, Department Chair of Nursing, Jasper Campus
Mistene Halter, MSN, RN, ASN Program Chair, Associate Professor
Betty Ryan, MSN, RN, PN Program Chair, Associate Professor
Jill Alsman, MSN, RN, Associate Professor
Pamela Gardner, MSN, RN, Professor, Laboratory Coordinator
Julie Halter, MSN, RN, ACNP-BC, Assistant Professor
Chris Lafferty, MSN, RN, Assistant Professor
Jennifer Lee, MSN/Ed, RN, Assistant Professor
Mary Lutterbach, MSN, MA, RN, Professor
Micah Morgan, MSN, RN, Associate Professor
Freda Neal, MSN, RN, Assistant Professor, Accreditation and Assessment Coordinator
Jane Tiek, MSN, BSN, RN, Professor

Administrative Personnel
Charles Johnson, PhD, Provost and Vice President of Instructional Services/Dean of Faculty, Vincennes University
Carolyn Jones, PhD, Assistant Provost for Academic Affairs
Lynn White, MA, Assistant Provost for Student Affairs
Phillip Rath, MBA, Vice President for Financial Services and Government Relations

Jasper Campus Administrators
Carol Hanneman, BA, MA, Academic Support Center
Karen Mundy, BS, Admissions Officer
Jessica DeLorenzo, MS, Director of Student Services

General Education Faculty
Sarah Carpenter, MS, Mathematics Department Chair
Hope Clausman, MPA, Psychology and Sociology Chair
Rene LaMontagna, Biology Department Chair
Eric Margerum, MFA, Dean of Social Science and Performing Arts
Charles Reinhart, PhD, Dean of Humanities
Laurel Smith, PhD, English Department Chair

Chairs of the Nursing Programs
Mary Ann Wehmer, DNP, MSN, RN, CNOR, RN-BSN Program Chair, Professor
Alice Hildenbrand, MSN, RN, CNE, Department Chair of Nursing, Jasper Campus
Mistene Halter, MSN, RN, ASN Program Chair, Associate Professor
Betty Ryan, MSN, RN, PN Program Chair, Associate Professor

RN-BSN Faculty
Jill Alsman, MSN, RN, Associate Professor
Kathy England, MSN, RN, Adjunct Instructor
Julie Halter, MSN, RN, ACNP-BC, Assistant Professor

Associate Program Faculty
Kelly Hartwick, MSN, RN, Assistant Professor
Jane Tiek, MSN, RN, Professor
Sister Kate Willegal, MSN, RN, Assistant Professor
Melissa Belcher, BSN, RN, Adjunct
JoAnne Brocksmith, MSN, RN, Professor
Pamela Gardner, MSN, RN, Professor, Laboratory Coordinator
Jennifer Lee, MSN/Ed, RN, Assistant Professor
Tammy Halter, MSN, RN, Assistant Professor
Mary Lutterbach, MSN, MA, RN, Professor
Cindy Litherland, MSN, RN, Professor
Julie Eckert, ABD, MSN/Ed, RN, Assistant Professor
Chris Lafferty, MSN, RN, Assistant Professor
Jeanna Lisman, MSN, RN, Adjunct
Tonya Melton, MSN, RN, Associate Professor

Practical Nursing Program Faculty
Melissa Belcher, BSN, RN, Adjunct
Ann Boeglin, MSN, RN, Assistant Professor
Julie Eckert, ABD, MSN/Ed, RN, Assistant Professor
Cassie Flock, BSN, RN, Instructor
Pamela Gardner, MSN, RN, Professor, Laboratory Coordinator

Marla Small, BSN, RN, Instructor
Sister Kate Willegal, MSN, RN, Assistant Professor

Student Services
Jessica DeLorenza, MS, Student Activities
Carol Hanneman, MA, Academic Support Center
Karen Mundy, BS, Admissions

Public Meeting - Jasper Campus
Alice Hildenbrand, MSN, RN, CNE, Jasper Department of Nursing Chair
Sarah Petry, Simulation Laboratory Technician, Jasper Campus
Jonathan Hasenour, Laboratory Technician, Jasper Campus
Jennifer Hasenour, Clerk/Typist, Jasper Campus
Julie Eckert, MSN, RN, Nursing Faculty, Jasper Campus
Melissa Belcher, BSN, RN, Nursing Faculty, Jasper Campus
Ann Boeglin MSN, RN, Nursing Faculty, Jasper Campus
Kelly Hartwick, MSN, RN, Nursing Faculty, Jasper Campus
Sister Kate Willegal, MSN, RN, Nursing Faculty, Jasper Campus

Public Meeting - Vincennes Campus
Fred J. England, BSN, MHA, FACHE, HFA, Good Samaritan Hospital (GSH) Administration
Gary Hackney, MS, ED, GSH Education and Training
Vicki Potts, BSN, RN, GSH ER Director
Debbie Brand, BSN, RN, CNOR, GSH Director of Surgical Nursing
Laurel Smith, VU
Susan Nesbitt, MSN, RN, NE-BC, GSH Director Medical Nursing
Lucia Zook, ASN student
Kacie Thomas, PN student
Elizabeth Bauer, BSN, RN, GSH Nurse Manager 3CT
Abby Creitz, MLIS, VU
Chuck Johnson, Provost
Dick Helton, VU President
Alan Stewart, MD, GSH
Lynn White, VU
Lisa Bishop, PsyD, HSPP, VU
Bob Weiss, VU
John Livers, VU
Hope Clausman, VU
Karen Haak, GSH
Jana Vieck, MSN, BSN, RN, Dean, Health Sciences and Human Performance, Professor
Mary Ann Wehmer, DNP, RN, CNOR, RN-BSN Program Chair, Professor
Mistene Halter, MSN, RN, ASN Program Chair, Associate Professor
Betty Ryan, MSN, RN, PN Program Chair, Associate Professor
Jill Alsman, MSN, RN, Associate Professor
JoAnne Brocksmith, MSN, RN, Professor
Julie Eckert, ABD, MSN/Ed, RN, Assistant Professor
Kathy England, MSN, RN, Adjunct Instructor
Cassie Flock, BSN, RN, Instructor
Pamela Gardner, MSN, RN, Professor, Laboratory Coordinator
Julie Halter, MSN, RN, ACNP-BC, Assistant Professor
Tammy Halter, MSN, RN, Assistant Professor
Chris Lafferty, MSN, RN, Assistant Professor
Jennifer Lee, MSN/Ed, RN, Assistant Professor

Cindy Litherland, MSN, RN, Professor
Mary Lutterbach, MSN, MA, RN, Professor
Tonya Melton, MSN, RN, Associate Professor
Micah Morgan, MSN, RN, Associate Professor
Freda Neal, MSN, RN, Assistant Professor, Accreditation and Assessment Coordinator
Marla Small, BSN, RN, Instructor
Jane Tiek, MSN, RN, Professor

MHHCC Nursing Leadership
Tonya Heim, MSN, RN, MHA Vice President, Patient Services and CNO
Kathy Burton, BSN, RN, CCRN Director, Critical Care Services
Denise Myers, RN, Clinical Manager, Observation Unit
Lori Persohn, MSN, RN, Director, Medical and Observation Services
Patty Scherle, BSN, RN, Director, Women and Infant Services
Lizelle Hill, RN, RN-BSN Student
Abby Wenzel, RN, RN-BSN Student

Support Personnel
Lisa Bishop, PsyD, HSSP, Clinical Psychologist, Director of Counseling Services
Christian Blome, MS, Director of Admissions
Mike Gress, MA, Institutional Effectiveness
Don Kaufman, MS, Dean, Extended Studies
Susan Laue, MEd, Director of Developmental Studies Program and Professor of Study Skills
Rebecca Little, MS, Registrar
John Livers, MS, Dean of Students
Kim Meeks, BS, Director of Institutional Research
Leslie Smith, MS, BS, Coordinator of Disability Services and Coordinator for the Program for Adult Student Success (PASS)
Stanley Werne, PhD, Director of Financial Aid
David Peter, MEd, Dean of Learning Resources and Technologies
Abby Creitz, MA, Technical Services Librarian

Good Samaritan Hospital
Gary Hackney, MS, ED, Manager of Education and Training
Janet Plahn, RN, Education and Training
Brenda Lammert, RN, Education and Training
Terri Miller, RN, Education and Training
Chelsea Stephens, RN, Staff Nurse
Tammy Robinson, RN, Staff Nurse
Martha, LPN, Staff Nurse
Donna Dashner, BSN Preceptor
Brooke Brush, BSN, RN, Nurse Manager
Ashley Bluebaum, RN, Staff Nurse
NURS 230 Pediatrics Clinical students, n=9
NURS 100 Nursing Fundamentals students, n=2
NURP 105 Nursing I students n=9
NURP 105 Nursing I students, n=10

Memorial Hospital and Health Care Center
Kathy Burton, BSN, RN, CCRN, Preceptor
NURS 475 Nursing Leadership and Management students, n=2

Classes Attended:
Jasper Campus
NURP 100 Fundamentals of Nursing (Lecture)
Instructor: Ann Boeglin, MSN, RN
Students, n=19

NURS 100 Fundamentals of Nursing (Clinical)
Instructor: Melissa Belcher, BSN, RN
Students, n=10

NURS 100 Fundamentals of Nursing (VU Laboratory)
Instructor: Kelly Hartwick, MSN, RN
Students, n=10

NURS 200 Medical-Surgical II (Lecture)
Instructor: Sister Kate Willegal, MSN, RN
Students, n=18

Vincennes Campus
NURS 300 Professional Nursing, BSN
Instructor: Jill Alsman, MSN, RN
Students, n=12

NURS 370 Pathophysiology and Pharmacology, BSN
Instructor: Julie Halter, MSN, RN
Students, n=12

NURS 200/230 Medical-Surgical II and Pediatrics (Lecture), ASN
Students, n=50

NURS 100 Nursing Fundamentals (VU Laboratory), ASN
Instructors: Jennifer Lee, MSN, RN, and Mary Lutterbach, MSN, RN
Students, n=19

NURS 200 Medical-Surgical II Clinical Simulation, ASN
Chris Lafferty, MSN, RN
Students, n=10

NURS 100 Nursing Fundamentals, ASN
Students, n=80

NURP 100 Fundamentals of Nursing (College Laboratory), PN
Instructor: Pam Gardner, MSN, RN
Students, n=10

NURP 105 Nursing I, PN
Instructor: Betty Ryan, MSN, RN
Students, n=19

Clinical Agencies and Facilities Visited:
Good Samaritan Hospital
Memorial Hospital and Health Care Center

Documents Reviewed:

Catalog/Handbook/Manuals
University Catalog, 2012-2013
Archived Catalogs, from 2002
Printed ASN Catalog Pages
University Manual, 2012
Nursing Student Handbook, 2012-2013
General Education Handbook, 2012-2013
Faculty Evaluation Plan, 2012-2013
Nursing Department Faculty Handbook, 2012-2013
VU Faculty Orientation Information, 2012-2013
Support Staff Evaluation Tool, 2012-2013
NCLEX-PN Success Handbook Spring, Summer and Fall Semesters, 2012
NCLEX-RN Success Handbook Spring, Summer and Fall Semesters, 2012
RN-BSN Preceptor Information Packet, 2012-2013
Faculty Rank and Promotion Guidelines, 2012-2013
Faculty Tenure Guidelines, 2012- 2013

External Constituencies
Indiana NCLEX Pass Rate Table, 1998-2010
Indiana NCLEX Pass Rates Table, 2007-2011
NLN Fair Testing Imperative, February 2012
Advisory Board Survey Results, May 2011
ISBN Reports, 2009-2010
Higher Learning Commission/North Central Association of Colleges and Schools Accreditation Document, April 6, 2011
ISBN Standards for RNs and LPNs (Current Indiana Code and Indiana Administrative Code)
NLNAC Reports, 2008-2009; 2009-2010; 2010-2011
NLNAC Substantive Change Report-Change to Organizational Structure, 2010

Nursing/Governing Institution Documents
Budget Reports, All Nursing Programs and Physical Therapist Assistant Program, 2009-2010; 2012-2013
Clinical Agency Contracts, 2012-2013
University Program and Course Assessment Plan, All Programs, 2011-2012
Program and Course Assessment Plan, Steps 1-3 for PN and ASN Programs, 2012-2013
Student Health Records, Current
Faculty Curriculum Vitae
Class and Clinical Schedules, All Programs
Faculty Salaries-All Health Sciences Program Faculty
Faculty Health Records
Pharmacology Course Proposal
NLNAC Nursing Department Decision Flowchart, Current
Library Orientation Packet and PowerPoint File
Admission Point System, Vincennes and Jasper Campuses
ASN Advising Sheet
Sample ASN Advising Folder
Budget Process Information
Enrollment Counts for Individual Sections, All Programs, Spring 2012; Fall 2012
Current Program Enrollments, All Programs
Simulation Center Schedules, Jasper and Vincennes Campuses, Fall 2012
Program Clock Hours, All Programs
VU Annual Report, 2010-2011; 2011-2012

Faculty Schedules for All Faculty, Spring 2012; Summer 2012; Fall 2012
Mountain Measurements NCLEX Result Analysis, All Programs and Campuses, with Nursing Department Review/Analysis, 2010-2011
Mountain Measurements NCLEX Result Analysis, All Programs and Campuses, 2009
Supporting Documentation for Standards 3 and 5, including SPE Ongoing Calendar of Activities with Supporting E-mail Correspondence
Wathen Grant Application and Final Report
Indiana Career and Technical Education Awards for Excellence
- ASN Program Awarded in 2011, Presented in 2012
- Abbreviated Nomination Packet
- Press Releases

ASN and PN Test Plans

Department of Nursing Minutes
Department of Nursing Faculty Meeting Minutes, September 2009-September 2012
Nursing Chairs Meeting Minutes, February 2010-September 2012
RN to BSN Completion Program Faculty Meeting Minutes, Spring 2009-September 2012
ASN Program Faculty Minutes, February 2009-September 2012
ASN Vincennes Campus Faculty Meeting Minutes, April 2009-September 2012
ASN Course (Team) Meeting Minutes, 2009-2012
Jasper Campus PN and ASN Faculty Meeting Minutes, August 2008-September 2012
PN Vincennes Campus Faculty Meeting Minutes, August 2009-September 2012
PN Vincennes Faculty Minutes, August 3, 2009
Standards 1 and 2 Committee Meeting Minutes, May 2009-September 2012
Standards 3 and 5 Committee Meeting Minutes, September 2009-September 2012
Standard 4 Committee Meeting Minutes, December 2008-September 2012
Standard 6 Committee Meeting Minutes, December 2008-September 2012
NURS 100 College Laboratory, October 23, 2009
Nursing Faculty Minutes, January 22, 2010
ATI Information (other ATI results with CETs), Spring 2010
Liaison Committee Meeting Minutes, Vincennes Campus, September 2011-September 2012
Advisory Board Meeting Minutes, Fall 2009-May 2012

Survey Results
Employer Surveys for Jasper and Vincennes Campuses Classes, All Programs, 2009; 2010; 2011
Graduate Surveys
- RN to BSN, 2009; 2010; 2011
- ASN, Vincennes Campus, 2011
- PN, Vincennes and Jasper Campuses, 2011

Exit Surveys
- All Programs, Jasper and Vincennes Campuses, 2012
- RN to BSN, Vincennes and Jasper Campuses, 2010
- ASN, Vincennes and Jasper Campuses, 2010
- PN, Vincennes Campus, 2011

Clinical Agency Surveys
- ASN, Vincennes and Jasper Campuses, Spring 2012
- PN, Vincennes and Jasper Campuses, Spring 2012

Fall 2011
- NURP 105, Vincennes and Jasper Campuses
- NURS 230, Vincennes Campus
- NURS 200, Vincennes Campus
- NURS 100, Vincennes and Jasper Campuses
- NURS 200, Vincennes and Jasper Campuses

Fall 2010
NURS 100, NURS 200, and NURS 230, Vincennes and Jasper Campuses
NURP 105, Vincennes Campus
Fall 2009
NURS 100
NURS 200
Clinical Preceptor Surveys, Fall 2011
NURS 460 and NURS 475
Clinical Preceptor Surveys, Fall 2009
NURS 460, NURS 475, NURS 485
College Laboratory Surveys, Spring 2012
NURS 150, Vincennes and Jasper Campuses
NURS 171, Vincennes and Jasper Campuses
NURS 330, Vincennes Campus
College Laboratory Surveys, Fall 2011
NURS 100, Vincennes and Jasper Campuses
NURP 100, Vincennes and Jasper Campuses
College Laboratory Surveys, Spring 2011
NURS 150, Vincennes and Jasper Campuses
College Laboratory Surveys, Fall 2010
NURP 100 Vincennes and Jasper Campuses
College Laboratory Surveys, Spring 2010
NURS 150, Vincennes and Jasper Campuses
College Laboratory Surveys, Fall 2009
NURP 100, Vincennes and Jasper Campuses
NURS 100, Vincennes and Jasper Campuses
NLNAC Resources Survey Results Faculty and Students, 2011
Advisory Board Survey Results, May 2011
Occupational Graduates Follow-Up Survey, 2008-2011

Course Materials
Course Syllabi, All RN to BSN, ASN, PN, Spring 2012; Fall 2012
Course Evaluation Tool (CET)-Includes Applicable ATI Assessment Results per Course
Clinical Evaluation Tools
RN to BSN Portfolios
ASN Clinical Performance Evaluation Tool (CPET)
PN Clinical Evaluation Tool
Samples of Student Evaluations
NURP 160 Written Examination with Item Analysis
Cultural Assessment Tool, PN, Jasper and Vincennes Campuses
Samples of Student Assignments
RN to BSN, Select Courses, 2009; All Courses, Fall 2010-2012
ASN, Samples for All Courses, 2009-2012
PN, Samples for All Courses, 2011-2012
NURS 230 Simulation Scenario
Miscellaneous Simulation Scenarios, RN to BSN, ASN, PN

II. EVALUATION OF THE STANDARDS AND CRITERIA

STANDARD 1
Mission and Administrative Capacity

The nursing education unit's mission reflects the governing organization's core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.

BACCALAUREATE

1.1 The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization.

1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.

1.3 Communities of interest have input into program processes and decision-making.

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

1.5 The nursing education unit is administered by a doctorally prepared nurse.

1.6 The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.

1.7 With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity among the units of the governing organization.

1.8 Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.

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

For nursing education units engaged in distance education, the additional criterion is applicable:

1.10 Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

ASSOCIATE

1.1 The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization.

1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.

1.3 Communities of interest have input into program processes and decision-making.

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

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

1.6 The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.

1.7 With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity within the unit and among other units of the governing organization.

1.8 Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.

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

For nursing education units engaged in distance education, the additional criterion is applicable:

1.10 Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

PRACTICAL

1.1 The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization.

1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.

1.3 Communities of interest have input into program processes and decision-making.

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

1.5 The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing; rationale is provided for the acceptance of other graduate credentials.

1.6 The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.

1.7 With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity within the unit and among other units of the governing organization.

1.8 Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.

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

For nursing education units engaged in distance education, the additional criterion is applicable:

1.10 Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

Commentary:

BACCALAUREATE/ASSOCIATE/PRACTICAL

The mission/philosophy and outcomes of the nursing education unit for the baccalaureate, associate, and practical nursing programs are congruent with those of the governing organization, Vincennes University (VU) (SSR, pp. 62-67). All three (3) programs function under one (1) mission/philosophy and six (6) common program outcomes that delineate progression in knowledge and skills with progression from one (1) program to the next (SSR, p. 168). The site visitors verified this through a review of the SSR; the Vincennes University 2012-2013 Catalog; and the 2012-2013 Vincennes University Nursing Student Handbook and interviews with the President; the Provost and Vice President of Instructional Services/Dean of Faculty; the Dean of Health Sciences and Human Performance; nursing and general education faculty; nursing students; and community members. All could readily articulate the mission and philosophy of the University and how the nursing education unit fits via the provision of innovative career programming; delivery of proven associate and baccalaureate programs; educational access; and cultural opportunities. These common themes could easily be found in the Nursing Department mission statement, philosophy, and Department program outcomes. The offering of seamless progression from PN to ASN to BSN; the RN-BSN through Internet Protocol (live, two-way streaming video) technology; and references to critical thinking, culturally sensitive care, and lifelong learning in the student outcomes, philosophy, and conceptual framework further illustrate the link between the University and nursing education unit core values and strategic goals and objectives.

Jasper Campus:
Dr. Alan D. Johnson, Assistant Vice President and Dean, sees the nursing program as the "most highly visible program" at the Jasper Campus. There is great community support for the program as well as for the graduates. There are 600 FTEs at Jasper Campus, and over half of the current students have expressed an interest in nursing. There is also a strong relationship with Memorial Hospital, which is where the Jasper Campus students go for clinical experiences. Memorial Hospital sends staff to Jasper to use the simulation laboratory. There are no current plans to expand the program due to budgetary constraints, although they would like to do so. Dr. Johnson stated that the relationship between the Vincennes Campus and the Jasper Campus is very collegial. Meetings are scheduled on both campuses, and communication is easy to achieve. Dr. Johnson stated that he sees consistency between campuses in faculty and curricular issues. The students receive financial aid information, counseling services, advising, tutoring, and scholarship information and application assistance. Of special significance is the fact that the President of the Student Nursing Organization tutors peers at Jasper Campus. There are emergency funds available to Jasper Campus students who have special needs. The tutoring laboratory staff proctor examinations for faculty members when necessary. Mental health counseling is offered free of charge to Jasper Campus students, but no health clinic is available.

The governing organization and nursing education unit ensure representation of the students, faculty, and administrators in ongoing governance activities. Appendix F in the SSR denotes nursing faculty and administrator involvement in University-wide committees. This was confirmed by a show of the majority of hands by the faculty when asked how many presently serve or have served on University committees. Appendix G in the SSR indicates and a review of faculty minutes verified faculty involvement for each program in the governance and decision-making processes of the nursing education unit. Students are also

encouraged to participate in governance of the program as documented in the Vincennes University Nursing Student Handbook. There are references to membership in the professional nursing student organization on Vincennes Campus, the main campus, and Jasper Campus and an outline for student representative appointment to the Nursing Department Resources Committee. The outline includes policies and responsibilities of the student representatives (2012-2013 VU Nursing Student Handbook, p. 25). Representatives are appointed from all three (3) programs. There is also a Student Government Association (SGA) on the Vincennes and Jasper Campuses. During student interviews, the students acknowledged the existence of the SGA and their freedom to participate in SGA activities.

Communities of interest have input into the program processes and decision-making. A Nursing Department Advisory Board composed of alumni, employers of VU graduates, clinical agency affiliates, and physicians meets annually. In the past, each campus had a separate advisory board. Since 2008, the boards have been combined, and the location of the meeting alternates each year between the Vincennes and Jasper Campuses. Liaison meetings between the main clinical agencies (Good Samaritan Hospital, Daviess Community Hospital, and Memorial Hospital and Health Care Center) utilized by the programs are also held annually. Discussion includes clinical policies and procedures; needs of the clinical institution; and Nursing Department clinical needs (SSR, p. 71). Open communications and positive, mutually beneficial relationships between the clinical facilities as well as community stakeholders were confirmed by statements made at the public meeting and during visits to the clinical facilities utilized by the programs.

Several partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community. These include use of the virtual hospital on the Jasper Campus to train their professional staff, which includes nurses, emergency medical technicians, and, in the future, residents; and use of the Good Samaritan Hospital Education and Training Department for student CPR certification; student/faculty access to inservices and other continuing education offerings; and use and donation of equipment and supplies to stock the main campus nursing simulation laboratory (SSR, pp. 72-73). Further, the Jasper Campus virtual hospital was furnished and equipped with state-of-the art technology through a substantial donation from a generous community benefactor. In addition, the Department has been awarded many grants such as a Wathen Grant, Perkins Grants, and an Indiana Workforce Development Grant that have provided ultra-mobile computers; laboratory assistants; simulation laboratory equipment; personal response devices for classroom use; and additional nursing faculty facilitating program delivery (SSR, p. 193).

The nursing education unit is administered by a nurse who holds a master of science in nursing and is licensed as a registered nurse in Indiana with 29 years of nursing practice and education experience. She is presently enrolled in a PhD program in educational leadership and administrative foundations at Indiana State University and is completing her dissertation. She is slated to defend her dissertation by the end of the Fall 2012 term. A review of transcripts confirmed her educational status. According to Criterion 1.5 for the practical and associate programs, the nurse administrator meets educational and licensure requirements. However, this does not hold true for this Criterion for baccalaureate programs, which requires a doctorally prepared nurse.

As Dean of Health Sciences and Human Performance Studies, the nurse administrator has the authority over and responsibility for development and administration of twelve (12) programs including nursing. The Dean performs personnel management functions for approximately 35 full-time faculty and 15-20 part-time faculty at the Vincennes and Jasper Campuses (SSR, p. 190). Included with her administrative responsibilities is a teaching load of three (3) hours per semester in the RN-BSN program. She has no teaching responsibilities for the Fall 2012 semester but will take on a teaching load of six (6) hours in the spring to compensate for the zero teaching load. According to the Dean, some deans have teaching responsibilities while others do not. She could not elaborate on the reason for the differences. There are Chairs for each of the three (3) programs in place on the Vincennes and Jasper Campuses and for each of the other programs within the Health Sciences and Human Performance Division. The Program Chairs

have reduced teaching loads due to their administrative responsibilities above those of other department chairs on campus (SSR, p. 76). Because the Dean has Chair administrative support for each of the nursing programs and all other programs for which she is responsible, she technically has adequate time and resources to fulfill her role responsibilities as the administrator of the nursing education unit. However, there is some question as to the additional teaching load in the upcoming spring semester in lieu of no teaching responsibilities this fall and how that may impact her PhD completion time as well as administrative time and resources.

Through interviews with the President; the Provost and Vice President of Instructional Services/Dean of Faculty; the Vice President for Financial Services and Government Relations on the Vincennes Campus; the Dean of the Jasper Campus; the Program Chairs; and the faculty, the budget process was confirmed and verified. Each Program Chair, with input from the faculty, provides information to the Dean regarding anticipated budgetary needs for each fiscal year. Requests are prioritized based on program needs, goals, and objectives in relation to the University's mission and strategic plan and then submitted to the Vice President of Instructional Services/Dean of Faculty, who in collaboration with the Vice President for Financial Services and Government Relations along with the President, decides on the distribution of funds. The Dean, Chairs, and faculty all commented that whatever is truly needed by any of the nursing programs is usually funded by the University, University foundation grants, or other grant funds.

A review of the Faculty Manual and administrative, faculty, and staff position descriptions (SSR, pp. 218-227, 297-304) verified that the personnel policies that govern all faculty and staff members also govern the faculty and staff of the nursing unit. The Dean, Chairs, and faculty confirmed that variances in policy are related to additional requirements of licensure, accrediting bodies, or clinical facilities.

There were no formal student grievances brought against the nursing unit for any of the three (3) programs. However, several appeals regarding program admission were noted. Site visitors verified VU does not have a separate grievance policy in the Nursing Department. The VU Nursing Student Handbook, utilized by all three (3) programs, refers the students to the VU University Catalog for the institutional grievance policy as the standard grievance procedure. During student interviews, the students could readily articulate that there is a grievance/complaint policy in place and how they would proceed informally or formally if there was an issue or concern that they wanted to address.

Distance education is defined by the nursing education unit as a difference in the delivery of instruction only, and the RN-BSN program is the only program using any form of distance delivery for instruction. Students are physically located at either the Jasper or Vincennes Campus with course delivery provided via Internet Protocol (IP), a Skype-like method of delivery, by the faculty. Students may take some general education courses required by either of the programs' curriculum in a hybrid or totally online format. This method of delivery is congruent with the mission/philosophy of the University and nursing education unit to provide student access to career and educational degree paths.

Summary:

Compliance:

The baccalaureate program is in compliance with the Standard with the following area needing development:

- Ensure completion of the doctorate degree by the Dean.

The associate program is in compliance with the Standard.

The practical program is in compliance with the Standard.

STANDARD 2
Faculty and Staff

Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.

BACCALAUREATE

2.1 Faculty are credentialed with a minimum of a master's degree with a major in nursing and maintain expertise in their areas of responsibility.

2.1.1 A minimum of 25% of the full-time faculty hold earned doctorates.

2.1.2 Rationale is provided for utilization of faculty who do not meet the minimum credential.

2.2 Faculty (full- and part-time) credentials meet governing organization and state requirements.

2.3 Credentials of practice laboratory personnel are commensurate with their level of responsibilities.

2.4 The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved.

2.5 Faculty (full- and part-time) performance reflects scholarship and evidence-based practice.

2.6 The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes.

2.7 Faculty (full- and part-time) are oriented and mentored in their areas of responsibilities.

2.8 Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.

2.9 Non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.

For nursing education units engaged in distance education, the additional criterion is applicable:

2.10 Faculty (full- and part-time) engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation.

ASSOCIATE

2.1 Full-time faculty are credentialed with a minimum of a master's degree with a major in nursing and maintain expertise in their areas of responsibility.

2.1.1 The majority of part-time faculty are credentialed with a minimum of a master's degree with a major in nursing; the remaining part-time faculty hold a minimum of a baccalaureate degree with a major in nursing.

2.1.2 Rationale is provided for utilization of faculty who do not meet the minimum credential.

2.2 Faculty (full- and part-time) credentials meet governing organization and state requirements.

2.3 Credentials of practice laboratory personnel are commensurate with their level of responsibilities.

2.4 The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved.

2.5 Faculty (full- and part-time) performance reflects scholarship and evidence-based teaching and clinical practices.

2.6 The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes.

2.7 Faculty (full- and part-time) are oriented and mentored in their areas of responsibilities.

2.8 Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.

2.9 Non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.

For nursing education units engaged in distance education, the additional criterion is applicable:

2.10 Faculty (full- and part-time) engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation.

PRACTICAL

2.1 At least 50% of the full-time faculty who provide didactic instruction hold a graduate degree in nursing. The remaining full-time faculty members hold a minimum of a baccalaureate degree in nursing.

2.1.1 The majority of part-time faculty are credentialed with a minimum of a master's degree with a major in nursing; the remaining part-time faculty hold a minimum of a baccalaureate degree with a major in nursing.

2.1.2 Rationale for the acceptance of other than the required graduate credential is provided by evidence of one of the following:
- Progress towards a graduate degree in with a major in nursing;
- Current course work;
- Related continuing education; or
- Certification relevant to the current teaching role.

2.2 Faculty (full- and part-time) credentials meet governing organization and state requirements.

2.3 Credentials of practice laboratory personnel are commensurate with their level of responsibilities.

2.4 The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved.

2.5 Faculty (full- and part-time) expertise is maintained in areas of responsibility.

2.6 The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes.

2.7 Faculty (full- and part-time) are oriented and mentored in their areas of responsibilities.

2.8 Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.

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Faculty Academic Credentials – (Highest Degree Only) ASN										
Number of Faculty	Doctoral		Master's		Baccalaureate		Associate		Other	
	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing
Full-Time			11		1					
Part-Time			2		1					

Faculty Academic Credentials – (Highest Degree Only) PN										
Number of Faculty	Doctoral		Master's		Baccalaureate		Associate		Other	
	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing
Full-Time			2		1					
Part-Time			1		1					

Faculty Academic Credentials – (Highest Degree Only) ASN and PN										
Number of Faculty	Doctoral		Master's		Baccalaureate		Associate		Other	
	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing
Full-Time			4							
Part-Time					1					

BACCALAUREATE

The site visitors reviewed all full-time nursing faculty personnel files. The files included transcripts that verify that all full-time nursing faculty hold a minimum of a master's degree in nursing. There are four (4) full-time nursing faculty teaching in the RN-BSN program. In addition, there is one (1) full-time Dean who is teaching three (3) hours per week in the program.

Of the four (4) full-time faculty teaching in Fall 2012, one (1) faculty member holds a doctoral degree, and three (3) faculty hold master's degrees in nursing. One (1) faculty member is in a doctoral program with an unknown completion date, and two (2) are awaiting acceptance into a DNP program with a focus in education.

There is one (1) nursing faculty member teaching part-time in the Fall 2012 semester. One (1) of the part-time nursing faculty members holds a master's degree in nursing. All of the part-time faculty teach in the clinical setting only.

The Chair for the RN-BSN program holds a doctoral degree in nursing, which is in compliance with the VU administrative position descriptions.

The site visitors verified current licensure of all faculty through a faculty chart review. All full-time faculty and part-time clinical faculty have transcripts; a current license; evaluations; CPR; PPD; TDaP; MMR; Hepatitis B; and a curriculum vitae on file. No job descriptions for the part-time clinical faculty were available for review.

The Indiana State Board of Nursing (ISBN) has specific requirements for nursing faculty credentials. The ISBN requires the Dean of a nursing program to be employed full-time; hold a minimum of an MSN with a doctoral degree preferred; and have clinical, education, and administrative experience. VU meets this requirement. The majority of nursing faculty teaching in a registered nurse program must hold a minimum of a MSN with appropriate experience. The majority of the nursing faculty should be employed full-time. At VU, there are more full-time faculty than part-time faculty. Full-time faculty without a MSN should be enrolled in an MSN program with an identified program of study. The ISBN requires part-time nursing faculty members to have an RN license with a minimum of a baccalaureate degree in nursing and at least three (3) years of clinical nursing experience in the past six (6) years. VU meets these requirements as well. All faculty members currently hold an Indiana RN license.

A master's degree in nursing is required for the RN-BSN program. All full- and part-time nursing faculty meet the requirements of the University and the ISBN.

Faculty files also reflect the methods utilized to maintain expertise, and a summary of scholarly activities can be found in the individual professional development forms. A summary of all faculty professional development for the past three (3) years was verified in the documents provided onsite. All faculty members have extensive backgrounds in clinical practice. The clinical and educational backgrounds of the faculty are diverse and provide a sufficient variety to meet the needs of the students. Some faculty continue to work in nursing practice. A large number of faculty members belong to professional organizations.

The number and utilization of the nursing faculty are based on VU policies for teaching loads. The policy is consistently applied to all faculty in all programs throughout the University. The teaching loads are 22 contact hours per semester or 15 credit hours of load, whichever is to the faculty's advantage. The nursing program uses a 3:1 ratio for any laboratory or clinical course. Faculty members who are assigned a teaching load that exceeds the outlined parameters are compensated with overload pay.

The full-time nursing faculty also have responsibilities for participating in Department and University committees; providing academic advising to students; and participating in all VU required activities. The faculty are expected to have at least seven (7) hours per week of open office hours.

An adjunct/part-time faculty member is defined in the University Manual as anyone who teaches fewer than fifteen (15) credit hours or twenty-two (22) contact hours per semester.

A clinical ratio of 1:10 is used. Although classroom ratios vary, the maximum class size is generally 30 which provides a 1:30 ratio.

The site visitors reviewed the job description for the simulation laboratory assistant, which states that the coordinator must have education and experience in a healthcare field that involves an understanding and

application of the concepts and skills taught in the simulation and general laboratories. The position requires strong computer knowledge and experience with all types of audiovisual equipment. The duties of the coordinator include scheduling and managing multiple activities such as inventorying and ordering supplies and equipment. The site visitors verified the current lab director is MSN-prepared and the two (2) part-time lab assistants are registered nurses with either an associate degree or diploma certificates.

The site visitors verified the faculty activity related to scholarship by through a review of annual faculty reports (annual faculty self-evaluations). During faculty interviews, scholarship was described as attending conferences, publishing, or doing research.

In order to support faculty scholarship, the Department of Nursing supports faculty development by sponsoring workshops; providing release time for clinical practice or scholarly work; and providing reimbursement for attendance at seminars and conferences. The University provides a Center for Teaching and Learning (CTL), which offers learning opportunities for the faculty. Many nursing faculty members have attended the University's Teaching Transformation Academy (TTA). Information is shared both formally and informally by faculty who attend any trainings or workshops.

In addition, each nursing faculty member has access to development monies, which are available to support scholarly and professional activities. The Vincennes Campus offers a minimum of $300 per faculty member, while the Jasper Campus allots monies on a case-by-case basis. Those faculty pursuing formal education may request funding from the Provost's Office to cover the cost of tuition and books.

There is one (1) full-time secretary and one (1) full-time application coordinator for the Vincennes Campus. The Jasper Campus has a full-time clerk/typist who has shared duties between the Nursing and Business Departments. The faculty verified that these support staff are adequate for the Division.

The Vincennes Campus has two (2) part-time laboratory assistants for the simulation laboratory. The Jasper Campus has two (2) part-time laboratory assistants for the virtual hospital simulation center. The laboratory assistants are non-teaching positions. The faculty verified that the staff positions are sufficient to meet the needs of the program.

All new faculty members are required to attend a University and Human Resources Orientation. Full- and part-time faculty also receive orientation to their clinical agencies.

Each new faculty member, both full- and part-time, is paired with an experienced faculty member who serves as a mentor during the first year. The site visitors reviewed the formal documents entitled "Nursing Department New Faculty Orientation." To assist with the orientation, the faculty developed a Faculty Handbook in 2011. VU also has an Orientation Handbook, which is available online. The faculty mentors do not receive release time or reimbursement.

The nursing program at VU utilizes student evaluations and a faculty evaluation plan to evaluate faculty performance. This process is used for all faculty at the University. The evaluation plan was verified, and all of the faculty indicated that they understand the process. The faculty evaluation plan is a summative performance evaluation that evaluates three (3) primary areas of faculty responsibilities. Each faculty member initiates the process by completing the self-report of activities and submitting the completed form to his or her respective Chair. The faculty also complete a professional growth plan at the end of each academic year for the following year. The Chair reviews the plans and makes pertinent comments with input from the Dean. The Chair then meets with each faculty member. Evaluations are reviewed by the Dean of Health Sciences and Human Performance. Evaluations of the faculty on the Jasper Campus are reviewed by the Dean of the Jasper Campus.

The students also routinely evaluate the faculty. Student evaluations are not part of the formal evaluation, but they allow the faculty to receive student feedback, which they use to improve their own teaching and student interactions.

Evaluation of the part-time faculty is not addressed in the University Manual, but the Nursing Department has decided to utilize the same process for part-time faculty. Evaluation of part-time faculty began in 2009.

The staff associated with the nursing programs are evaluated annually according to the University policy. This policy was verified by the staff.

The nursing program does not offer any online nursing courses at this time but is considering doing so in the future. This was verified by the site visitors.

ASSOCIATE

The site visitors reviewed all full-time nursing faculty personnel files. The files contained transcripts that verified the full-time nursing faculty's highest degree in nursing. There are seventeen (17) full-time nursing faculty teaching in the associate program. Five (5) of these faculty are teaching in both the associate and practical nursing programs.

Of the seventeen (17) full-time faculty teaching in Fall 2012, sixteen (16) hold master's degrees; one (1) holds a baccalaureate degree and is currently enrolled in a master's program with a 2013 completion date.

There are three (3) nursing faculty teaching part-time in the Fall 2012 semester. Two (2) of the part-time nursing faculty hold master's degrees in nursing, and two (2) hold a baccalaureate degree in nursing. Of the two (2) part-time nursing faculty who hold baccalaureate degrees in nursing, one (1) is enrolled in an MSN program with a 2013 completion date. All of the part-time faculty teach in the clinical setting only. One (1) of the part-time faculty members teaches in both the associate and practical nursing programs.

The Chair for the associate program in the Nursing Department hold master's degrees in nursing, and the Chair at the Jasper Campus is currently pursuing a doctoral degree. They are in compliance with the University administrative positions descriptions.

The site visitors verified current licensure of all faculty through a faculty chart review. All full-time faculty and part-time clinical faculty have transcripts; a current license; evaluations; CPR; PPD; TDaP; MMR; Hepatitis B; and a curriculum vitae on file. No job descriptions for the part-time clinical faculty were available for review.

The ISBN has specific requirements for nursing faculty credentials. The ISBN requires the Dean of a nursing program to be employed full-time; hold a minimum of an MSN with a doctoral degree preferred; and have clinical, education and administrative experience. VU meets this requirement. The majority of nursing faculty teaching in a registered nurse program must hold a minimum of a MSN with appropriate experience. The majority of the nursing faculty should be employed full-time. At VU, there are more full-time faculty than part-time faculty. Full-time faculty without a MSN should be enrolled in an MSN program with an identified program of study. The ISBN requires part-time nursing faculty members to have an RN license with a minimum of a baccalaureate degree in nursing and at least three (3) years of clinical nursing experience in the past six (6) years. VU meets these requirements as well.

The VU requirement for faculty requires a minimum of a baccalaureate degree, but a master's degree in the appropriate field is preferred for the associate program. The part-time faculty and guest lecturer positions require a baccalaureate degree with a master's degree preferred. All full- and part-time nursing faculty meet the requirements of the University and the ISBN.

Faculty files also reflect the methods utilized to maintain expertise, and a summary of scholarly activities can be found in the individual professional development forms. A summary of all faculty professional development for the past three (3) years was verified in the documents provided onsite. All faculty members have extensive backgrounds in clinical practice. The clinical and educational backgrounds of the faculty are diverse and provide a sufficient variety to meet the needs of the students. Some faculty continue to work in nursing practice. A large number of faculty members belong to professional organizations.

The number and utilization of the nursing faculty are based on VU policies for teaching loads. The policy is consistently applied to all faculty in all programs throughout the University. The teaching loads are twenty-two (22) contact hours per semester or fifteen (15) credit hours of load, whichever is to the faculty's advantage. The nursing program uses a 3:1 ratio for any laboratory or clinical course. Faculty members who are assigned a teaching load that exceeds the outlined parameters are compensated with overload pay.

The full-time nursing faculty also have responsibilities for participating in Department and University committees; providing academic advising to students; and participating in all VU required activities. The faculty are expected to have at least seven (7) hours per week of open office hours.

An adjunct/part-time faculty member is defined in the University Manual as anyone who teaches fewer than 15 credit hours or 22 contact hours per semester.

A clinical ratio of 1:10 is used. Although classroom ratios vary, the maximum class size is generally 30, which results in a faculty-to-student ratio of 1:30.

The site visitors reviewed the job description for the simulation laboratory assistant, which states that the coordinator must have education and experience in a healthcare field that involves an understanding and application of the concepts and skills taught in the simulation and general laboratories. The position requires strong computer knowledge and experience with all types of audiovisual equipment. The duties of the coordinator include scheduling and managing multiple activities such as inventorying and ordering supplies and equipment. The site visitors verified the current lab director is MSN-prepared and the two (2) part-time lab assistants are registered nurses with either an associate degree or a diploma certification.

During faculty interviews, scholarship was described as attending conferences, publishing, and doing research. The site visitors verified the faculty activity related to scholarship by through a review of annual faculty reports (annual faculty self-evaluations). In order to support faculty scholarship, the Department of Nursing supports faculty development by sponsoring workshops; providing release time for clinical practice or scholarly work; and providing reimbursement for attendance at seminars and conferences.

The University provides a Center for Teaching and Learning (CTL), which offers learning opportunities for the faculty. Many nursing faculty members have attended the University's Teaching Transformation Academy (TTA). Information is shared both formally and informally by faculty who attend any trainings or workshops. In addition, each nursing faculty member has access to development monies, which are available to support scholarly and professional activities. The Vincennes Campus offers a minimum of $300 per faculty member, while the Jasper Campus allots monies on a case-by-case basis. Those faculty pursuing formal education may request funding from the Provost's Office to cover the cost of tuition and books.

There is one (1) full-time secretary and one (1) full-time application coordinator for the Vincennes Campus. The Jasper Campus has a full-time clerk/typist who has shared duties between the Nursing and Business Departments. The faculty verified that these support staff are adequate for the Division.

The Vincennes Campus has two (2) part-time laboratory assistants for the simulation laboratory. The Jasper Campus has two (2) part-time laboratory assistants for the virtual hospital simulation center. The laboratory assistants are non-teaching positions. The faculty verified that the staff positions are sufficient to meet the needs of the program.

All new faculty members are required to attend a University and Human Resources Orientation. Full- and part-time faculty also receive orientation to their clinical agencies.

Each new faculty member, both full- and part-time, is paired with an experienced faculty member who serves as a mentor during the first year. The site visitors reviewed the formal documents entitled "Nursing Department New Faculty Orientation." To assist with the orientation, the faculty developed a Faculty Handbook in 2011. VU also has an Orientation Handbook, which is available online. The faculty mentors do not receive release time or reimbursement.

The nursing program at VU utilizes student evaluations and a faculty evaluation plan to evaluate faculty performance. This process is used for all faculty at the University. The evaluation plan was verified, and all of the faculty indicated that they understand the process. The faculty evaluation plan is a summative performance evaluation that evaluates three (3) primary areas of faculty responsibilities. Each faculty member initiates the process by completing the self-report of activities and submitting the completed form to his or her respective Chair. The faculty also complete a professional growth plan at the end of each academic year for the following year. The Chair reviews the plans and makes pertinent comments with input from the Dean. The Chair then meets with each faculty member. Evaluations are reviewed by the Dean of Health Sciences and Human Performance. Evaluations of the faculty on the Jasper Campus are reviewed by the Dean of the Jasper Campus.

The students also routinely evaluate the faculty. Student evaluations are not part of the formal evaluation, but they allow the faculty to receive student feedback, which they use to improve their own teaching and student interactions.

Evaluation of the part-time faculty is not addressed in the University Manual, but the Nursing Department has decided to utilize the same process for part-time faculty. Evaluation of part-time faculty began in 2009.

The staff associated with the nursing programs are evaluated annually according to the University policy. This policy was verified by the staff.

The nursing program does not offer any online nursing courses at this time but is considering doing so in the future. This was verified by the site visitors.

PRACTICAL

The site visitors reviewed all full-time nursing faculty personnel files. The files contained transcripts that verified that all full-time nursing faculty hold a minimum of a master's degree in nursing. There are eight (8) full-time nursing faculty teaching in the practical nursing program. Five (5) of these faculty are teaching in both the associate and practical nursing programs.

Of the eight (8) full-time faculty teaching in Fall 2012, five (5) hold master's degrees; three (3) hold baccalaureate degrees; and two (2) are currently enrolled in a master's program with 2013 completion dates.

There are three (3) nursing faculty teaching part-time in the Fall 2012 semester. One (1) of the part-time nursing faculty holds a master's degree in nursing, and two (2) hold baccalaureate degrees in nursing. All

of the part-time faculty teach in the clinical setting only. One (1) of the part-time faculty members teaches in both the associate and practical nursing programs.

The Chair for the practical nursing program hold master's degrees in nursing, and the Chair at the Jasper Campus is currently pursuing a doctoral degree. The Chair for the RN-BSN program holds a doctoral degree in nursing. They are in compliance with the VU administrative position descriptions.

The site visitors verified current licensure of all faculty through a faculty chart review. All full-time faculty and part-time clinical faculty have transcripts; a current license; evaluations; CPR; PPD; TDaP; MMR; Hepatitis B; and a curriculum vitae on file. No job descriptions for the part-time clinical faculty were available for review.

The Indiana State Board of Nursing (ISBN) has specific requirements for nursing faculty credentials. The ISBN requires the Dean of a nursing program to be employed full-time; hold a minimum of an MSN with a doctoral degree preferred; and have clinical, education and administrative experience. VU meets this requirement. The majority of nursing faculty teaching in a registered nurse program must hold a minimum of a MSN with appropriate experience. The majority of the nursing faculty should be employed full-time. At VU, there are more full-time faculty than part-time faculty. Full-time faculty without a MSN should be enrolled in an MSN program with an identified program of study. The ISBN requires part-time nursing faculty members to have an RN license with a minimum of a baccalaureate degree in nursing and at least three (3) years of clinical nursing experience in the past six (6) years. VU meets these requirements as well.

The VU requirement for faculty requires a minimum of a baccalaureate degree, but a master's degree in the appropriate field is preferred for the practical nursing program. The part-time faculty and guest lecturer positions require a baccalaureate degree with a master's degree preferred. All full- and part-time nursing faculty meet the requirements of the University and the ISBN.

Faculty files also reflect the methods utilized to maintain expertise, and a summary of scholarly activities can be found in the individual professional development forms. A summary of all faculty professional development for the past three (3) years was verified in the documents provided onsite. All faculty members have extensive backgrounds in clinical practice. The clinical and educational backgrounds of the faculty are diverse and provide a sufficient variety to meet the needs of the students. Some faculty continue to work in nursing practice. A large number of faculty members belong to professional organizations. Faculty credentials meet the requirements of the governing organization.

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The nursing program at VU utilizes student evaluations and a faculty evaluation plan to evaluate faculty performance. This process is used for all faculty at the University. The evaluation plan was verified, and all of the faculty indicated that they understand the process. The faculty evaluation plan is a summative performance evaluation that evaluates three (3) primary areas of faculty responsibilities. Each faculty member initiates the process by completing the self-report of activities and submitting the completed form to his or her respective Chair. The faculty also complete a professional growth plan at the end of each academic year for the following year. The Chair reviews the plans and makes pertinent comments with input from the Dean. The Chair then meets with each faculty member. Evaluations are reviewed by the Dean of Health Sciences and Human Performance. Evaluations of the faculty on the Jasper Campus are reviewed by the Dean of the Jasper Campus.

The students also routinely evaluate the faculty. Student evaluations are not part of the formal evaluation, but they allow the faculty to receive student feedback, which they use to improve their own teaching and student interactions.

Evaluation of the part-time faculty is not addressed in the University Manual, but the Nursing Department has decided to utilize the same process for part-time faculty. Evaluation of part-time faculty began in 2009.

The staff associated with the nursing programs are evaluated annually according to the University policy. This policy was verified by the staff.

The nursing program does not offer any online nursing courses at this time but is considering doing so in the future. This was verified by the site visitors.

Summary:

Compliance:

The baccalaureate program is in compliance with the Standard with the following area needing development:

- Ensure that a minimum of 25% of the faculty hold an earned doctorate.

The associate program is not in compliance with the Standard as Criterion 2.1 is not met, as evidenced by:

- All full-time faculty are not credentialed with a minimum of a master's degree with a major in nursing.

The practical program is not in compliance with the Standard as Criterion 2.1.1 is not met, as evidenced by:

- The majority of part-time faculty are not credentialed with a minimum of a master's degree with a major in nursing.

STANDARD 3
Students

Student policies, development, and services support the goals and outcomes of the nursing education unit.

BACCALAUREATE

3.1 Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.

3.2 Student services are commensurate with the needs of students pursuing or completing the baccalaureate program, including those receiving instruction using alternative methods of delivery.

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

3.4 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.

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

3.4.2 Students are informed of their ethical responsibilities regarding financial assistance.

3.5 Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.

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

3.7 Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.

For nursing education units engaged in distance education, the additional criterion is applicable:

3.8 Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.

ASSOCIATE

3.1 Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.

3.2 Student services are commensurate with the needs of students pursuing or completing the associate program, including those receiving instruction using alternative methods of delivery.

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

3.4 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.

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

3.4.2 Students are informed of their ethical responsibilities regarding financial assistance.

3.5 Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.

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

3.7 Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.

For nursing education units engaged in distance education, the additional criterion is applicable:

3.8 Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.

PRACTICAL

3.1 Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.

3.2 Student services are commensurate with the needs of students pursuing or completing the practical program, including those receiving instruction using alternative methods of delivery.

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

3.4 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.

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

3.4.2 Students are informed of their ethical responsibilities regarding financial assistance.

3.5 Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.

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

3.7 Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.

For nursing education units engaged in distance education, the additional criterion is applicable:

3.8 Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.

Commentary:

BACCALAUREATE

Student policies of the RN-BSN program are consistent with those of Vincennes University. This was verified through student interviews and a review of the University Catalog, Student Handbook, and Nursing Student Handbook. The policies are publicly accessible, non-discriminatory, and consistently applied. All nursing policies are available in the Nursing Student Handbook.

RN-BSN program policies are generally congruent with those of the University with some differences noted. Differences in student policies exist in attendance and absence/lateness policies; health insurance; physical examination; CPR certification; immunizations; criminal background check; standard precaution education; confidentiality statements; and professional standards and essential functional abilities. Admission standards also differ from the University's "open door" policy. Academic progression within the nursing program requires students to attain a "C" or better in nursing courses. This information is justified and communicated clearly in the Student Handbook (p. 31). The Student Handbook and the Catalog clearly define the requirements of the health examination; immunizations; CPR certification; and other variations in student policies.

The students and faculty were able to verbalize these differences. The site visitors confirmed the accuracy of the policies summarized in the SSR. A review of randomly selected nursing student files across the RN-BSN program verified that the files were complete and contained CPR certification records; health forms; sign-off sheets for HIPAA; safety precautions; policy affirmation agreements; criminal background checks; transcripts; and documentation of clinical and didactic progression in the nursing program curriculum.

Documentation confirms that students are given every opportunity to succeed, and the teaching and learning environments are conducive to the educational experience of the students. Student services are commensurate with the needs of students pursuing the RN-BSN program. VU provides many support services as identified in the University Catalog, the Nursing Student Handbook, and the SSR (pp. 99-105). Services include but are not limited to health services; financial aid; the Counseling Center; disability services; academic advising; the Academic Skills Center; COPE Student Support Services; and the Center for Career and Employer Relations. Qualified individuals provide these services as verified in the SSR (Table 3.2, p. 69).

Interviews with the faculty, students, and University personnel documented that the services described in the SSR are available to all nursing students. During interviews with the support staff, it was evident that they are familiar with the needs of the nursing students and committed to student support.

Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines. Compliance with the Higher Education Reauthorization Act Title IV eligibility is maintained.

Hard copies of nursing student files are kept in designated locked file cabinets in a secured file room. The faculty have access to individual student records in the nursing office. FERPA guidelines are followed in the maintenance of confidentiality of student records as confirmed through the interview with the nurse administrator. There is compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements.

The financial records are secure and confidential. The Director of Financial Aid and Provost verified that financial and academic records are maintained in compliance with the University's records policy and FERPA as described in the SSR (pp. 108-109). Financial documents are saved electronically on the hard drive and backed-up daily. These records are also stored in the Gibson Center, which is 40 miles from the campus.

RN-BSN nursing students utilize financial aid with monies available from state funds, campus-based funds, and Pell Grants. The default rate noted in August 2012 was 14.2%. Students are required to participate in entrance and exit counseling related to financial aid and repayment of loans. During interviews, the students were able to describe how to obtain financial aid and their responsibility related to loan repayment. The students acknowledged being able to take advantage of some form of financial assistance including loans or scholarships. Individuals responsible for both the academic and financial records confirmed the information included in the SSR.

The RN-BSN demonstrates integrity and consistency of their public documents. The major sources of information include the University Catalog; the Nursing Program Student Handbook; the 2012-2013 University Student Handbook; the University website; the Blackboard course management system; nursing course syllabi; and verbalization.

Information about the NLNAC accreditation status is published on the program website and in the 2012-2013 University Catalog. Statements regarding both the institutional and program accreditation were noted in public documents. The information at all sites was consistent.

The students receive copies of the Nursing Student Handbooks during orientation and are required to sign verification forms documenting receipt of the Handbook and a willingness to abide by the program's policies. The site visitors verified receipt of the signature page through interviews with the students and a review of student files. The policies are current, clear, complete, and consistent. The students were able to clearly articulate their knowledge of the policies and where the policies are published.

The students verified that program information distributed to prospective students is clear, concise, and helpful in preparing them to enter the program. Program information is current and clearly written and is provided in a variety of sources. All Catalogs, websites, and Handbooks were reviewed by the site visitors, and the content was found to be consistent and current. The student admission process and application information were described by both groups of students as clear and easy to follow. Print and website information was found to be clear, concise, and up-to-date.

The students verbalized an understanding of the policies and where they are located. The students and faculty confirmed that announcements and changes in policies are communicated.

Orientation to technology is provided and was verified through student interviews and a review of online documents. Face-to-face nursing courses are web-enhanced and use the Blackboard platform for course announcements and posting of course resources to assist students in their learning. A technology review and orientation to the Blackboard course management system is also provided in nursing courses. Technological support service is available for the faculty. The students and faculty verified that there is adequate help available for technical support, and support is also available on the website.

ASSOCIATE

Student policies of the associate program are consistent with those of Vincennes University. This was verified through student interviews and a review of the University Catalog, Student Handbook, and Nursing Student Handbook. The policies are publicly accessible, non-discriminatory, and consistently applied. All nursing policies are available in the Nursing Student Handbook.

Associate program policies are generally congruent with those of the University with some differences noted. Differences in student policies exist in attendance and absence/lateness policies; health insurance; physical examination; CPR certification; immunizations; criminal background check; standard precaution education; confidentiality statements; and professional standards and essential functional abilities. Admission standards also differ from the University's "open door" policy. Academic progression within the nursing program requires students to attain a "C" or better in nursing courses. This information is justified and communicated clearly in the Student Handbook (p. 33). The Student Handbook and the Catalog clearly define the requirements of the health examination; immunizations; CPR certification; and other variations in student policies.

The students and faculty were able to verbalize these differences. The site visitors confirmed the accuracy of the policies summarized in the SSR. A review of randomly selected nursing student files across the first and second years of the associate program verified that the files were complete and contained CPR certification records; health forms; sign-off sheets for HIPAA; safety precautions; policy affirmation agreements; criminal background checks; transcripts; and documentation of clinical and didactic progression in the nursing program curriculum.

Documentation confirms that students are given every opportunity to succeed, and the teaching and learning environments are conducive to the educational experience of the students. Student services are commensurate with the needs of students pursuing the associate program. VU provides many support services as identified in the University Catalog, the Nursing Student Handbook, and the SSR (pp. 99-105). Services include but are not limited to health services; financial aid; the Counseling Center; disability services; academic advising; the Academic Skills Center; COPE Student Support Services; and the Center for Career and Employer Relations. Qualified individuals provide these services as verified in the SSR (Table 3.2, p. 69).

Interviews with the faculty, students, and University personnel documented that the services described in the SSR are available to all nursing students. During interviews with the support staff, it was evident that they are familiar with the needs of the nursing students and committed to student support.

Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines. Compliance with the Higher Education Reauthorization Act Title IV eligibility is maintained.

Hard copies of nursing student files are kept in designated locked file cabinets in a secured file room. The faculty have access to individual student records in the nursing office. FERPA guidelines are followed in the maintenance of confidentiality of student records as confirmed through the interview with the nurse administrator. There is compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements.

The financial records are secure and confidential. The Director of Financial Aid and Provost verified that financial and academic records are maintained in compliance with the University's records policy and FERPA as described in the SSR (pp. 108-109). Financial documents are saved electronically on the hard drive and backed-up daily. These records are also stored in the Gibson Center, which is 40 miles from the campus.

Associate nursing students utilize financial aid with monies available from state funds, campus-based funds, and Pell Grants. The default rate noted in August 2012 was 14.2%. Students are required to participate in entrance and exit counseling related to financial aid and repayment of loans. During interviews, the students were able to describe how to obtain financial aid and their responsibility related to loan repayment. The students acknowledged being able to take advantage of some form of financial assistance including loans or scholarships. Individuals responsible for both the academic and financial records confirmed the information included in the SSR.

The associate program demonstrates integrity and consistency of their public documents. The major sources of information include the University Catalog, the Nursing Program Student Handbook, the 2012-2013 University Student Handbook, the University website, the Blackboard course management system, nursing course syllabi, and verbalization.

Information about the NLNAC accreditation status is published on the program website and in the 2012-2013 University Catalog. Statements regarding both the institutional and program accreditation were noted in public documents. The information at all sites was consistent.

The students receive copies of the Nursing Student Handbooks during orientation and are required to sign verification forms documenting receipt of the Handbook and a willingness to abide by the program's policies. The site visitors verified receipt of the signature page through interviews with the students and a review of student files. The policies are current, clear, complete, and consistent. The students were able to clearly articulate their knowledge of the policies and where the policies are published.

The students verified that program information distributed to prospective students is clear, concise, and helpful in preparing them to enter the program. Program information is current and clearly written and is provided in a variety of sources. All Catalogs, websites, and Handbooks were reviewed by the site visitors, and the content was found to be consistent and current. The student admission process and application information were described by both groups of students as clear and easy to follow. Print and website information was found to be clear, concise, and up-to-date.

The students verbalized an understanding of the policies and where they are located. The students and faculty confirmed that announcements and changes in policies are communicated.

Orientation to technology is provided and described as verified through student interviews and a review of online documents. Face-to-face nursing courses are web-enhanced and use the Blackboard platform for course announcements and posting of course resources to assist students in their learning. A technology review and orientation to the Blackboard course management system is also provided in nursing courses. Technological support service is available for the faculty. The students and faculty verified that there is adequate help available for technical support, and support is also available on the website.

PRACTICAL

Student policies of the practical nursing program are consistent with those of Vincennes University. This was verified through student interviews and a review of the University Catalog, Student Handbook, and Nursing Student Handbook. The policies are publicly accessible, non-discriminatory, and consistently applied. All nursing policies are available in the Nursing Student Handbook.

Practical nursing program policies are generally congruent with those of the University with some differences noted. Differences in student policies exist in attendance and absence/lateness policies; health insurance; physical examination; CPR certification; immunizations; criminal background check; standard precaution education; confidentiality statements; and professional standards and essential functional abilities. Admission standards also differ from the University's "open door" policy. Academic progression within the nursing program requires students to attain a minimum of a "C" in nursing courses. This information is justified and communicated clearly in the Student Handbook (p. 40) and the University Catalog.

The students and faculty were able to verbalize these differences. The site visitors confirmed the accuracy of the policies summarized in the SSR. A review of randomly selected nursing student files across the practical nursing program verified that the files were complete and contained CPR certification records;

health forms; sign-off sheets for HIPAA; safety precautions; policy affirmation agreements; criminal background checks; and transcripts.

Documentation confirms that students are given every opportunity to succeed, and the teaching and learning environments are conducive to the educational experience of the students. Student services are commensurate with the needs of students pursuing the practical nursing program. VU provides many support services as identified in the University Catalog, the Nursing Student Handbook, and the SSR (pp. 99-105). Services include but are not limited to health services; financial aid; the Counseling Center; disability services; academic advising; the Academic Skills Center; COPE Student Support Services; and the Center for Career and Employer Relations. These services are administered by qualified leadership and are supported by the full commitment of the University (SSR, Table 3.2, pp. 106-107).

Interviews with the faculty, students, and University personnel documented that the services described in the SSR are available to all nursing students. During interviews with the support staff, it was evident that they are familiar with the needs of the nursing students and committed to student support.

Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines. Compliance with the Higher Education Reauthorization Act Title IV eligibility is maintained.

Hard copies of nursing student files are kept in designated locked file cabinets in a secured file room. The faculty have access to individual student records in the nursing office. FERPA guidelines are followed in the maintenance of confidentiality of student records as confirmed through the interview with the nurse administrator. There is compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements.

The financial records are secure and confidential. The Director of Financial Aid and Provost verified that financial and academic records are maintained in compliance with the University's records policy and FERPA as described in the SSR (pp. 108-109). Financial documents are saved electronically on the hard drive and backed-up daily. These records are also stored in the Gibson Center, which is 40 miles from the campus.

Practical nursing students are able to obtain financial aid with monies available from state funds, campus-based funds, and Pell Grants. The default rate noted in August 2012 was 14.2%. Students are required to participate in entrance and exit counseling related to financial aid and repayment of loans. During interviews, the students were able to describe how to obtain financial aid and their responsibility related to loan repayment. The students acknowledged being able to take advantage of some form of financial assistance including loans or scholarships. Individuals responsible for both the academic and financial records confirmed the information included in the SSR.

The practical nursing program demonstrates integrity and consistency of their public documents. The major sources of information include the University Catalog, the Nursing Program Student Handbook, the 2012-2013 University Student Handbook, the University website, nursing course syllabi, and verbalization.

Information about the NLNAC accreditation status is published on the program website and in the 2012-2013 University Catalog. Statements regarding both the institutional and program accreditation were noted in public documents. The information at all sites was consistent.

The students receive copies of the Nursing Student Handbooks during orientation and are required to sign verification forms documenting receipt of the Handbook and a willingness to abide by the program's policies. The site visitors verified receipt of the signature page through interviews with the students and a

review of student files. The policies are current, clear, complete, and consistent. The students were able to clearly articulate their knowledge of the policies and where the policies are published.

The students verified that program information distributed to prospective students is clear, concise, and helpful in preparing them to enter the program. Program information is current and clearly written and is provided in a variety of sources. All Catalogs, websites, and Handbooks were reviewed by the site visitors, and the content was found to be consistent and current. The student admission process and application information were described by both groups of students as clear and easy to follow. Print and website information was found to be clear, concise, and up-to-date.

The students verbalized an understanding of the policies and where they are located. The students and faculty confirmed that announcements and changes in policies are communicated.

Orientation to technology is provided and was verified in student interviews. Technological support service is available for the faculty. The students and faculty verified that there is adequate help available for technical support, and support is also available on the website.

Supported the need for nursing and works in the community to forge partnerships with organizations such as COHERE to improve the ability of the nursing program to increase enrollment and services to the citizens of Jasper. Since 1970, the campus started in storefronts and built its first administration building. The first housing built on the campus was a complex for the faculty. Since its inception, the enrollment of the Jasper Campus has increased to approximately 875 students primarily interested in the nursing program. About one-third of the enrollment is students wanting to enter the nursing program; alternative programs such as non-credit courses in certified nurse assisting, pharmacy tech, phlebotomy, dental assisting, and ophthalmic tech are short-term solutions. A partnership with Indiana University School of Medicine in Evansville will assist in the growth of the five- (5) year plan for additional clinical sites, laboratories, and classrooms. A facility was donated to house medical students while they use the simulation laboratory at Jasper Campus.

The nursing programs on the Jasper Campus are valued and support the mission and vision of the university by supporting the simulation laboratory and virtual hospital with millions of dollars to design the space while supporting other programs such as EMT and hospital continuing education and professional development efforts. Alice Hildenbrand received high praise for her work as the Program Director for the nursing program at the Jasper Campus. Dr. Johnson indicated that the Program Director works tirelessly with the Dean of Health Sciences and Human Performance to cooperate and operate the Nursing Department as one (1) program with two (2) campuses. Budgets for the Jasper Campus nursing program are submitted by the Program to Dr. Johnson for approval. Every effort is made to find funds for any nursing program needs. Perkins funds were used to purchase equipment and fund the simulation laboratory staff. Dr. Johnson evaluates the Program Director and collaborates with the Dean. The Provost travels weekly between both campuses to ensure a cohesive administration and cooperation on both campuses.

The role of the Jasper Campus Admissions Director is to receive applications and transcripts. She forwards complete files to the Nursing Department office for review. The Admissions Director keeps a spreadsheet of nursing applicants to track receipt of needed items.

The Director of Academic Support works with students to ensure that non-instructional activities such as counseling and tutoring are carried out for students. In addition, she supervises the student activities coordinator; handles registration for non-nursing students; reviews disciplinary issues; provides services for disabilities; and provides free mental health counseling fifteen (15) hours per week. The student activities coordinator schedules activities each semester to develop character outside the classroom. The

student government organization; grants for student activities; emergency funds; special partnerships scholarships; and foundation scholarships for all students are handled by this office.

Summary:

Compliance:

The baccalaureate program is in compliance with the Standard.

The associate program is in compliance with the Standard.

The practical program is in compliance with the Standard.

STANDARD 4
Curriculum

The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.

BACCALAUREATE

4.1 The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes.

4.2 The curriculum is developed by the faculty and regularly reviewed for rigor and currency.

4.3 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.

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

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

4.6 The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.

4.7 Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state and national standards, and best practices.

4.8 Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure the protection of students.

4.8.1 Student clinical experiences reflect current best practices and nationally established patient health and safety goals.

For nursing education units engaged in distance education, the additional criterion is applicable:

4.9 Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.

ASSOCIATE

4.1 The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes.

4.2 The curriculum is developed by the faculty and regularly reviewed for rigor and currency.

4.3 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.

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

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

4.6 The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.

4.7 Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state and national standards, and best practices.

4.8 Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure the protection of students.

4.8.1 Student clinical experiences reflect current best practices and nationally established patient health and safety goals.

For nursing education units engaged in distance education, the additional criterion is applicable:

4.9 Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.

PRACTICAL

4.1 The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes.

4.2 The curriculum is developed by the faculty and regularly reviewed for rigor and currency.

4.3 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.

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

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

4.6 The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.

4.7 Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state and national standards, and best practices.

4.8 Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure the protection of students.

4.8.1 Student clinical experiences reflect current best practices and nationally established patient health and safety goals.

For nursing education units engaged in distance education, the additional criterion is applicable:

4.9 Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.

BACCALAUREATE

The RN-BSN program is a hybrid curriculum that is clearly based on professional standards and guidelines. The faculty and students meet face-to-face in class every Wednesday from 4:30 p.m. to 10:30 p.m. The program was developed using the National League for Nursing (NLN) categories of educational competencies, which include professional behaviors; communication; assessment; clinical decision-making; caring interventions; teaching and learning; collaboration; and managing care as well as the Indiana Board of Nursing Rules and Regulations. The program outcomes and competencies are identified in the syllabi after each course objective as reported in the SSR. The site visitors were able to verify the faculty's and students' knowledge and expectations of the program outcomes. In addition, the preceptors visited and the Advisory Committee members interviewed were well-versed in the student outcomes.

The student learning outcomes (SLOs) are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress as verified in the SSR (p. 116).

The curriculum was developed by the faculty and has been reviewed for rigor and currency by the faculty and students. Each course is reviewed at the end of each semester using the course evaluation tool as stated in the SSR (p. 118), and the entire curriculum is reviewed every three (3) years. During this review, all student course evaluations and portfolio critiques are evaluated for any necessary curriculum changes.

The curriculum is threaded with the concepts of caring; communications; critical thinking; health education; legal/ethical professionalism; and commitment to lifelong learning as verified through a review of course syllabi and discussions with the faculty and students and stated in the SSR (p. 119).

The students have diverse clinical experiences. Their patient care assignments include multicultural and multiethnic clients. The site visitors reviewed student products such as capstone projects; papers on their philosophy of nursing; critical thinking inventory papers; and cultural influences papers as cited in the SSR (p. 121).

The curriculum uses a variety of evaluation methods including proctored and unproctored examinations; community assessments; capstone projects; student portfolios; preceptor evaluations; and self-evaluations.

During interviews with the faculty and students, the site visitors verified that the curriculum and instructional processes are based on Knowles' Educational Theory and evidence-based practices. The students complete a research proposal for their culminating project as verified in the student portfolios and stated in the SSR (p. 124). The site visitors verified that the learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with SLOs.

The program is four (4) semesters in length and requires 124 semester credit hours. The theory clock-to-credit-hour ratio is 1:1 and 1:3 for clinical clock hours. There are 73 credits in the RN-BSN program and 51 credits of prerequisite courses. The RN-BSN program has 135 contact clinical hours. The curriculum plan is as follows:

RN-BSN Completion Option
2012-2012

Completed Prior to Admission		Credit
ENGL 101 +102 Or ENGL 112	English Comp I & II Rhetoric and Research	3+3 3
MATH 102 or higher	College Algebra	3
SPCH 143/ SPCH 148	Speech/Interpersonal Communication	3
Science	Biological and Physical Science Elective (One must be a physical science course and one a biological science course. One of these two courses must be a laboratory science selected from the AA/AS Science and Mathematics Core)	7
	Social Science Elective	6
	Humanities Elective	3
	Humanities , Mathematics, Science, Social Science or Writing	2
	Nursing Credits	34
	Other Credits – General Electives	10-13

Recommended Sequence of Courses		**Credit**	**Lecture hours**	**Clinical hours**	**Lab hours**
	Semester I				
MATH 110 or HCGM 311	Statistics (Pre-Req: Math 102/CPTS = 74+) Biomedical & Managerial Statistics Pre-Req: Math 016)	3	3	-------	------
NURS 300	Professional Nursing	4	4	------	------
NURS 370	Pathology/Pharmacology	7	7	------	------
		14			
	Semester II				
FASC 206	Fundamentals of Nutrition	3	3	------	------
NURS 330	Physical Assessment	3	2	------	3
NURS 360	Introduction to Nursing Research(Pre-Req: Stats Course)	3	3	------	------
NURS 380	Gerontology Nursing (Pre-Req: Nutrition)	3	3	------	------
		12			
	Semester III				
NURS 460	Community Health Nursing	4	3	3	------
NURS 475	Nursing Leadership and Management	4	3	3	------
PHIL 313	Contemporary Ethical Issues (Recommend prior Phil 211)	3	3	-------	------
Diverse Cultures/Global Perspectives	Diverse Cultures / Global Perspectives Elective	3	3	-------	------
		14			
	Semester IV				
NURS 485	Senior Concentration in Nursing	4	3	3	------
NURS 490	Capstone Experience in Baccalaureate Nursing	3	3	-------	------
HIST Elective	Social Science - History elective	3	3	-------	------
HUMN Elective	Common/Broad Core Humanities elective	3	3	-------	------
		13			

Classroom Observation:
NUR 370 Pathophysiology and Pharmacology was presented via Internet Protocol to eleven (11) RN-BSN students, five (5) of whom were on the Jasper Campus site. The students were given a pretest on Blackboard before the class began. The instructor was located at the Vincennes Campus. At the beginning of the class, she reminded the students of the rubric that would be used to assess their individual PowerPoint presentations. The presentation was worth 100 points out of 675 for the course. The students loaded their presentations onto the desktop and then took 15 minutes to do their assignment. There were a few questions from the class. Current pharmacology research as it relates to nursing was discussed. All of the students were engaged in the class.

Clinical Observations:
Good Samaritan Hospital, an ANCC Magnet hospital, was one (1) of the clinical sites visited. The students were enrolled in NURS 475 Nursing Leadership with a student being precepted by mid-level nurse managers. There are criteria for the selection of preceptors; written agreements with the clinical sites; and an orientation for the preceptors. The SSR (p. 130) refers to how the students select their preceptors with the approval of the faculty. During a discussion with the site visitors, the preceptor verified how this experience supports the achievement of the SLOs. The agency agreements were verified by visitors onsite.

Jasper Campus:
Two (2) students enrolled in NUR 475 Leadership and Management described their experiences with the critical care manager and the nurse manager of OB. Both students had goals that were written for their experience. The goals were approved by the faculty and preceptor. The students stated that both preceptors "really want to teach" and enjoy having students in the hospital. The students evaluate the preceptor and faculty member. The preceptor evaluates the students, and the faculty evaluate the student and the preceptor. The experience is pass/fail. Students spend 45 hours with their preceptor and journal every day to their faculty member.

ASSOCIATE

The associate curriculum is clearly based on professional standards and guidelines. The program was developed using the National League for Nursing (NLN) categories of educational competencies, which include professional behaviors; communication; assessment; clinical decision-making; caring interventions; teaching and learning; collaboration; and managing care as well as the Indiana Board of Nursing Rules and Regulations. The program outcomes competencies are identified in the syllabi after each course objective as reported in the SSR. The site visitors were able to verify the faculty's and students' knowledge and expectation of the program outcomes. In addition, the preceptors visited and the Advisory Committee members interviewed were well-versed in the student outcomes.

The student learning outcomes (SLOs) are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress as verified in the locations cited in the SSR (p. 116).

The curriculum was developed by the faculty and has been reviewed for rigor and currency by the faculty and students. Each course is reviewed at the end of each semester using the course evaluation tool as stated in the SSR (p. 118), and the entire curriculum is reviewed every three (3) years. During this review, all student course evaluations and portfolio critiques are evaluated for any necessary curriculum changes.

The curriculum is threaded with the concepts of caring; communications; critical thinking; health education; legal/ethical professionalism; and commitment to lifelong learning as verified through a review of course syllabi and discussions with the faculty and students and stated in the SSR (p. 119).

The students have diverse clinical experiences. Their patient care assignments include multicultural and multiethnic clients. The site visitors reviewed student products such as capstone projects; papers on their philosophy of nursing; critical thinking inventory papers; and cultural influences papers as cited in the SSR (p. 121).

The curriculum uses a variety of evaluation methods including proctored and unproctored examinations; community assessments; capstone projects; student portfolios; preceptor evaluations; and self-evaluations.

During interviews with the faculty and students, the site visitors verified that the curriculum and instructional processes are based on Knowles' Educational Theory and evidence-based practices. The students complete a research proposal for their culminating project as verified in the student portfolios

and stated in the SSR (p. 124). The site visitors verified that the learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with SLOs.

The program is four (4) semesters in length and requires 78 credit hours. The theory clock-to-credit-hour ratio is 1:1 and 1:3 for clinical clock hours. There are 39 credits in the nursing program and 39 credits of general education courses. The associate program has 431.5 contact clinical hours. The LPN-to-RN option has 47 credits of general education and 22 credits of nursing. The curriculum plan follows:

AS Nursing Curriculum
2012-2013
1st Year

Semester I (Fall)

Course		Credit	Lecture hours	Lab hours	Clinical hours
ENGL 101	English Composition I	3	3	------	-------
CHEM 101	Elem. Organic & Biochem.	3	3	-------	-------
CHEM 101L	Elem. Organic & Biochem Lab.	1	-------	3	-------
BIOL 111	Anatomy and Physiology I	3	3	------	-------
BIOL 111L	Anatomy and Physiology I Lab	1	-------	3	-------
NURS 100	Nursing Fundamentals	8	5	4.5	4.5
NURS 101	*Nursing Fundamentals Discussion	1	1	--------	-------
*Recommended but not required		19-20			

Semester II (Spring)

Course		Credit	Lecture hours	Lab hours	Clinical hours
MATH 102	College Algebra (or higher)	3	3	-------	------
BIOL 112	Anatomy and Physiology II	3	3	-------	------
BIOL 112L	Anatomy and Physiology II Lab	1	------	3	-------
ENGL 102	English Composition II	3	3	------	-------
NURS 130	Maternal-Newborn Nursing (8 wks)	4	5	------	9
NURS 131	*Maternal Newborn Discussion	1	1	-------	---------
NURS 150	Medical Surgical Nursing I (8 wks)	4	5	2	7
NURS 151	*Medical Surgical Nursing I Discussion	1	1	-------	-------
*Recommended but not required		19-20			

2nd Year
Semester III (Fall)

Course		Credit	Lecture hours	Lab hours	Clinical hours
SPCH 143 or SPCH 148	Speech Interpersonal communication	3	3	---------	---------
BIOL 210	Microbiology	2	2	---------	--------
BIOL 210L	Microbiology Lab	2	----------	4	--------
PSYC 142	General Psychology	3	3	---------	--------
NURS 200	Medical Surgical Nursing III (8 wks)	4	5	---------	9
NURS 201	*Medical Surgical Nursing III Discussion	1	1	----------	--------
NURS 230	Pediatric Nursing (8 wks)	4	5	----------	9
NURS 231	*Pediatric Nursing Discussion	1	1		
*Recommended, but not required.		18-20			

Semester IV (Spring)

Course		Credit	Lecture hours	Lab hours	Clinical hours
SOCL 151	Principles of Sociology	3	3	--------	-------
HUM	Humanities Common Core Elective (see list below)	3	3	--------	-------

PFWL 100	Lifetime Fitness and Wellness	2	1	2	
NURS 240	Psychosocial Nursing (8 wks)	4	5	-------	9
NURS 241	*Psychosocial Nursing Discussion	1	1	-------	-------
NURS 250	Medical Surgical Nursing III	4	5	--------	9
NURS 251	*Medical Surgical Nursing III Discussion	1	1	--------	--------
NURS 260	Issues and Trends (R/W/S)	2	2	--------	-------
*Recommended, but not required.		16-18			

Humanities Common Core

ARTT 110 Art Appreciation ARTT 130 Art History I ARTT 131 Art History II

HUMH 221 Honors Humanities I HUMH 222 Honors Humanities II HUMN 210 Introduction to Humanities I

HUMN 211 Introduction to Humanities II LITR 100 Introduction to Literature LITR 220 Introduction to World Literature

LITR 221 Intro. to World Literature II LITR 222 American Literature I LITR 223 American Literature II

LITR 224 Survey of English Literature I LITR 225 Survey of English Literature II MUSI 218 Music Appreciation

PHIL 111 Introduction to Philosophy PHIL 212 Introduction to Ethics RLST 201 Major Religions of the West

RLST 202 Major Religions of the East THEA 100 Theatre Appreciation THEA 245 Theatre History I THEA 250 Theatre History II

ASN Completion Concentration for Licensed Practical Nurses
2012-2013

Pre-Requisites

Course		Credit	Lecture	Lab
ENGL 101	English Composition I	3	3	--------
BIOL 111	Anatomy and Physiology I	3	3	--------
BIOL 111L	Anatomy and Physiology I Lab	1	-------	3
CHEM 101	Elem. Organic & Biochemistry	3	3	---------
CHEM 101L	Elem. Organic & Biochem Lab.	1	--------	3
		11		

Spring (Semester I)

Course		Credit	Lecture	Lab
NURS 171*	Transitions	5	4	3
MATH 102	College Algebra (or higher)	3	3	------
BIOL 112	Anatomy and Physiology II	3	3	-------
BIOL 112L	Anatomy and Physiology II Lab	1	-----	3
ENGL 102	English Composition II	3	3	----------
		15		

**Note: Upon successful completion of NURS 171, the student will receive advanced placement credit for NURS 170 Experiential Credit (11 credit hours)*

Semester III (Fall)

Course		Credit	Lecture	Lab	Clinical
SPCH 143 or SPCH 148	Speech Interpersonal communication	3	----------	----------	----------
BIOL 210	Microbiology	2	2	----------	----------
BIOL 210L	Microbiology Lab	2	----------	4	----------
PSYC 142	General Psychology	3	3	----------	----------
NURS 200	Medical Surgical Nursing III (8 wks)	4	5	----------	9
NURS 201	*Medical Surgical Nursing III Disc.	1	1	----------	----------
NURS 230	Pediatric Nursing (8 wks)	4	5	---------- -	9
NURS 231	*Pediatric Nursing Discussion	1	1	----------	----------
*Recommended, but not required.		18-20			

Semester IV (Spring)

Course		Credit	Lecture	Lab	Clinical
SOCL 151	Principles of Sociology	3	3	----------	----------
HUM	Humanities Common Core Elective (see list below)	3	3	----------	----------
NURS 240	Psychological Nursing (8 wks)	4	5	----------	9
NURS 241	*Psychological Nursing Discussion	1	1	----------	----------
NURS 250	Medical Surgical Nursing III	4	5	----------	9
NURS 251	*Medical Surgical Nursing III Disc.	1	1	----------	----------
NURS 260	Issues and Trends (R/W/S)	2	2	----------	----------
*Recommended, but not required.		18-20			

Humanities Common Core Electives

ARTT 110 Art Appreciation	ARTT 130 Art History I	ARTT 131 Art History II
HUMH 221 Honors Humanities I	HUMH 222 Honors Humanities II	HUMN 210 Introduction to Humanities I
HUMN 211 Introduction to Humanities II	LITR 100 Introduction to Literature	LITR 220 Introduction to World Literature
LITR 221 Intro. to World Literature II	LITR 222 American Literature I	LITR 223 American Literature II
LITR 224 Survey of English Literature I	LITR 225 Survey of English Literature II	MUSM 118 Music Appreciation
PHIL 111 Introduction to Philosophy	PHIL 212 Introduction to Ethics	RLST 201 Major Religions of the West
RLST 202 Major Religions of the East	THEA 100 Theatre Appreciation	THEA 245 Theatre History I
	THEA 250 Theatre History II	

Classroom Observation:
NURS 100 Nursing Fundamentals
NURS 150 Medical-Surgical Nursing
Site visitors visited both classrooms after exams and briefly met with students.

Clinical Observation:
Good Samaritan Hospital, an ANCC Magnet Hospital was visited. Nine (9) first year associate students enrolled in NURS 200 Medical-Surgical Nursing II were present. The student outcome was communication; interviewing regarding sleep and rest; and critical thinking on the effectiveness of interview with a nursing diagnosis. There were ten (10) second year students enrolled in NURS 230 with nine (9) students on the unit. Five (5) students were performing vision; one (1) was providing care to a 20-month-old; one (1) was with the IV team; two (2) were focusing on IV pushes and piggybacks; and one (1) was working on a layered learning assignment. layered learning is an alternative assignment given when there is an insufficient number of patients. The student was assigned to plan for prevention of

childhood illnesses using the layered learning software program. The student stated that he enjoyed the assignment but originally did not think he would.

PRACTICAL

The site visitors reviewed and discussed the process for incorporating established professional standards, guidelines, and competencies for the practical nursing program with the nurse administrator, the Program Director, and the faculty. Students were interviewed to ascertain receipt of clearly articulated SLOs and program outcomes as described in course syllabi reviewed on Blackboard. The SSR (p. 115) indicates that the Nursing Department faculty developed a philosophy and conceptual framework as a Curriculum Committee. This was verified during a meeting with the practical nursing faculty onsite. Each nursing program was represented on the Curriculum Committee to develop a common philosophy and conceptual framework to be used at both campuses of the University. A review of minutes of the Curriculum Committee; Program Chair meetings; and team leader meetings evidenced approval of the Nursing Department common philosophy and conceptual framework to include the practical nursing program as found in the SSR (Appendix A, pp. 164-167).

An examination of course syllabi further evidenced the inclusion of a diverse view of theorists such as Knowles and the incorporation of central concepts of nursing practice, education, and research. The faculty incorporate outcomes, standards of care, and competencies as indicated by regulatory and professional nursing organizations such as the National Council of State Boards of Nursing; the NCLEX-PN Test Plan; the ISBN; and the NLNAC. Professional educational organizations include the National League for Nursing (NLN); American Association of Colleges of Nursing (AACN); American Nurses Association (ANA); Institute of Medicine/Quality and Safety Education for Nurses (IOM/QSEN); and the National Association for Practical Nurse Education and Service (NAPNES). Laboratory and clinical outcomes reflect evidence of current safety goals and ANA Standards of Practice. The curriculum progresses from fundamentals of nursing in the first semester to complex adult health, maternal, and child nursing which is taught in the last semester.

According to the SSR (p. 19), the curriculum for each program was developed by the nursing program Curriculum Committee, which is composed of nursing faculty members. The curriculum is annually reviewed for rigor and currency. The Curriculum Committee developed a course evaluation tool to assist in curriculum review. The incorporation of best practices; nationally established patient health and safety goals; and cultural and ethnic concepts are reflected in the curriculum. The programs have clearly articulated program outcomes that flow from the Nursing Department philosophy and conceptual framework.

The SSR (pp. 286-288) illustrates the practical nursing curriculum design including the program philosophy; conceptual framework; program outcomes; and course outcomes. Each course by level is described with course outcomes; delivery of instruction learning activities; and methods of evaluation. Course syllabi reviewed onsite reflect each course taught and illustrated in the practical nursing curriculum design. Program outcomes are distinctly different for the practical and associate program.

The Curriculum Committee also developed curriculum designs. These designs map out the program outcomes, SLOs, learning activities, and associated learning assessments. The curriculum designs provide an overall structure for student learning and instruction. They are found in the SSR (Appendix V, p. 286). Documents reviewed onsite verified the PN Curriculum Committee and Program Chairs meetings were held on a regular basis, and minutes were visible on Blackboard.

The practical nursing curriculum design (p. 286) stipulates student learning outcomes (SLOs) by level written as objectives. There are three (3) levels within the practical program with specific SLOs with a total of eleven (11) overall student learning outcomes. Three (3) SLOs were listed for level one and NURP 100. Five (5) SLOs for level two (2) and three (3) SLOs attached to NURP 150 Nursing II, one (1)

outcome attached to NURP 155 Geriatric Nursing, and one (1) outcome attached to NURP 160 Nursing of Children. One (1) SLO for level three (3) attached to NURP 200 Nursing III and two (2) SLOs for NURP 205 Care of Mother and Newborn.

A Standards Committee was organized to ensure that faculty from all nursing programs on both campuses were assigned to each of the six (6) NLNAC Standards. The Curriculum Committee utilizes an established systematic plan of evaluation (SPE) to ensure that Nursing Department curricula are within the framework specified in the NLNAC Standards and Criteria. The Curriculum Committee reviewed the program curriculum designs in 2011. The faculty verified serving on the Standards Committee, and minutes were reviewed on the Blackboard site.

Appendix B (SSR, p. 168) illustrates a guide developed for Nursing Department program outcomes. The faculty use program outcomes to develop common course outcomes within each curriculum. The faculty then use common course outcomes to develop didactic and experiential student learning opportunities. Course syllabi and course materials were reviewed by the site visitors onsite and on the Blackboard site. The faculty familiarize the students with specific program outcomes in introductory nursing courses in each program such as NURP 100 Fundamentals of Nursing, NURS 100 Nursing Fundamentals, and NURS 300 Professional Nursing. The faculty then reinforce program outcomes throughout the practical nursing curriculum to provide students with the foundation for understanding more complex topics in subsequent courses.

A review of syllabi and interviews with the practical nursing faculty verified the use of concepts of caring; communication; critical thinking; health education; legal/ethical professionalism; and commitment to lifelong learning. Students enact these concepts in practice when they have the opportunity to apply knowledge and learned skills from lecture, clinical, and college laboratory. In order to provide students with a broadened and global perspective, the Nursing Department requires general education courses to complement the nursing-specific courses and clinical experiences in a wide variety of settings. Student work such as nursing care plans, clinical research of best practices, and case studies documented evidence of the achievement of SLOs. For example, the faculty build upon general education components of selected classes to offer the students viewpoints from sciences and mathematics as well as sociology, psychology, global perspectives, and ethical issues. The practical nursing curriculum and general education requirements were verified in the University Catalog.

In the practical nursing program, the faculty educate students about cultural influences and implications for client care in NURP 100 Fundamentals of Nursing through classroom dialogue, assigned readings, and clinical post-conference discussion. The faculty maintain the development of cultural diversity concepts in subsequent courses as students are assigned patients with culturally diverse needs in the clinical setting. The students demonstrate the ability to incorporate culture into the nursing plan of care through a variety of learning activities as reviewed in practical nursing students' clinical schedules and individual student folders.

The practical nursing faculty incorporate outcomes, standards of care, and competencies as indicated by professional nursing education, specialty, and regulatory organizations. Outcomes for the program include direct and indirect methods of evaluation as reflected in the curriculum designs as verified on the Blackboard site and in course syllabi. Examples of direct methods of evaluation include grading rubrics and grading sheets for written assignments; presentations; group projects; student portfolios; and capstone projects. Other direct evaluation methods consist of course examinations; clinical performance through the clinical performance evaluation tool; student course and clinical evaluations; Assessment Technology Institute (ATI) scores; and licensure exam pass rates. The faculty also maintain student example files for the practical nursing program to demonstrate the SLOs and competencies attained. Examples of past and current student work were made available for review onsite and were noted to utilize grading rubrics and grading sheets for written assignments including clinical evaluations. Site visitors verified the Student Handbook clearly delineated the practical program's grading processes and evaluation (pp. 42-46).

Documentation of syllabi on the Blackboard, a review of Curriculum Committee minutes, and interviews with the faculty indicated utilization of a variety of learning theories to develop teaching strategies to promote learning. For example, Knowles' adult learning theory is utilized as the faculty develop and implement innovative and flexible approaches to assignments that incorporate interdisciplinary collaboration. Folders of student assignments and graded work stipulated criteria for grading and assignments of independent projects such as scrapbooks in pediatrics growth and development from infancy to adolescence and research papers on mental health conditions were samples of work by students in the practical nursing program.

The faculty use grading sheets outlining point distributions for clinical paper assignments and college laboratory skills check-offs. The faculty also use the clinical performance evaluation tool for clinical evaluations. The faculty provide students with the grading criteria at the beginning of the semester to ensure that students clearly understand the expectations of the courses. This was verified onsite by the site visitors.

The Blackboard content management system allows the faculty to display course content; communicate course and program information; and post quizzes, examinations, and grades. In addition to conventional course content, the faculty post links to additional resources, videos, and other electronic materials to enhance the learning experience. The students also continue classroom discussions through the Blackboard discussion board.

The faculty use evidence-based practice in the development of new learning experiences and embrace simulation learning. Both campuses have simulation laboratories that have moderate- and high-fidelity simulation mannequins. The faculty use simulation during both college and clinical laboratory. Each laboratory is state-of-the-art equipped and staffed by qualified technicians. The faculty are present with the students as fundamental scenarios are recorded and debriefed in the laboratory. The students perform assessment and monitoring of vital signs and other skill sets as identified by the program faculty and checked-off prior to clinical.

The faculty determined that simulation clinical experiences compose a portion of the total clinical hours, not to exceed 25%. The faculty use activities based on the simulation model developed by Jeffries (2007) to guide the simulation experiences. Observations of the simulation laboratory onsite included the use of layered learning and the virtual IV system. Faculty use MicroSims as a learning experience, which allows students to enter into a virtual hospital and care for a number of patients. This was reviewed onsite in the simulation laboratory on the Jasper Campus. The faculty verified the use of the layered learning system to expand students' exposure to high-risk obstetric and pediatric patients as well as provide students with clinical learning experiences during low census.

The program length allows time to achieve the identified outcomes as demonstrated in the curriculum designs. The length and content of the program comply with ISBN requirements for practical nursing program curricula (Indiana Administrative Code 848, Article 1-2-17 and 18). In addition, the curriculum outcomes comply with NAPNES, NLNAC, and AACN. The curricula for the programs are designed to allow students to complete the course of study in the designated period of time. Specific details on didactic and clinical credit hours of the practical nursing courses are presented in the University Catalog and on the VU website.

The faculty established a curriculum in the practical nursing program to provide an educational background that prepares students to function as a part of a team of licensed healthcare professionals in providing client care in a variety of settings. The practical nursing program curriculum is 40 instructional weeks, which includes two (2) full semesters plus an additional eight-week summer session, comprising 47-49 semester credit hours. The variation in hours depends on the anatomy and physiology course chosen. One (1) course is an essentials course and is for the practical nursing program only, while the

other course includes transferability for the RN program. The curriculum design follows:

Vincennes University Practical Nursing Program Curriculum Sequence of Courses and Hours
2012-2013

Semester I
BIOL 107 - Essentials of Human Anatomy and Physiology 3 lecture hours and BIOL 107L - Essentials of Human Anatomy Physiology Laboratory 1 lab hour -OR- *BIOL 111 - Anatomy and Physiology I 3 lecture hours and *BIOL 111L - Anatomy and Physiology I Laboratory 1 lab hour -AND- BIOL 112- Anatomy and Physiology II 3 lecture hours and BIOL 112 L- Anatomy and Physiology II Laboratory II 1 lab hour *_If the student decides to take BIOL 111/BIOL 111L AND BIOL 112/BIOL 112L instead of Essentials of Human Anatomy and Physiology as the program requirement, BIOL 111/111L must be taken prior to the first semester of the program. BIOL 112/112L may be taken concurrently with the first semester nursing courses._
PSYC 142 - General Psychology 3 lecture hours
NURP 100 - Fundamentals of Nursing 5 hours (3 lecture hours/6 hours college laboratory)
NURP 105 - Nursing I 6 hours (4 lecture hours/6 clinical hours)
NURP 110 - Basic Pharmacology 2 hours (2 lecture hours)
Total 20-24 hours
Semester I Nursing electives NURP 111 Basic Pharmacology Discussion 1 class hour

Semester I
NURP 150 - Nursing II 8 hours (4 lecture hours/22.5 clinical laboratory hours per week for 8 weeks)
NURP 155 - Geriatric Nursing 3 hours (1.5 lecture hours/22.5 clinical hours per week for 3 weeks)
NURP 160 - Nursing of Children 5 hours (3 lecture hours/22.5 clinical laboratory hours per week for 4 weeks)
NURP 165 - Personal and Vocational Issues 2 hours (2 lecture hours)
Total 18 hours
Semester II Nursing electives NURP 161 Nursing of Children Discussion 1 hour (1 class hour)

Summer 8 weeks
NURP 200 - Nursing III 4 hours (4 lecture hours/22.5 clinical laboratory hours[8 week theory course; 4 week clinical laboratory])
NURP 205 - Care of Mother and Newborn 5 hours (5.5 lecture hours/22.5 clinical lecture hours [8 week theory course; 4-week clinical laboratory])
Total 9 hours

The practical nursing program utilizes a variety of clinical agencies to meet the students' learning needs. The type of agency and student activities depends upon the common course outcomes. The Department of Nursing clinical affiliations document (SSR, Appendix I, pp. 183-188) displays the names of the clinical sites used for the nursing courses that have clinical components. Clinical contracts are current and designed to protect students with expectations and responsibilities included for all parties as verified by a review of contracts and visits to clinical agencies at Good Samaritan Hospital in Vincennes and Mercy Hospital in Jasper. There are numerous clinical affiliations listed; however, the two (2) agencies visited are specific to the practical nursing clinical outcomes for fundamentals of nursing during the visit.

As indicated in the syllabi, practical nursing students are introduced to fundamentals of nursing by achieving basic skill sets of vital signs, bed-making, and baths. In addition, beginning assessment skills are developed. Basic head-to-toe assessment was practiced during observation at Good Samaritan Hospital with the students being assigned log-in access to record electronically vital signs, and activities of basic daily living. The students were able to observe invasive diagnostic tests of assigned patients such as EGD and x-rays. In the next semester, the students begin to increase skill and responsibility of increased difficulty of patients with acute care issues as assigned by the faculty.

Courses in the practical nursing program are delivered in a face-to-face format; however, Blackboard technology is used as a tool to communicate to students numerous class materials such as syllabi, PowerPoint presentations; announcements; assignments; and e-mails. The learning process and communication are enhanced by student and faculty engagement as indicated by interviews with the students and faculty.

Classroom Observation:
NURP 100 Fundamentals of Nursing was observed on the Jasper Campus. A lecture was in progress on nutrition. The instructor was discussing risk factors, fat-soluble and water-soluble vitamins, and nutritional needs. PowerPoint presentations on the food pyramid were evident in students' notebooks and were downloaded from the Blackboard web portal for students. Eighteen students, two (2) males and sixteen (16) females, were in attendance. The room had adequate lighting and was equipped with a SMART board. The students were engaged with topical outlines included in the syllabi in notebooks and textbooks. Following the lecture, the students answered questions regarding food labels and applications available on smart phones. The students were able to apply nutritional needs to current trends such as obesity.

Clinical Observation:
The fifth floor of Good Samaritan Hospital was visited by the site visitors. The floor has a capacity of thirty-three (33) patients and had a census of eighteen (18). This was the first day of clinical for the practical nursing students, and there were nine (9) students on the floor. The wore navy blue scrubs tops embossed with the University logo. Nametags with pictures were worn by all students and faculty. Orientation to the facility and a review of policies, conduct, and other Handbook mandates were conducted for students during the previous week. Each student was assigned one (1) patient with the responsibility to take vital signs; perform basic assessment; look up diagnosis; and give baths. The clinical hours are 7:30 a.m. to 1:30 p.m. The students are in laboratory on Thursdays learning additional skills for performing in the next clinical. The students are to perform procedures only when the instructor is present. Objectives for the clinical are determined by the instructor, who has full autonomy to make assignments and supervise the students.

A second group of students was observed on the sixth floor. The process was not as smooth for this group of students because they did not get access to chart, and the instructor was busy getting students access to the computer to chart. There were nine (9) students on the floor, and they were excited about clinical. The students observed a patient with a seizure and were preparing to chart as soon as passwords were made available. The nursing staff were complimentary of the students. Additionally, several VU RN and LPN graduates were interviewed on the nursing unit; each indicated they were extremely satisfied with the VU nursing programs and the education they had received and had plans to continue their education.

Summary:

Compliance:

The baccalaureate program is in compliance with the Standard.

The associate program is in compliance with the Standard with the following area needing development:

- Ensure program length is congruent with state and national standards and best practices.

The practical program is in compliance with the Standard.

STANDARD 5
Resources

Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.

BACCALAUREATE

5.1 Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.

5.2 Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.

5.3 Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery.

For nursing education units engaged in distance education, the additional criterion is applicable:

5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of faculty and students and ensure that students achieve learning outcomes.

ASSOCIATE

5.1 Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.

5.2 Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.

5.3 Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery.

For nursing education units engaged in distance education, the additional criterion is applicable:

5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of faculty and students and ensure that students achieve learning outcomes.

PRACTICAL

5.1 Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.

5.2 Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.

5.3 Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of

delivery.

For nursing education units engaged in distance education, the additional criterion is applicable:

5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of faculty and students and ensure that students achieve learning outcomes.

Commentary:

BACCALAUREATE

The fiscal resources for the RN-BSN program are sufficient for the achievement of the nursing unit outcomes. The site visitors verified the fiscal information stated in the SSR through a review of the budget documents provided onsite as well as an interview with the President and Provost.

The Nursing Department holds four (4) separate budgets, which include those for the RN-BSN program on the Vincennes and Jasper Campuses; the associate program on the Vincennes Campus; the associate and practical nursing programs on the Jasper Campus; and the practical nursing program on the Vincennes Campus. The budget process begins within each program. The BSN Program Chair is asked to review the budget needs individually and then submits suggested budgetary needs to the nurse administrator/Dean. The faculty are asked to review the needs for their courses at this time and submit any anticipated increase in budgetary needs to the Program Chair. The Program Chair reviews the budgets for duplications and discusses joint needs for the Department. The budgets for the Vincennes Campus are submitted to the Dean of the Health Sciences and Human Performance Division. The budgets from each campus are then submitted to the Provost for the University. Based on monies allocated by the state legislature, the Director of Budget and Financial Services and Provost meet with the deans to make changes to the budget proposals as needed to balance a budget for the University. A budget is submitted to the Vincennes University Board of Trustees for final approval. The approved budget is then reported to the Department. The budget allocations come out in July, and the departments can request more money if the amount is lower than what was requested. Budgets for three (3) years were reviewed onsite. The budgets were compared to those for the physical therapy assistant program and were found to be comparable.

Budget requests for equipment are handled in the same manner as the instructional supply budgets. The faculty can request money for equipment each semester. When money is left over from the school year, the faculty can request these monies in the summer session. Equipment budget requests for anything over $500 are sent to the Program Chair, who submits the requests to the Dean, who then prioritizes the requests from all Division departments and submits the requests to the controller and the Provost. The faculty confirmed this process during the meeting with the site visitors. The SPE includes an outcome Criterion for 5.1 that states that fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization. There were not any data from the RN-BSN faculty related to the Criterion. During the faculty meeting, however, they verbalized that they believe that they have adequate resources. The faculty stated that there are enough faculty to teach in the RN-BSN program at this time. No faculty members are teaching overload. A review of the salary scale demonstrated that the BSN faculty salary is equitable to those of other departments.

The nursing program occupies the Vincennes Health Occupations Building (HOB). All of the nursing offices and classrooms are housed in this building, including three (3) RN-BSN faculty offices and the Program Chair's office. The RN-BSN program has a new Internet Protocol room in the HOB, which the faculty use to broadcast classes to the Jasper Campus. This room is also a SMART classroom. There is one (1) practical nursing skills laboratory room that is shared by the RN-BSN program. The practical nursing program uses the laboratory in the fall, and the RN-BSN program uses it in the spring. The

laboratory has six (6) hospital beds with six (6) manikins for student practice. An examination table is used by the RN-BSN students. An otoscope and ophthalmoscope hanging on the wall is used for the physical assessment course.

There is a simulation laboratory that is shared by all three (3) programs. This simulation laboratory has one (1) simulation man; one (1) 3G simulation man; one (1) simulation baby; one (1) simulation pediatric model; three (3) VitalSim models; one (1) VitalSim baby/child. The simulation laboratory has two (2) computers for the students to use during class. The computers are not for routine use. There are two (2) critical care rooms designed for simulation laboratory exercises. These rooms have video cameras that are projected to the debriefing room in which the students are watching the exercise. Each faculty office contains a desk; a computer; a printer; two (2) chairs; a credenza; and a bookshelf. The faculty verbalized that the office space is adequate.

The students have access to resources and technology that have been selected by the faculty including computerized software and hardware as well as library resources. The librarian liaison confirmed that the faculty have input into the library resources. The SSR (pp. 138-139) includes a list of the electronic resources available. A list of all electronic resources was available for review onsite, and the resources were confirmed by the library liaison. A tour of the library showed that there are current nursing books on reserve as well as hard copies of related nursing material. The library subscribes to a program, the R2 Digital Library, which is a digital file text with over 1,000 medical-related books. The library holds software, DVDs, and VCR tapes for the nursing students to use as well as films on demand. There are 172 computers for the students to use. The library is open 99.5 hours per week. The students and faculty verbalized that the library meets their needs. A review of the RN-BSN meeting minutes of September 14, 2012, verified that resources are reviewed, and new resources are selected. The library liaison confirmed that the faculty review the resources for currency, and there is an attempt to have only resources that are five (5) years old available to the students unless they have historical significance.

The RN-BSN program is a hybrid program with 40% of the learning taking place online and the rest of the learning taking place in the classroom.

ASSOCIATE

The fiscal resources for the associate program are sufficient for the achievement of the nursing unit outcomes. The site visitors verified the fiscal information stated in the SSR through a review of the budget documents provided onsite as well as an interview with the President and Provost.

The Nursing Department holds four (4) separate budgets, which include those for the RN-BSN program on the Vincennes and Jasper Campuses; the associate program on the Vincennes Campus; the associate and practical nursing programs on the Jasper Campus; and the practical nursing program on the Vincennes Campus. The budget process begins within each program. The Program Chair for the associate program is asked to review the budget needs individually and then submits suggested budgetary needs to the nurse administrator/Dean. The faculty are asked to review the needs for their courses at this time and submit any anticipated increase in budgetary needs to the Program Chair. The Program Chair reviews the budgets for duplications and discusses joint needs for the Department. A formal budget request for instructional supplies is completed for each area by the Program Chair and submitted to the appropriate dean. The budgets for the Vincennes Campus are submitted to the Dean of the Health Sciences and Human Performance Division. The budgets from each campus are then submitted to the Provost for the University. Based on monies allocated by the state legislature, the Director of Budget and Financial Services and Provost meet with the deans to make changes to the budget proposals as needed to balance a budget for the University. A budget is submitted to the Vincennes University Board of Trustees for final approval. The approved budget is then reported to the Department. The budget allocations come out in July, and the departments can request more money if the amount is lower than what was requested.

Budgets for three (3) years were reviewed onsite. The budgets were compared to those for the physical therapy assistant program and were found to be comparable.

Budget requests for equipment are handled in the same manner as the instructional supply budgets. The faculty can request money for equipment each semester. When money is left over from the school year, the faculty can request these monies in the summer session. Equipment budget requests for anything over $500 are sent to the Program Chair, who submits the requests to the Dean, who then prioritizes the requests from all Division departments and submits the requests to the controller and the Provost. The faculty confirmed this process during the meeting with the site visitors. The SPE includes an outcome Criterion for 5.1 that states that fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization. In reviewing the compiled data from the resources survey, there was an indication that approximately half of the associate faculty believe that more space is needed for the associate program. This was verified by a faculty member who is teaching a laboratory session. Some of the associate faculty who attended the meeting with the site visitors agreed that more space is needed for the program. The faculty at the Jasper Campus verbalized that their space is adequate. The faculty stated that there are enough faculty to teach in the associate program at this time. There is very little teaching overload in the associate program. A review of the salary scale demonstrated that the associate faculty salary is equitable to those of other departments.

The nursing program occupies the Vincennes Health Occupations Building (HOB). All of the nursing offices and classrooms are housed in this building, including ten (10) associate faculty offices and the Program Chair's office. The faculty utilize seven (7) classrooms in this building. Each classroom is a SMART classroom with a computer, a projector, a DVD player, and a document camera. There is one (1) skills laboratory room for the associate program, which contains six (6) beds and manikins. Hospital supplies and equipment are available for student demonstration. During the student meeting, the students verbalized that they would like to have IV pumps available for practice. The room is a SMART room with ten (10) tables and twenty (20) chairs for the students to use while demonstrations are taking place. There is a whiteboard available for board work. During interviews with faculty and students, both groups indicated difficulty with having only one (1) lab available to the associate program. Comments were made that "it was sometimes hard to get all the students in the practice lab and have practice time available" and "difficult to practice the required skills because the laboratory had scheduled classes in it."

There is a simulation laboratory that is shared by all three (3) programs. This simulation laboratory has one (1) simulation man; one (1) 3G simulation man; one (1) simulation baby; one (1) simulation pediatric model; three (3) VitalSim models; one (1) VitalSim baby/child. The simulation laboratory has two (2) computers for the students to use during class. The computers are not for routine use. There are two (2) critical care rooms designed for simulation laboratory exercises. These rooms have video cameras that are projected to the debriefing room in which the students are watching the exercise. Each faculty office contains a desk; a computer; a printer; two (2) chairs; a credenza; and a bookshelf. The faculty verbalized that the office space is adequate.

The students have access to resources and technology that have been selected by the faculty including computerized software and hardware as well as library resources. The librarian liaison confirmed that the faculty have input into the library resources. The SSR (pp. 138-139) includes a list of the electronic resources available. A list of all electronic resources was available for review onsite, and the resources were confirmed by the library liaison. A tour of the library showed that there are current nursing books on reserve as well as hard copies of related nursing material. The library subscribes to a program, the R2 Digital Library, which is a digital file text with over 1,000 medical-related books. The library holds software, DVDs, and VCR tapes for the nursing students to use as well as films on demand. There are 172 computers for the students to use. The library is open 99.5 hours per week. The students and faculty verbalized that the library meets their needs. A review of the full nursing faculty meeting minutes of October 28, 2011, verified that resources are reviewed, and new resources are selected. The library liaison

confirmed that the faculty review the resources for currency, and there is an attempt to have only resources that are five (5) years old available to the students unless they have historical significance.

PRACTICAL

The fiscal resources for the practical nursing program are sufficient for the achievement of the nursing unit outcomes. The site visitors verified the fiscal information stated in the SSR through a review of the budget documents provided onsite as well as an interview with the President and Provost.

Budgets for three (3) years were reviewed. There are two (2) budgets through which the faculty have input; the first includes requests for travel, supplies, and routine budget items; and the second is the equipment budget. For the general operating budget, the requests start with the faculty in the spring and then go to the Chairs of the respective programs. The requests, along with the rationale for the expenses, are forwarded to the Dean of the Division. The Dean presents the requests to the controller and the Provost at a budget hearing. The budget allocations come out in July, and the departments can request more money if the amount is lower that what was requested. The budgets were compared to those for the physical therapy assistant program and were found to be comparable.

The faculty can request money for equipment each semester. When money is left over from the school year, the faculty can request these monies in the summer session. Equipment budget requests for anything over $500 are sent to the Program Chair, who submits the requests to the Dean, who then prioritizes the requests from all Division departments and submits the requests to the controller and the Provost. The faculty confirmed this process during the meeting with the site visitors. The SPE includes an outcome Criterion for 5.1 that states that fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization. There were not any data from the practical nursing faculty related to the Criterion. During the practical nursing faculty meeting, however, they verbalized that they believe they have adequate resources. The faculty stated that there are enough faculty to teach in the practical nursing program at this time. No faculty members are teaching overload. A review of the salary scale demonstrated that the practical nursing faculty salary is equitable to those of other departments.

The nursing program occupies the Vincennes Health Occupations Building (HOB). All of the nursing offices and classrooms are housed in this building, including three (3) practical nursing faculty offices and the Program Chair's office. There is one (1) practical nursing skills laboratory room that is shared by the RN-BSN program. The practical nursing program uses the laboratory in the fall, and the RN-BSN uses it in the spring. The laboratory houses six (6) beds with five (5) manikins. There are anatomy models for demonstration and partial models for student practice of skills such as colostomy care; foley catheter insertion; IV therapy; and injections.

There is a simulation laboratory that is shared by all three (3) programs. This simulation laboratory has one (1) simulation man; one (1) 3G simulation man; one (1) simulation baby; one (1) simulation pediatric model; three (3) VitalSim models; one (1) VitalSim baby/child. The simulation laboratory has two (2) computers for the students to use during class. The computers are not for routine use. There are two (2) critical care rooms designed for simulation laboratory exercises. These rooms have video cameras that are projected to the debriefing room in which the students are watching the exercise. Each faculty office contains a desk; a computer; a printer; two (2) chairs; a credenza; and a bookshelf. The faculty verbalized that the office space is adequate.

The students have access to resources and technology that have been selected by the faculty including computerized software and hardware as well as library resources. The librarian liaison confirmed that the faculty have input into the library resources. The SSR (pp. 138-139) includes a list of the electronic resources available. A list of all electronic resources was available for review onsite, and the resources were confirmed by the library liaison. A tour of the library showed that there are current nursing books on

reserve as well as hard copies of related nursing material. The library subscribes to a program, the R2 Digital Library, which is a digital file text with over 1,000 medical-related books. The library holds software, DVDs, and VCR tapes for the nursing students to use as well as films on demand. There are 172 computers for the students to use. The library is open 99.5 hours per week. The faculty are able to suggest learning resources for the library through the library liaison on the Vincennes Campus. The liaison works with the faculty on acquiring current resources and removing outdated material. The students and faculty verbalized that the library meets their needs. Practical nursing meeting minutes reviewed by the site visitors did not reflect any discussion of library resources; however, library resources were discussed at a full faculty meeting on October 28, 2011. This was verified by a review of the meeting minutes. The library liaison confirmed that the faculty review the resources for currency, and there is an attempt to have only have resources that are five (5) years old available to the students unless they have historical significance.

Jasper Campus

The Jasper Campus has one (1) Nursing Chair and four (4) faculty who teach in the associate and practical nursing programs. The faculty make requests to the Nursing Chair. The Dean of the nursing program then submits the Jasper Campus nursing budget to the Dean of the Jasper Campus, who discusses it with the Dean of the Health Sciences and Human Performance Division. The budgets from each campus are then submitted to the Provost for the University. Based on monies allocated by the state legislature, the Director of Budget and Financial Services and Provost meet with the deans to make changes to the budget proposals as needed to balance a budget for the University. A budget is submitted to the VU Board of Trustees for final approval. The approved budget is then reported to the Department.

Budget requests for equipment are handled in the same manner as the instructional supply budgets. The faculty can request money for equipment each semester. When money is left over from the school year, the faculty can request these monies in the summer session. Equipment budget requests for anything over $500 are sent to the Program Chair, who submits the requests to the Dean, who then prioritizes the requests from all Division departments and submits the requests to the controller and the Provost. The faculty confirmed this process during the meeting with the site visitors.

Each nursing faculty member has a private office with a desk; a computer; two (2) chairs; a file cabinet; and a bookshelf. During the meeting with the site visitors, the faculty verbalized that the offices meet their needs. There are five (5) classrooms used by the nursing program. Each room is a SMART classroom with a computer; a DVD player; a document camera; and a projector. One (1) of the rooms is designated as an Internet Protocol (IP) room so that the RN-BSN students can receive lectures from the Vincennes Campus. The faculty use the IP room for joint faculty meetings.

There is a simulation laboratory that is shared by all three (3) programs. The simulation laboratory has three (3) 3G simulation men; one (1) simulation baby; one (1) simulation newbie; one (1) NOELLE simulator; one (1) VitalSim pediatric model; two (2) VitalSim models; and one (1) trauma simulation model. The simulation laboratory has two (2) computers on wheels for the students to use for charting during class. The nurses station is designed as a control room in which the students can view the exercise and review the tape of the exercise. There are cabinets to store all of the equipment needed by the students for the exercises. There are cubicles for the students to place their books. The laboratory also has a virtual hospital as well as a virtual library. The simulation laboratory is used by the Good Samaritan hospital to educate their staff, and soon medical students will be using the laboratory for practice.

The Jasper Campus library has sufficient resources for the students. There are books, DVDs, VCR tapes, and computer software available in the library. There are computers available for student use. The students also have online access to all electronic resources that are available on the Vincennes Campus. The faculty are able to suggest learning resources for the library through the library liaison on the Vincennes Campus. She works with the faculty on acquiring current resources and removing outdated material. The nursing faculty have input into both processes. The hours of the library are shorter than

those of the Vincennes Campus library; however, the librarian stated that a usage study was conducted that found that the weekends were not used for the library. The library liaison meets with nursing students on both campuses to ensure that the students are prepared to utilize the library and its electronic resources.

Summary:

Strength:

- The simulation laboratory on the Jasper Campus

Compliance:

The baccalaureate program is in compliance with the Standard.

The associate program is in compliance with the Standard with the following area needing development:

- Increase the clinical practice space for the associate program.

The practical program is in compliance with the Standard.

STANDARD 6
Outcomes

Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

BACCALAUREATE

6.1 The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards.

6.2 Aggregated evaluation findings inform program decision-making and are used to maintain or improve student learning outcomes.

6.3 Evaluation findings are shared with communities of interest.

6.4 Graduates demonstrate achievement of competencies appropriate to role preparation.

6.5 The program demonstrates evidence of achievement in meeting the following program outcomes:

- Performance on licensure exam
- Program completion
- Program satisfaction
- Job placement

6.5.1 The licensure exam pass rates will be at or above the national mean.

6.5.2 Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, and program history.

6.5.3 Program satisfaction measures (qualitative and quantitative) address graduates and their employers.

6.5.4 Job placement rates are addressed through quantified measures that reflect program demographics and history.

For nursing education units engaged in distance education, the additional criterion is applicable:

6.6 The systematic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program outcomes are comparable for all students.

ASSOCIATE

6.1 The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards.

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For nursing education units engaged in distance education, the additional criterion is applicable:

6.6 The systematic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program outcomes are comparable for all students.

Commentary:

BACCALAUREATE/ASSOCIATE/PRACTICAL

The systematic plan for evaluation (SPE) is included in the beginning of the SSR. The SPE is shared by all three (3) programs and differs only in Standard 4 Curriculum, in which the three (3) programs are addressed separately. The SPE addresses all NLNAC Standards and Criteria. The SPE located in the SSR includes data from the 2011-2012 academic year. Only Criterion 3.1 includes results from as far back as 2008. While onsite, the site visitors requested previous versions of the SPE for review. They were provided with a 2009 SPE for the RN-BSN program and a 2004 SPE for the associate and practical nursing programs. The SPE does not specifically address student learning outcomes (SLOs). The site visitors found evidence of the SLOs and evaluations in specific courses and in the Compressed Course and Program Assessment Plan seen on site. Each course chair is supposed to evaluate two (2) program SLOs in the plan each semester. The site visitors noted data from 2011 and 2012 in the Program Assessment Plan.

The Department of Nursing has divided up the responsibility for gathering data on the NLNAC Standards into various Department standing committees. One (1) committee is dedicated to each of the six (6) Standards. During interviews with the faculty for all three (3) programs, it became apparent that they are aware of the SPE and its use. In addition, they cited examples of how it has been used to improve the programs.

There are measureable expected levels of achievement (ELA) for all Criteria except employer satisfaction and sporadic documentation of whether the ELAs were actually met. For instance, the ELA for Criterion 2.5 states that 100% of the faculty will participate in scholarly activities, but no actual ELA is evident. Criterion 4.2 states that 100% of courses will complete the course evaluation tool (CET), but again, no actual ELA is noted except for the documentation that "some" CETs were missing. For Criterion 6.5.3, the ELA for the graduate surveys is that 80% of respondents will rate the program at a "4" or a "5," but SurveyMonkey uses the "strongly agree" to "strongly disagree" ranking. This needs to be corrected on subsequent versions of the SPE. In addition, an ELA needs to be determined for employer satisfaction.

Program outcomes for the RN-BSN, associate, and practical nursing programs on both campuses are measured in student exit surveys via SurveyMonkey. The outcomes are listed in Appendix B of the SSR (pp. 171-172). Students are required to complete the surveys in their last semester, so there is an excellent return rate. The site visitors were able review results from 2011 and 2012 onsite. Exit surveys in 2010 were not done by SurveyMonkey and reflected poorer return rates with Jasper Campus reporting 1-38% and Vincennes Campus reporting 61-98%. In the RN-BSN program, students are required to report on how they have met three (3) of the RN-BSN program outcomes as part of their NURS 490 portfolio. During interviews with the faculty, an explanation of this assignment was given to the site visitors that validated student and faculty awareness of the program outcomes. All program outcome data were trended.

Examples of how aggregated and trended data have been used to make program changes are listed in the SSR (pp. 144-146). The faculty also verified in interviews how changes have been made that affected the curriculum and the program in general. They are listed below.

- Changes made based on RN-BSN student feedback include increasing the number of preceptors and improvement of the IP classroom.
- Changes made based on associate student feedback include the addition of an elective pharmacology class and pediatric simulation technology.
- Changes made based on practical nursing student feedback include the addition of technology to assist with pediatric clinical simulation.
- Changes made that affected all three (3) programs include the updating of laboratory equipment.

In addition, ATI data for the associate program are correlated with Mountain Measurement data to show the faculty how their courses are achieving outcomes such as nursing process and client needs. This information is trended by the coordinator of accreditation and assessment and has been placed in the CET every semester since 2009. This was verified by the site visitors. Another example of trended data is the CET, which has been done by faculty teams every semester and trended across campuses. This too was verified by the site visitors.

Other data used to improve the program are clinical agency surveys; compressed course and program assessment plans; and preceptor evaluations of clinical experiences. These survey results and evaluation documents were available for 2009-2012 and were reviewed by the site visitors.

A review of the Standard 6 Committee minutes and interviews with the faculty verified that evaluation findings and changes in the program are shared with communities of interest such as the Nursing Advisory Board. The Advisory Board members also complete a narrative-only survey every year that addresses the curriculum, the faculty, and program strengths and weaknesses. Annual reports are submitted to the Indiana State Board of Nursing, the NLNAC, and the University Board of Trustees.

Nursing Department Advisory Board minutes were reviewed and noted to include information addressing updates and program data such as pass rates and graduation rates. Evidence of Board feedback and input was also noted in the minutes.

The Vincennes Campus and Jasper Campus faculty stated that the construction of their curriculum from PN to ASN to RN-BSN with progressively more complex requirements ensures that graduates will demonstrate achievement of competencies that will prepare them for their roles as nurses. In the associate and practical nursing programs, students are given multiple opportunities to pass skills laboratories in order to achieve competency. In clinical, students have increasingly more stringent requirements to achieve as they progress through the program. Didactic content is tested via quizzes, projects, papers and examinations (SSR, pp. 151-152). Practical nursing students need a grade of 75% to pass a course, while associate students are required to achieve a grade of 80%. RN-BSN students demonstrate competency through the construction of their portfolios, which are part of the NURS 490 capstone experience. The portfolios provide a culminating event to their final semester and include personal documentation on how the student has met select program outcomes.

BACCALAUREATE

Program Completion

The RN-BSN program allows students to take up to five (5) years to complete the program. This policy permits students to attend part-time. In discussions with the RN-BSN faculty, they indicated that they stand by this policy even though most students are currently taking two (2) years to complete all program requirements. The policy may need to be revised as the program grows. The ELA is 80% and has been met twice since the program started in 2007. During interviews, faculty indicated not meeting the ELA was not considered sufficient for definitive action. The Outcomes Chair indicated that current students are increasingly motivated to complete the program for better jobs.

Graduate Satisfaction

No alumni surveys are sent to the students. SurveyMonkey was introduced in 2011 due to poor return rates on graduation surveys that were sent to students via e-mail between six (6) and 12 months post-graduation. The return rate has not been recalculated since the 2012 surveys went out. Quantitative data in addition to qualitative data are now being analyzed. Only one (1) SurveyMonkey was administered in the 2009-2011 timeframe in an effort to get some data. Respondents were asked to comment on the three (3) previous years. Individual campus reports are generated, but only the Vincennes Campus had RN-BSN data. The ELA could not be determined because the SPE used a Likert scale and Survey Monkey used two (2) different scales.

Employer Satisfaction

SurveyMonkey was introduced in 2012 in order to obtain better return rates. Data from 2012 revealed excellent responses on program outcomes. One hundred percent of employers surveyed in 2012 would hire VU graduates again. Prior to 2012, all employer surveys were done by e-mail. All previous data were lost during a move to a different location. No ELA was determined. SSR (p. 160) discusses approaches to decreased return rates which were verified during interviews.

Job Placement

The RN-BSN job placement data are reported by the VU Office of Career and Employer Relations. This survey is sent one (1) year post-graduation. The data combine the Jasper and Vincennes Campuses and report salaries and continuing education plans in addition to employment status. The calculation for the percent employed was done by the Chair of the Standard 6 Committee onsite and verified by the site visitors because it is not included in Table 6.5.4 (SSR, p. 162). The ELA of 80% was met.

	Program Outcomes-- Baccalaureate				
Area		Year			
	ELA	2011	2010	2009	2008
Program Completion Rates	80% of graduates will complete the program within 5 years of admission.	N/A	94%	69%	86%
Licensure Exam Pass Rates		N/A	N/A	N/A	N/A
Job Placement Rates	80% of graduates will be employed within nursing at the time of the graduate survey.	100%	Not reported	100%	
Graduate Satisfaction (one survey sent for 2009-2011)	80% of respondents will rate the program at 4 or 5 on the Likert scale.	100% at good or above N=3***	100% at good or above N=3	100% at good or above N=3	
Employer Satisfaction	80% of respondents will rate the program at 4 0r 5 on the Likert scale.	100% rated at good or above** N=5	100% rated at good or above N=3	Not reported	

** *Employer satisfaction rating: poor-fair-good-very good-excellent*
***Graduate Survey-rated at poor, fair, good, very good, excellent*

ASSOCIATE

Licensure Exam Pass Rates

The ELA is licensure examination pass rates will meet the national average. This ELA has not been met consistently. One (1) of the two (2) campuses has not met the goal, alternating every year, for the last three (3) years. Results for 2012, 87.6% (Vincennes Campus) and 84% (Jasper Campus), are unofficial but in the same general area as past results. As stated in the SSR (pp. 155-156), the faculty addressed the issue by creating new test plans for the associate and practical nursing programs and, in addition, changed the way ATI was used in the associate programs on both campuses. In interviews, the faculty stated that after doing evidence-based research, they are happy with the ATI policy and the change in the test plan.

Program Completion

The ELA for graduation from the associate program is 60% of the students will complete the program in the four (4) semesters (two (2) years) that it takes to complete the curriculum. The ELA has been met for both campuses for the past three (3) years.

Graduate Satisfaction

No alumni surveys are sent to students. Associate program graduate surveys for the Vincennes Campus were examined by the site visitors. No Jasper Campus data were available. More clinical time and more simulations were requested by students/graduates. The ELA could not be determined because the SPE used a Likert scale and SurveyMonkey used a different scale.

Employer Satisfaction

SurveyMonkey was introduced in 2012 in order to obtain better return rates. Prior to 2012, all employer surveys were done by e-mail. Previous data were lost during a move to a different location. In 2012, employers stated that critical thinking, communication, and legal/ethical issues were deficient areas. No ELA was determined.

Job Placement

The associate program job placement data are reported by the VU Office of Career and Employer Relations. This survey is sent one (1) year post-graduation. The data combines both campuses and reports salaries and continuing education plans in addition to employment status. The calculation for the percent employed was done onsite by the Chairperson of the Standard 6 Committee and was verified by the site visitor because it was not included in Table 6.5.4 (SSR, p. 162). The ELA of 80% was met.

	Program Outcomes-- Associate				
Area			Year		
	ELA	2012	2011	2010	2009
Program Completion Rates	60% of students who begin the program will complete within the required time.	Pending	V 75% J 85%	V 66% J 80%	V 72% J 80%
Licensure Exam Pass Rates	Licensure exam pass rate for 1st time candidates will be at or surpass the national mean	V 87.6% J 84 (unofficial)	V 87.6% J 94%	V 92.2% J 83.9%	V 79.31% J 93.55%
Job Placement Rates	80% of graduates will be employed within nursing at the time of the graduate survey.	Pending	91.6%	95.4%	97.6%
Graduate Satisfaction	80% of respondents will rate the program at 4 or 5 on the Likert scale.	Pending	100% at good or above n=12**	100% at good or above n=5**	
Employer Satisfaction	80% of respondents will rate the program at 4 or 5 on the Likert scale.	75% rated at good or above n=12***	Not reported	Not reported	Not reported

** *Employer satisfaction rating: poor-fair-good-very good-excellent*
*** *Graduate Survey-rated at poor, fair, good, very good, excellent*

PRACTICAL

Licensure Exam Pass Rates

Licensure examination pass rates are significantly above the national average, meeting the ELA for the program consistently for the past three (3) years.

Program Completion

The ELA for program completion is 70% of the students will complete the program in the three (3) semesters (one (1) calendar year) that it takes to complete the curriculum. The practical nursing program has met its goal for the past three (3) years with the exception of the Jasper Campus when the rate slipped to 65%. The SSR states that this was an anomaly. The Chairperson of the Assessment Committee as well as the Jasper Campus Department Chair verified this rationale in interviews, stating that a combination of personal and academic reasons were the causes.

Graduate Satisfaction

No alumni surveys are sent to students. SurveyMonkey was utilized beginning in 2011. Data are available for both campuses for that year. Minimal narrative comments were provided, but satisfaction with ATI and clinicals was expressed. The ELA could not be determined because the SPE used a Likert scale and SurveyMonkey used a different scale.

Employer Satisfaction

Although poor return rates were described, the implementation of SurveyMonkey has increased the expectation of better rates in the future. Prior to 2012, all employer surveys were done by e-mail. Previous data were lost during a move to a different location. The majority of 2012 comments stated that practical nursing graduates were at the "good-to-very-good" levels. Seventy-five percent of respondents stated that they would hire 2012 students again. Deficits were identified in health education and legal/ethical issues. No ELA was determined.

Job Placement

The practical nursing program job placement data are reported by the VU Office of Career and Employer Relations. This survey is sent one (1) year post-graduation. The data combine both campuses and report salaries and continuing education plans in addition to employment status. The calculation for the percent employed was done onsite by the Chairperson of the Standard 6 Committee and was verified by the site visitor because it was not included in Table 6.5.4 (SSR, p. 162). The ELA of 80% was met. The faculty stated that most practical nursing students go directly into the associate program, so they would anticipate lower employment rates. This was not the case.

	Program Outcomes-- Practical				
Area			Year		
	ELA	2012	2011	2010	2009
Program Completion Rates	N/A	70% will complete in 3 yrs.	V 80% J 90%	V 87% J 65%	V 74% J 100%
Licensure Exam Pass Rates	Licensure exam pass rate for 1st time candidates will be at or surpass the national mean	Pending	V 96.9% J 94.4%	V 100% J 92.9%	V 98.1% J 92.8%
Job Placement Rates	80% of graduates will be employed within nursing at the time of the graduate survey.	Pending	100%	100%	100%
Graduate Satisfaction	80% of respondents will rate the program at 4 or 5 on the Likert scale.	Pending	100% at neutral or above*** N=4		
Employer Satisfaction	80% of respondents will rate the program at 4 or 5 on the Likert scale.	75% at good or above N=4	75% at good or above** N=15		

** *Employer satisfaction rating: poor-fair-good-very good-excellent*
***Graduate Survey-rated at strongly disagree, disagree, neutral, agree, strongly agree*

Summary:

Compliance:

The baccalaureate program is not in compliance with the Standard as Criterion 6.1 is not met, as evidenced by:

- There is a lack of evidence the systematic evaluation plan emphasizes the ongoing assessment and evaluation of the student learning outcomes.

With the following areas needing development:

- Ensure that the expected levels of achievement are delineated for each criterion and are measurable.
- Ensure the survey documents have standardized ranking designations.
- Ensure strategies are in place to track cohorts/students from both campuses separately on all program outcomes separate from the generic students.
- Ensure strategies are in place to address the return rates on surveys to verify that sufficient data is being collected and utilized to inform program decision-making.

The associate program is not in compliance with the Standard as Criterion 6.1 is not met, as evidenced by:

- There is a lack of evidence the systematic evaluation plan emphasizes the ongoing assessment and evaluation of the student learning outcomes.

With the following areas needing development:

- Ensure that the expected levels of achievement are delineated for each criterion and are measurable.
- Ensure the survey documents have standardized ranking designations.
- Ensure strategies are in place to track cohorts/students from both campuses separately on all program outcomes separate from the generic students.
- Ensure strategies are in place to address the return rates on surveys to verify that sufficient data is being collected and utilized to inform program decision-making.

The practical program is not in compliance with the Standard as Criterion 6.1 is not met, as evidenced by:

- There is a lack of evidence the systematic evaluation plan emphasizes the ongoing assessment and evaluation of the student learning outcomes.

With the following areas needing development:

- Ensure that the expected levels of achievement are delineated for each criterion and are measurable.
- Ensure the survey documents have standardized ranking designations.
- Ensure strategies are in place to track cohorts/students from both campuses separately on all program outcomes separate from the generic students.
- Ensure strategies are in place to address the return rates on surveys to verify that sufficient data are being collected and utilized to inform program decision-making.

III. RECOMMENDATION FOR ACCREDITATION STATUS:

Recommendation:

Continuing Accreditation:

BACCALAUREATE

Continuing accreditation with conditions as the program is in non-compliance with one (1) Accreditation Standard. Follow-Up Report due in two (2) years. Next visit in eight (8) years if the Report is accepted by the Board of Commissioners.

Standard 6 Outcomes, Criterion 6.1

- There is a lack of evidence the systematic evaluation plan emphasizes the ongoing assessment and evaluation of the student learning outcomes.

ASSOCIATE

Continuing accreditation with conditions as the program is in non-compliance with two (2) Accreditation Standards. Follow-Up Report due in two (2) years. Next visit in eight (8) years if the Report is accepted by the Board of Commissioners.

Standard 2 Faculty and Staff, Criterion 2.1

- All full-time faculty are not credentialed with a minimum of a master's degree with a major in nursing.

Standard 6 Outcomes, Criterion 6.1

- There is a lack of evidence the systematic evaluation plan emphasizes the ongoing assessment and evaluation of the student learning outcomes.

PRACTICAL

Continuing accreditation with conditions as the program is in non-compliance with two (2) Accreditation Standards. Follow-Up Report due in 18 months. Next visit in eight (8) years if the Report is accepted by the Board of Commissioners.

Standard 2 Faculty and Staff, Criterion 2.1.1

- The majority of part-time faculty are not credentialed with a minimum of a master's degree with a major in nursing.

Standard 6 Outcomes, Criterion 6.1

- There is a lack of evidence the systematic evaluation plan emphasizes the ongoing assessment and evaluation of the student learning outcomes.