



Indiana State Board of Nursing

402 West Washington Street, Room W072

Indianapolis, Indiana 46204

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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 BSN X (Includes on-campus BS program and distance LVN/LPN to BS program)

Dates of Academic Reporting Year: August 20, 2011 – August 19, 2012
(Date/Month/Year) to (Date/Month/Year)

Name of School of Nursing: Indiana State University

Address: 749 Chestnut Street, Terre Haute, IN 47809

Dean/Director of Nursing Program

Name and Credentials: Lea R. Hall, PhD, MS, BSN

Title: Executive Director of Nursing Email: lea.hall@indstate.edu

Nursing Program Phone #: 812-237-8963 Fax: 812-237-8895

Website Address: www.indstate.edu/nursing/

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

Facebook: www.facebook.com/#!/NursingatISU

Please indicate last date of NLNAC or CCNE accreditation visit, if applicable, and attach the outcome and findings of the visit: October 2011

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

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 <input checked="" type="checkbox"/> |
| 2) Change in mission or program objectives | Yes <input checked="" type="checkbox"/> No _____ |
| 3) Change in credentials of Dean or Director | Yes <input checked="" type="checkbox"/> No _____ |
| 4) Change in Dean or Director | Yes <input checked="" type="checkbox"/> No _____ |
| 5) Change in the responsibilities of Dean or Director | Yes <input checked="" type="checkbox"/> No _____ |
| 6) Change in program resources/facilities | Yes _____ No <input checked="" type="checkbox"/> |
| 7) Does the program have adequate library resources? | Yes <input checked="" type="checkbox"/> No _____ |
| 8) Change in clinical facilities or agencies used (list both additions and deletions on attachment) | Yes <input checked="" type="checkbox"/> No _____ |
| 9) Major changes in curriculum (list if positive response) | Yes <input checked="" type="checkbox"/> No _____ |

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 _____ Declining _____

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

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

2B.) If **not**, explain how you assess student readiness for the NCLEX. N/A

2C.) If **so**, which exam(s) do you require? Assessment Technologies Institute's RN Comprehensive Predictor

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

2E.) If taken as part of a course, please identify course(s): NURS 486 – Professional Nursing Synthesis (NURS 490 – Licensure Preparatory Course, for accelerated 2nd degree students)

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

A. Faculty recruitment/retention: The biggest challenge continues to be finding doctoral prepared nurse educators for our on-campus program. We currently have three open tenure-track positions for our on-campus program. All positions for our distance programs have been filled except for the Department Chairperson of Baccalaureate Completion. In addition, retaining Master's prepared faculty can be a challenge due to salary differences in practice. However, we have been able to increase salaries for most of the Master's prepared faculty and do encourage them to practice clinically one day per week. This provides supplemental income to their faculty salary.

B. Availability of clinical placements: : The biggest challenge has occurred in our distance program for those students located in California. Due to our current partnership arrangement in California, students in our program are placed after other local schools have secured their clinical placements. Currently, however, all students have clinical placements. In addition, culminating course clinical placements can be a challenge in Indiana because students want a culminating experience outside of what they had in the program. Proper planning occurs to ensure all students have clinical placements.

C. Other programmatic concerns (library resources, skills lab, sim lab, etc.): Distance LPN/LVN to BS nursing program- California students: At this time, we are no longer accepting students into this program from the state of California. The California Board of Registered Nursing (CABRN) requires we partner with a California institution to offer this program. Currently, our partner in California is Sonoma State University (SSU), which is part of the California State University (CSU) system. The CABRN recently had some concerns regarding the program and the partnership. All of their concerns were addressed with appropriate supporting documentation submitted to the CABRN. The partnership was placed on the September 27, 2012 CABRN meeting agenda. In August, SSU notified ISU that they would not continue the partnership agreement beyond the current expiration date of December 30, 2012. However, we were always told a teach-out plan for all current nursing students would be formulated. The areas of concern and the partnership were reviewed at the September 27, 2012 CABRN meeting. Representatives from both ISU and SSU attended the meeting. However, just prior to that meeting, on September 25, 2012, ISU was notified by SSU officials that the CSU Chancellor's office has decided to allow the agreement to expire as of December 30, 2012 and

that they would not offer a teach-out plan for the currently enrolled nursing students. Based on this new information, the CABRN felt no action was required on their part since the partnership was ending in December. At this time, discussions are underway to ensure that students currently in the program have a path on which to continue. All options are being explored. In addition, ISU is actively seeking new partners in the state of California to ensure the needs of all nursing students are met.

4.) At what point does your program conduct a criminal background check on students?
During the application process.

5.) At what point and in what manner are students apprised of the criminal background check for your program? Students receive results from Certified Background Check. We request a written description of any negative results to be shared with the clinical agencies, if necessary. Students can be denied admission based on background check results.

SECTION 3: STUDENT INFORMATION

1.) Total number of students admitted in academic reporting year (**includes on-campus BS program and distance LVN/LPN to BS program**)

Fall 2011: 100 Spring 2012: 95 Summer 2012: 16

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

Fall 2011: 36 Spring 2012: 54 Summer 2012: 46

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. Please see attached.

4.) Indicate the type of program delivery system:

Semesters 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:	Linda McQuiston, PhD
Indiana License Number:	28204581A
Full or Part Time:	Full time
Date of Appointment:	8/1/2012
Highest Degree:	PhD
Responsibilities:	New tenure track faculty teaching NURS 470 in Fall 2012

Faculty Name:	Sheila Marks, DNS
Indiana License Number:	28203629A
Full or Part Time:	Full time
Date of Appointment:	8/1/2012
Highest Degree:	DNS
Responsibilities:	New tenure track faculty teaching NURS 304, 486 in Fall 2012

Faculty Name:	Christopher Blila
Indiana License Number:	28168280A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 2011
Highest Degree:	MSN-FNP
Responsibilities:	NURS 450

Please see additional pages.

Faculty Name:	Joyce Cox
Indiana License Number:	28027306A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 2011/Spring 2012
Highest Degree:	MS
Responsibilities:	NURS 226

Faculty Name:	Danielle DeGroot
Indiana License Number:	28152663A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 2011
Highest Degree:	MSN-FNP
Responsibilities:	NURS 330

Faculty Name:	Isaac Hamed
Indiana License Number:	28174761A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 2011/Spring 2012
Highest Degree:	MS
Responsibilities:	NURS 324, 330, 364

Faculty Name:	Kristal Lagro
Indiana License Number:	28152110A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 2011/Spring 2012

Highest Degree:	MSN
Responsibilities:	NURS 424

Faculty Name:	Jeanna Lisman
Indiana License Number:	28117252A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 2011
Highest Degree:	MSN
Responsibilities:	NURS 324

Faculty Name:	Victoria Mulandi
Indiana License Number:	28181438A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 2011/Spring 2012
Highest Degree:	MS-FNP
Responsibilities:	NURS 424

Faculty Name:	Karen E. Phillips
Indiana License Number:	28078396A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 2011/Spring 2012
Highest Degree:	MS-FNP
Responsibilities:	NURS 330

Faculty Name:	Donna J. Purviance
Indiana License Number:	28100449A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 2011
Highest Degree:	MSN-FNP
Responsibilities:	NURS 424

Faculty Name:	Cheryl Rader
Indiana License Number:	28121420A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 2011
Highest Degree:	MSN
Responsibilities:	NURS 309

Faculty Name:	Rebecca Harvey
Indiana License Number:	28123235A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Spring 2012
Highest Degree:	BSN - All MS coursework completed. Currently enrolled only in thesis credit hours.
Responsibilities:	NURS 228

Faculty Name:	Amanda Ward
Indiana License Number:	28162997A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 2011/Spring 2012

Highest Degree:	MSN
Responsibilities:	NURS 204, 224

Faculty Name:	Somer Nourse
Indiana License Number:	28153571A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Summer 2012
Highest Degree:	MS
Responsibilities:	NURS 209

Faculty Name:	Alisa Walters
Indiana License Number:	28121693A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Summer 2012
Highest Degree:	MSN
Responsibilities:	NURS 400U

Faculty Name:	Amy Joy
Indiana License Number:	28111883A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 2011/Spring 2012
Highest Degree:	MS-FNP
Responsibilities:	NURS 208

Faculty Name:	Kelly Wattts
Indiana License Number:	28102253A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 211/Spring 2012
Highest Degree:	MS-FNP
Responsibilities:	NURS 208

Faculty Name:	Lisa Tincher
Indiana License Number:	28121868A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 2011/Spring 2012
Highest Degree:	MS, Post FNP Certificate
Responsibilities:	NURS 226

Faculty Name:	Beth Fields
Indiana License Number:	28074951A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 2011/Spring 2012
Highest Degree:	MS-FNP
Responsibilities:	NURS 304

Faculty Name:	Tammy Mundy
Indiana License Number:	28101075A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 2011/Spring 2012/Summer 2012

Highest Degree:	MSN
Responsibilities:	NURS 324

Faculty Name:	Candace deCourville
Indiana License Number:	28194556A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 2011/Spring 2012
Highest Degree:	MS
Responsibilities:	NURS 324

Faculty Name:	Diana Peebles
Indiana License Number:	28110423A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 2011/Spring 2012/Summer 2012
Highest Degree:	MSN
Responsibilities:	NURS 484

Faculty Name:	Susan Phillips
Indiana License Number:	28112100A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 2011
Highest Degree:	PhD
Responsibilities:	NURS 424

Faculty Name:	Felicia Stewart
Indiana License Number:	28125412A
Full or Part Time:	Part-time Adjunct
Date of Appointment:	Fall 2011/Spring 2012/Summer 2012
Highest Degree:	DNP
Responsibilities:	NURS 424

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

1. Number of full time faculty: _____ 22 _____
2. Number of part time faculty: _____ 2 _____
3. Number of full time clinical faculty: _____ 0 _____
4. Number of part time clinical faculty: _____ 0 _____
5. Number of adjunct faculty: _____ 33 _____

C. Faculty education, by highest degree only:

1. Number with an earned doctoral degree: ___ 9 (FT) 2 (adjuncts) _____
2. Number with master's degree in nursing: ___ 15 (FT) 30 (adjuncts) _____
3. Number with baccalaureate degree in nursing: ___ 1 (adjunct) _____
4. Other credential(s). Please specify type and number: ___ N/A _____

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

Yes 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.



Signature of Dean/Director of Nursing Program

10/1/12

Date

Lea R. Hall, PhD, MS, BSN
Executive Director of Nursing
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.



National League for Nursing Accrediting Commission, Inc.

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March 23, 2012

Marcia Miller, PhD, MSN, MA, RN
Associate Dean/Executive Director for Nursing
Indiana State University
749 Chestnut Street
Terre Haute, IN 47809

Dear Dr. Miller:

This letter is formal notification of the action taken by the National League for Nursing Accrediting Commission (NLNAC) at its meeting on March 1-2, 2012. The Board of Commissioners granted the master's nursing program, including the post-master's certificate, continuing accreditation with the condition that the program submit a Follow-Up Report in two (2) years. If the Follow-Up Report is accepted by the Board of Commissioners, the next evaluation visit will be scheduled for Fall 2019. The Board of Commissioners granted the baccalaureate nursing program continuing accreditation, placed the program on warning, and scheduled the next evaluation visit for Spring 2014.

Deliberations centered on the Self-Study Report, the School Catalog, the Site Visitors' Report, and the recommendation for accreditation proposed by the Program Evaluators and the Evaluation Review Panel. (See Summary of Deliberations and Recommendation of the Evaluation Review Panel.)

The Board of Commissioners identified the following evidence of non-compliance and areas needing development:

Evidence of Non-Compliance by Accreditation Standard and Criterion

Standard 1 Mission and Administrative Capacity, Criterion 1.5 (M/PMC); Criterion 1.6 (B)

- The decentralized structure of the nursing unit results in the Executive Director of Nursing not having the responsibility and authority over the nursing unit nor adequate time and resources to fulfill the role responsibilities. (M/PMC/B)

Indiana State University
Page 1

Evidence of Non-Compliance by Accreditation Standard and Criterion (continued)

Standard 2 Faculty and Staff, Criterion 2.3 (M/PMC)

Criteria 2.1.1 and 2.2 (B)

- Preceptor-to-student ratios do not meet the recommendations of the 2008 NONPF Criteria for Evaluation of Nurse Practitioner Programs. (M/PMC)
- The faculty-to-student ratios in clinical courses exceed the ratios recommended in the 2008 NONPF Criteria for Evaluation of Nurse Practitioner Programs. (M/PMC)
- The number and utilization of faculty are not adequate to monitor clinical experiences of students in the nurse practitioner track to ensure program outcomes can be achieved. (M/PMC)
- Workload standards in the University do not support accomplishment of faculty-to-student ratios. (M/PMC)
- Less than 25% of the full-time faculty hold earned doctorates. (B)
- There is no evidence to confirm that all faculty are licensed as registered nurses. (B)
- There is no evidence to confirm the educational credentials of all faculty. (B)

Standard 6 Outcomes, Criteria 6.5.1, 6.5.2, and 6.5.3 (B)

- Licensure exam pass rates did not meet requirements set by the State Board of Nursing and were below the national average for three consecutive years. (B)
- No data are available for program completion rates after 2008. (B)
- Data for employer satisfaction are available only for 2010. (B)

Areas Needing Development by Accreditation Standard

Standard 1 Mission and Administrative Capacity

- Continue to develop and implement methods to ensure student participation in the governance of the nursing unit. (M/PMC/B)
- Clarify structure for governance that clarifies and supports the leadership roles. (M/PMC/B)

Standard 2 Faculty and Staff

- Ensure that faculty files contain evidence of license/certification status and educational preparation. (M/PMC/B)
- Consider the addition of a faculty member certified in nursing administration to lead the nurse administrator track. (M/PMC)
- Continue efforts to support faculty who are pursuing the doctorate degree. (B)
- Investigate ways to increase faculty scholarship activities. (B)

Standard 3 Students

- Develop a method to ensure that students who are in the advanced practice nursing programs hold current RN licensure. (M/PMC)

Areas Needing Development by Accreditation Standard (continued)

Standard 4 Curriculum

- Ensure that regular review of the curriculum is conducted and includes documentation with rationale for maintenance of or changes in curriculum. (M/PMC)
- Incorporate NONPF criteria in the development and delivery of the FNP curriculum. (M/PMC)
- Refine the student learning outcomes and establish a correlation between the baccalaureate and master's program outcomes and objectives. (M/PMC)
- Document the process and outcomes of the faculty and student evaluation of clinical sites. (M/PMC)
- Ensure that faculty directly assess students in the clinical setting using technology if necessary. (M/PMC)
- Ensure that faculty regularly review the curriculum and document rationale for maintenance of or changes in the curriculum. (B)
- Review the newly revised baccalaureate student learning outcomes to ensure their consistency with the expectations of baccalaureate level competencies and that they are consistent among baccalaureate options. (B)

Standard 6 Outcomes

- Ensure implementation of the new plan including qualitative and quantitative course-specific measures of assessing outcomes and competencies for each of the seven (7) program goals. (M/PMC)
- Strengthen the mechanism for reporting outcome performance on certification examinations, including the number of students graduating along with the number of students who pass or fail the certification examination. (M/PMC)
- Develop and implement a procedure for tracking program completion rates. (M/PMC)
- Ensure that the plan for obtaining data on employer satisfaction is fully implemented. (M/PMC)
- Ensure that the systematic plan for evaluation meets the NONPF evaluation criteria. (M/PMC)
- Improve the consistency and rigor of the data collection methods for all program outcomes. (B)
- Improve the consistency and rigor of the data collection methods for all student learning outcomes. (B)
- Ensure that the systematic plan is implemented completely and reflects the curriculum revisions. (B)

Master's /PMC

A Follow-Up Report requires the nursing education unit to demonstrate compliance with a specific Accreditation Standard or Standards. The Follow-Up Report for the master's program, including the post-master's certificate, is to address Standard 1 Mission and Administrative Capacity and Standard 2 Faculty and Staff. The Report is to be submitted to NLNAC in the Spring 2014 Accreditation Cycle by February 15, 2014. At the time of its review of the Follow-Up Report, the Board of Commissioners will either affirm the next evaluation visit or deny continuing accreditation and remove the nursing program from the list of accredited programs.

Baccalaureate

When a program has been placed on warning, a new Self-Study Report is required, and an accreditation site visit is scheduled in two (2) years. If the areas of non-compliance are not resolved, the nursing program will be denied continuing accreditation and removed from the list of accredited programs.

If you have questions about this action or about Commission policies and procedures, please contact me.

Sincerely,



Sharon J. Tanner, EdD, RN
Chief Executive Officer

cc: Mary Lou Rusin, Program Evaluator
Patricia Hoyson, Program Evaluator
Antionette Rawls, Program Evaluator
Vivian Schrader, Program Evaluator
Francene Weatherby, Program Evaluator
Jessica Estes, Program Evaluator

Enc. Summary of Deliberations of the Evaluation Review Panel

Section 1 : Administration

2. Revised curriculum, including new program outcomes, approved at September 15, 2011 ISBN meeting. See attached program outcomes.
3. See attached CV (previously submitted to ISBN May 2012)
4. The new Executive Director of Nursing is Lea R. Hall, PhD, MS, BSN
5. See attached Job Description.
8. See attached List of Clinical Agencies.
9. Baccalaureate curriculum revisions were approved by the ISBN on September 15, 2011. Please see previous submission.

Baccalaureate Nursing Program Outcomes and Level Competencies

1. The baccalaureate prepared student will provide safe and holistic patient centered care.		
Initial Program Competencies	Intermediate Program Competencies	Terminal Program Competencies
<p>1.1i Recognize patients' differences, values preferences, and expressed needs with an awareness of how personal values and beliefs can impact care delivery.</p> <p>1.2i Conduct defined bio-psycho-social and environmental assessments of health and illness in selected settings.</p> <p>1.3i Formulate plans of care for selected populations.</p> <p>1.4i Communicate effectively with patients and families in select settings.</p> <p>1.5i Recognize patient teaching needs in the plan of care.</p>	<p>1.1m Evaluate patients' differences, values preferences, and expressed needs with an awareness of how personal values and beliefs can impact care delivery.</p> <p>1.2m Conduct complex bio-psycho-social and environmental assessments of health and illness in multiple settings.</p> <p>1.3m Formulate plans of care for selected populations across the health care continuum.</p> <p>1.4m Communicate effectively with patients, families, and groups in select settings.</p> <p>1.5m Develops patient teaching that reflects holistic patient needs and fosters the informed engagement in care.</p>	<p>1.1f Integrate patients' differences, values preferences, and expressed needs with an awareness of how personal values and beliefs can impact care delivery.</p> <p>1.2f Conduct comprehensive and focused bio-psycho-social and environmental assessments of health and illness in diverse settings.</p> <p>1.3f Formulate plans of care for diverse populations across the health care continuum.</p> <p>1.4f Communicate effectively with patients, families, groups, and communities.</p> <p>1.5f Demonstrate appropriate patient teaching that reflects holistic patient preferences and fosters the informed engagement in care.</p>

Baccalaureate Nursing Program Outcomes and Level Competencies

2. The baccalaureate prepared student will work effectively in inter-professional teams.		
Initial Program Competencies	Intermediate Program Competencies	Terminal Program Competencies
<p>2.1i Identify roles for various members of the health team.</p> <p>2.2i Demonstrate appropriate team building and collaborative strategies when working with peers and other members of the health care team.</p>	<p>2.1m Use effective inter-professional communication and collaborative skills to deliver evidence-based, patient-centered care.</p> <p>2.2m Advocate for high quality and safe patient care as a member of the inter-professional team.</p>	<p>2.1f Contribute the unique nursing perspective to inter-professional teams to enhance patient outcomes.</p> <p>2.2f Incorporate effective inter-professional communication, negotiation, and conflict resolution to deliver evidence-based and patient-centered care.</p>

Baccalaureate Nursing Program Outcomes and Level Competencies

3. The baccalaureate prepared student will employ evidence-based practice.		
Initial Program Competencies	Intermediate Program Competencies	Terminal Program Competencies
<p>3.1i Discuss research findings related to safe patient care.</p> <p>3.2i Identify and locate evidenced-based materials related to patient care.</p> <p>3.3i Describe possible sources of discrepancies found between standards and practice.</p>	<p>3.1m Investigate research findings and clinical experiences supporting safe patient care in multiple settings.</p> <p>3.2m Participate in retrieval, appraisal, and synthesis of evidenced-based activities related to improved outcomes.</p> <p>3.3m Examine discrepancies between best practice standards and existing practices impacting patient outcomes.</p>	<p>3.1f Integrate best research with clinical expertise and patient values for optimum safe care.</p> <p>3.2f Implement methods of retrieval, appraisal, and synthesis of evidence-based learning and research activities to improve patient outcomes.</p> <p>3.3f Propose mechanisms to resolve identified discrepancies between standards and practices that impact patient outcomes.</p>

Baccalaureate Nursing Program Outcomes and Level Competencies

4. The baccalaureate prepared student will apply quality improvement principles.		
Initial Program Competencies	Intermediate Program Competencies	Terminal Program Competencies
4.1i List methods to identify potential hazards and to record variances in health care.	4.1m Distinguish the roles of nurses working within an inter-professional team to improve patient safety.	4.1f Demonstrate leadership skills to effectively implement patient safety in the identification of variances and hazards in health care.
4.2i Identify the steps in the quality improvement process.	4.2m Examine a quality improvement process that plans, collects data, and conducts analysis.	4.2f Analyze quality improvement processes and safety design principles such as standardization and simplification.
4.3i Describe the structure, process, and outcomes related to patient care.	4.3m Construct methods of analysis including root cause, trended data, and workflow in relation to patient care.	4.3f Evaluate quality of care in terms of structure, process, and outcomes in relation to patient and community needs.
4.4i List types of quality improvement activities and measures used to determine patient outcomes.	4.4m Compare targeted changes based on data analysis and best practices.	4.4f Design interventions to change the processes and system of care with the objective of improving quality.

Baccalaureate Nursing Program Outcomes and Level Competencies

5. The baccalaureate prepared student will utilize informatics.		
Initial Program Competencies	Intermediate Program Competencies	Terminal Program Competencies
<p>5.1i Distinguish information systems, communication, and technology methods in the management of safe nursing practice.</p> <p>5.2i Evaluate data from selected relevant sources, including technology, to deliver care.</p> <p>5.3i Describe ethical principles related to patient information.</p>	<p>5.1m Apply information systems, communication, and technology methods in the management of safe nursing practice.</p> <p>5.2m Use data from multiple relevant sources, including technology, to deliver care.</p> <p>5.3m Demonstrate ethical principles related to patient information and patient care technologies.</p>	<p>5.1f Integrate information systems, communication, and technology methods in the management of safe nursing practice.</p> <p>5.2f Evaluate data from all relevant sources, including technology, to deliver care.</p> <p>5.3f Uphold ethical principles when using patient care technologies.</p>

Baccalaureate Nursing Program Outcomes and Level Competencies

6. The baccalaureate prepared student will demonstrate leadership skills.		
Initial Program Competencies	Intermediate Program Competencies	Terminal Program Competencies
6.1i Discuss implications of health care policies and organizational mission and vision statements.	6.1m Examine implications of health care policies and organizational mission, vision, and value statements.	6.1f Appraise the impact of health care policies, including financial, regulatory, and organizational mission, vision, and value statements.
6.2i Examine characteristics and qualities of current and historical nurse leaders.	6.2m Demonstrate leadership skills in providing high quality safe nursing care.	6.2f Apply leadership concepts, skills, and decision-making in the provision of high quality safe nursing care and emergency preparedness.
6.3i Identify change agents and discuss approaches to enable change within healthcare.	6.3m Examine and propose methods to put into practice.	6.3f Participate in the development and implementation of imaginative and creative strategies to enable systems to change.
6.4i List characteristics of a nurse leader.	6.4m Examine the roles of an effective nurse leader.	6.4f Discuss the role of the nurse as a leader in the delivery of safe and effective healthcare.

Baccalaureate Nursing Program Outcomes and Level Competencies

7. The baccalaureate prepared student will demonstrate health promotion.		
Initial Program Competencies	Intermediate Program Competencies	Terminal Program Competencies
<p>7.1i Identify need for health promotion and disease prevention for individual and selected populations to promote healthy lifestyles.</p> <p>7.2i Identify own spiritual and cultural values and those of selected populations related to health promotion.</p>	<p>7.1m Construct health promotion and disease prevention models to improve the health and wellness and promotion of healthy lifestyles in multiple settings.</p> <p>7.2m Investigate aspects of nursing care to appropriately provide for spiritual and cultural competent health promotion.</p>	<p>7.1f Advocate for health promotion and disease prevention at the individual and population level necessary to improve population health, wellness, and the promotion of healthy lifestyles.</p> <p>7.2f Collaborate with other healthcare professionals and patients to provide spiritual and cultural appropriate health promotion.</p>

Baccalaureate Nursing Program Outcomes and Level Competencies

8. The baccalaureate prepared student will display professional behaviors.		
Initial Program Competencies	Intermediate Program Competencies	Terminal Program Competencies
8.1i List the nursing values.	8.1m Discuss the application of nursing values in patient care.	8.1f Incorporate nursing values into daily practice.
8.2i Define personal accountability for civility, honesty, and fairness in academic, professional, and public behavior.	8.2m Demonstrate the principles of professional conduct in academic, professional and public behavior.	8.2f Demonstrate accountability and responsibility for one's own academic, professional, and public actions.
8.3i Identify the legal scope and ethical principles of nursing.	8.3m Apply ethical and legal principles to patient care situations.	8.3f Demonstrate ethical and legal decisions surrounding health care dilemmas.
8.4i Identify the expectations of the role of the professional nurse.	8.4m Discuss trends and issues that apply to the nursing profession.	8.4f Serve as an advocate for the nursing profession.

Indiana State University

Baccalaureate Nursing Program Outcomes and Level Competencies

Program Outcomes based on the IOM Core Healthcare Professional Competencies, NLN Competencies, & AACN Essentials of Baccalaureate Education

<p>1. The baccalaureate prepared student will provide safe and holistic patient centered care:</p> <ol style="list-style-type: none"> 1. Integrate patients' differences, values preferences, and expressed needs with an awareness of how personal values and beliefs can impact care delivery. 2. Conduct comprehensive and focused bio-psychosocial and environmental assessments of health and illness in diverse settings. 3. Formulate plans of care for diverse populations across the health care continuum. 4. Communicate effectively with patients, families, groups, and communities. 5. Demonstrate appropriate patient teaching that reflects holistic patient preferences and fosters the informed engagement in care. 	<p>2. The baccalaureate prepared student will effectively work in inter-professional teams:</p> <ol style="list-style-type: none"> 1. Contribute the unique nursing perspective to inter-professional teams to enhance patient outcomes. 2. Incorporate effective inter-professional communication, negotiation, and conflict resolution to deliver evidence-based and patient-centered care. 	<p>3. The baccalaureate prepared student will employ evidence-based practice:</p> <ol style="list-style-type: none"> 1. Integrate best research with clinical expertise and patient values for optimum safe care. 2. Implement methods of retrieval, appraisal, and synthesis of evidence-based learning and research activities to improve patient outcomes. 3. Propose mechanisms to resolve identified discrepancies between standards and practices that impact patient outcomes. 	<p>4. The baccalaureate prepared student will apply quality improvement:</p> <ol style="list-style-type: none"> 1. Demonstrate leadership skills to effectively implement patient safety in the identification of variances and hazards in health care. 2. Analyze quality improvement processes and safety design principles such as standardization and simplification. 3. Evaluate quality of care in terms of structure, process, and outcomes in relation to patient and community needs. 4. Design interventions to change the processes and system of care with the objective of improving quality. 	<p>5. The baccalaureate prepared student will utilize informatics:</p> <ol style="list-style-type: none"> 1. Integrate information systems, communication, and technology methods in the management of safe nursing practice. 2. Evaluate data from all relevant sources, including technology, to deliver care. 3. Uphold ethical principles when using patient care technologies. 	<p>6. The baccalaureate prepared student will demonstrate leadership skills:</p> <ol style="list-style-type: none"> 1. Appraise the impact of health care policies, including financial, regulatory, and organizational mission, vision, and value statements. 2. Apply leadership concepts, skills, and decision-making in the provision of high quality safe nursing care and emergency preparedness. 3. Participate in the development and implementation of imaginative and creative strategies to enable systems to change. 4. Discuss the role of the nurse as a leader in the delivery of safe and effective healthcare. 	<p>7. The baccalaureate prepared student will demonstrate health promotion:</p> <ol style="list-style-type: none"> 1. Advocate for health promotion and disease prevention at the individual and population level necessary to improve population health, wellness, and the promotion of healthy lifestyles. 2. Collaborate with other healthcare professionals and patients to provide spiritual and cultural appropriate health promotion. 	<p>8. The baccalaureate prepared student will display professional behaviors:</p> <ol style="list-style-type: none"> 1. Incorporate nursing values into daily practice. 2. Demonstrate accountability and responsibility for one's own academic, professional, and public actions.. 3. Demonstrate ethical and legal decisions surrounding health care dilemmas. 4. Serve as an advocate for the nursing profession.
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Lea R. Hall, PhD, MS, FNP-BC, RN
Executive Director of Nursing
Indiana State University College of Nursing, Health and Human Services
Office: 812-237-2326
E-mail: Lea.Hall@indstate.edu

EDUCATION

- **Doctor of Philosophy**, Indiana State University, 2010
Major: Curriculum, Instruction & Media Technology with specialization in Teaching and Learning
Dissertation Title: *Perceptions of Faculty Caring: Comparison of Distance and Traditional Graduate Nursing Students*
Doctoral Committee Chair: Dr. Susan Powers
- **Master of Science**, Indiana State University, 2001
Major: Family Nurse Practitioner
Culminating Project Title: *Factors Related to Maternal Infant Feeding Method*
Committee Chair: Dr. Betsy Frank
- **Bachelor of Science in Nursing**, University of Alabama at Birmingham, 1997
Major: Nursing

PROFESSIONAL EXPERIENCES

- **Indiana State University**, Executive Director of Nursing, May, 2012-present, Terre Haute, IN
- **Indiana State University**, Department of Advanced Practice Nursing
Chairperson, May, 2011-2012, Terre Haute, IN
- **Indiana State University**, Assistant Professor, 2007-present, Terre Haute, IN
- **Providence Medical Group Endocrinology**, Advanced Practice Nurse, 2004-present, Terre Haute, IN
- **Clay County Well Child Clinic**, Advanced Practice Nurse, 2007-2010, Brazil, IN
- **Indiana State University**, Clinical Coordinator FNP Program/Instructor, 2003-2007, Terre Haute, IN
- **Associated Physicians and Surgeons Endocrinology**, Advanced Practice Nurse, 2001-2003, Terre Haute, IN
- **Indiana State University**, Adjunct Clinical Instructor, 2001-2003, Terre Haute, IN
- **Registered Nurse**, Terre Haute Regional Hospital Labor and Delivery, Nursery, Pediatrics, 2000-2001 and 1998-2000, Terre Haute, IN; Riley Hospital for

Children Float Pool, 2000, Indianapolis, IN; Bloomington Hospital Pediatrics, 1998-1999, Bloomington, IN

ACADEMIC/TEACHING EXPERIENCES

Indiana State University, Department of Baccalaureate and Higher Degree Nursing, Appointed Clinical Coordinator/Instructor Family Nurse Practitioner Program July 1, 2003-2007, Appointed Assistant Professor July 1, 2007, Appointed Family Nurse Practitioner Program Director January 2010, Appointed Department of Advanced Practice Nursing Chairperson, May 2011, Appointed Executive Director of Nursing, May 2012

- **Teaching:**

Courses Taught: Graduate, Academic Year 2011-2012

- **NURS 624-301** Health Assessment and Health Promotion for Advanced Practice Nursing- Lead faculty

Courses Taught: Graduate, Academic Year 2010-2011

- **NURS 624-301** Health Assessment and Health Promotion for Advanced Practice Nursing
- **NURS 670-301** Family Nurse Practitioner Preceptorship
- **NURS 697-302** Evidence Based Practice
- **NURS 644-301** Theoretical Foundations of Family Health Care: Management of Common Chronic and Acute Health Problems I

Courses Taught: Graduate, Academic Year 2009-2010

- **NURS 624-301** Health Assessment and Health Promotion for Advanced Practice Nursing

Courses Taught: Graduate, Academic Year 2008-2009

- **NURS 670-301*** Family Nurse Practitioner Preceptorship
- **NURS 697-302*** Evidence Based Practice
- **NURS 644-301*** Theoretical Foundations of Family Health Care: Management of Common Chronic and Acute Health Problems I
- **NURS 664-301*** Theoretical Foundations of Family Health Care: Management of Common Chronic and Acute Health Problems II

Courses Taught: Graduate, Academic Year 2007-2008

- **NURS 624-301*** Health Assessment and Health Promotion for Advanced Practice Nursing
- **NURS 635-301*** Family Nurse Practitioner Role I

- **NURS 670-301***° Family Nurse Practitioner Preceptorship
- **NURS 675-301***° Family Nurse Practitioner Role II
- **NURS 645-301**° Pharmacology for Advanced Practice Nurses
- **NURS 644-301**° Theoretical Foundations of Family Health Care: Management of Common Chronic and Acute Health Problems I
- **NURS 664-301***° Theoretical Foundations of Family Health Care: Management of Common Chronic and Acute Health Problems II

Courses Taught: Graduate, Academic Year 2006-2007

- **NURS 624-301***° Health Assessment and Health Promotion for Advanced Practice Nursing
- **NURS 635-301***° Family Nurse Practitioner Role I
- **NURS 670-301***° Family Nurse Practitioner Preceptorship
- **NURS 675-301***° Family Nurse Practitioner Role II
- **NURS 645-301**° Pharmacology for Advanced Practice Nurses
- **NURS 664-301***° Theoretical Foundations of Family Health Care: Management of Common Chronic and Acute Health Problems II
- **NURS 644-301**° Theoretical Foundations of Family Health Care: Management of Common Chronic and Acute Health Problems I
- **NURS 646-301***° Diagnostic Laboratory for Advanced Practice Nurses

Courses Taught: Graduate, Academic Year 2005-2006

- **NURS 624-301**° Health Assessment and Health Promotion for Advanced Practice Nursing
- **NURS 635-301**° Family Nurse Practitioner Role I
- **NURS 670-301**° Family Nurse Practitioner Preceptorship
- **NURS 675-301**° Family Nurse Practitioner Role II
- **NURS 664-301***° Theoretical Foundations of Family Health Care: Management of Common Chronic and Acute Health Problems II
- **NURS 644-301**° Theoretical Foundations of Family Health Care: Management of Common Chronic and Acute Health Problems I

Courses Taught, Graduate, Academic Year 2004-2005

- **NURS 624-301**° Health Assessment and Health Promotion for Advanced Practice Nursing
- **NURS 635-301**° Family Nurse Practitioner Role I
- **NURS 670-301**° Family Nurse Practitioner Preceptorship
- **NURS 675-301**° Family Nurse Practitioner Role II
- **NURS 664-301**° Theoretical Foundations of Family Health Care: Management of Common Chronic and Acute Health Problems II
- **NURS 644-301**° Theoretical Foundations of Family Health Care: Management of Common Chronic and Acute Health Problems I

Courses Taught, Graduate, Academic Year 2003-2004

- **NURS 624-301**° Health Assessment and Health Promotion for Advanced Practice Nursing

- **NURS 635-301** Family Nurse Practitioner Role I
- **NURS 670-301** Family Nurse Practitioner Preceptorship
- **NURS 675-301** Family Nurse Practitioner Role II
- **NURS 664-301** Theoretical Foundations of Family Health Care: Management of Common Chronic and Acute Health Problems II
- **NURS 644-301** Theoretical Foundations of Family Health Care: Management of Common Chronic and Acute Health Problems I

Clinical Taught, Adjunct, Academic Year 2002-2003

- **NURS 224** Nursing Care of Adults I

Clinical Taught, Adjunct, Academic Year 2001-2002

- **NURS 228** Clinical Pharmacology
- **NURS 204** Fundamentals of Nursing Practice

* Indicates course co-taught

° Indicates course developed and taught online

- **Service:**

- **College/Department Committees:**

- Executive Director of Nursing, May 2012-present
- Department Chairperson, May 2011-May 2012
- Nursing Education/Nursing Administration Director, 2011-2012
- FNP Program Co-Director, 2011-2012
- FNP Program Director, 2010-2011
- All Departmental Committees
- College Assessment Council
 - Ex-officio, 2012-present
 - Member, 2011-2012
 - Chair, 2010-2011
 - Co-Chair, 2009-2010
- College Executive Committee
 - Ex-officio, 2012-present
 - Member (rotating Secretary), 2011-2012
 - Member (rotating Secretary), 2010-2011
- College Scholarship Committee
 - Member, 2011-2012
 - Member, 2010-2011
 - Member, 2009-2010
- DNP Faculty Search Committee
 - Chair, 2010
- Faculty Search Committee
 - Member, 2012
- College Student Affairs Committee (SAC)
 - Ex-officio, 2012-present
 - Member, 2009-2010

- College Curriculum and Academic Affairs Committee (CAAC)
Ex-officio, 2012-present
- Evaluation and Outcomes Assessment Committee (EOAC)
Co-Chair, 2008-2009
Co-Chair, 2007-2008
Co-Chair, 2006-2007
Co-Chair, 2005-2006
Member, 2004-2005
Member, 2003-2004
- Curriculum and Academic Affairs Committee (CAAC)
Secretary, 2008-2009
- DNP Taskforce, 2007-2009
- Nominating Committee
Member, 2007-2008
Member, 2008-2009
- Graduate Faculty and Graduate Education Committee
Member, 2005-present
- Search Committee
Member, 2007-2008
Member, 2004-2005

University Committees:

- Faculty Senate
Senator, 2010-2012
- University Graduate Student Academic Integrity Committee
Member, 2004-2005

Other Committees:

- Indiana Deans and Directors
- Indiana Center for Nursing Board of Directors Member
- Indiana Action Coalition- Education Sub-Committee
- Nursing Executive Council, Chair, 2012-present

• **Community Service:**

- Sycamore Nursing Center
Foster Grandparent Physicals, yearly
- Lost Creek Elementary, PTO Secretary and parent volunteer

GRANTS (funded and unfunded)

- Project Director, HRSA Grant entitled “Advanced Education Nursing Professional Nurse Traineeship Program”, funded \$61, 551.00 FY 2011-2012

- Grant Proposal entitled “Revitalizing Distance Delivery and Clinical Instruction of the APN” HRSA-10-065, unfunded February 2010
- Grant Proposal entitled “Glucose and Cholesterol Screening: KNOW your numbers!” Center for Public Service and Community Engagement, funded April 2008
- Grant Proposal entitled “Mobile e-Learning Option or MeLO: Meeting the Challenge of the Net Generation” to ISU Information Technology Mini-Grant, funded May 2007
- Faculty Fellowship awarded, Alliance for Excellence Through Engagement & Experiential Learning for project entitled “Sycamore Nursing Center: Learning in a Community Based Clinic, 2006-2007
- Grant Proposal entitled “Use of Macromedia Breeze for Defense of Master’s Culminating Projects and Theses” to ISU Information Technology Mini-Grant, funded October 2005

PRESENTATIONS

- 2011 Mini Medical School Presenter on “*Diabetes and Obesity: Are you at Risk*”, March 2011
- Sigma Theta Tau International Honor Society of Nursing- The Global Impact of Nursing Research, Dissertation research presented entitled *Perceptions of Faculty Caring*, March, 2011
- Sigma Theta Tau International 40th Biennial Convention, Abstract submitted and accepted for poster presentation entitled *Hip-hop Sex Ed: Teenage pregnancy among American adolescents*. Along with Billita Williams, MS, FNP-BC, Lyne Clyatt, MS, FNP-BC, and Dr. Susan Eley, October 2009
- American Association of Nurse Practitioners Annual Conference, Abstract submitted and accepted for poster presentation entitled *The Dash to Better Health: Utilizing Behavioral Interventions to Decrease Blood Pressure and Reliance on Medication for the Treatment of Hypertension*. Along with Katie Bennett, MS, RN, FNP-S, Anna Rawdon, MS, RN, FNP-S, and Dr. Susan Eley, June 2009
- American Association of Nurse Practitioners Annual Conference, Abstract submitted and accepted for poster presentation entitled *Bio-identical hormones vs. traditional hormone therapy for relief of vaso-vagal symptoms related to*

menopause. Along with Margo McMahon, MS, RN, FNP-S, Robin Belanger, MS, RN, FNP-S, and Dr. Susan Eley, June 2009

- University of Southern Indiana 13th Annual Research & Evidence Based Practice in Health Care Conference, Abstract submitted and accepted for poster presentation entitled *Childhood Overweight and Obesity: Using Motivational Interviewing in Primary Prevention*. Along with Susan Dunlap, Ms, RN, FNP-S, Roxanne Hanington, MS, RN, FNP-S and Dr. Susan Eley, April 2009
- NONPF 2008 Annual Conference, Abstract submitted and accepted for podium presentation, April 2008
- Sigma Theta Tau, Abstract submitted and accepted for podium presentation, November 2007
- National League for Nursing Education Summit, Abstract submitted and accepted for podium presentation, September 2007
- AACN 2007 Master's Education Conference Variation on a Theme, Abstract submitted and accepted for poster presentation, February 2007
- Indiana State University Annual Perinatal Program, "Gestational Diabetes: Diagnosis and Treatment", November 2007
- Female Adolescent Health Issues Presentation- Middle School (AHEC), 2007
- Female Adolescent Health Issues Presentation- IU Summer Scholars Program, 2005
- Female Adolescent Health Issues Presentation- Middle School (AHEC), 2005
- Speaker for Aventis Pharmaceuticals on Insulin Management, 2005
- Assisting with research/data gathering for YMCA Healthy Choices for Life, 2004
- Speaker for SOAPN Meeting- Type 2 Diabetes Mellitus (Aventis Sponsored), 2004
- Female Adolescent Health Issues Presentation- IU Summer Scholars Program, 2004
- Female Adolescent Health Issues Presentation- Middle School (AHEC), 2004
- Female Infertility Continuing Education Presentation, 2004

- Female Adolescent Health Issues Presentation- IU Summer Scholars Program, 2003
- Factors Related to Maternal Infant Feeding Method Culminating Project- Co-member, 2001

PUBLICATIONS

Eley, S., Sybert, J. & Hall, L. (2010, July). *Insulin resistance in sleep apnea*. *Advance*, 18, 33-34.

Hall, L. (2006). [Review of the Book: *Cancer sourcebook for women*] Doody's Health Sciences Book Review Home Page. Available: <http://www.doody.com> and Doody's Nursing Book Review Home Page. Oak Park, IL: Doody Publishing, Inc.

Hall, L. (2006). [Review of the Book: *Clinical manual for the oncology advanced practice nurse*] Doody's Health Sciences Book Review Home Page. Available: <http://www.doody.com> and Doody's Nursing Book Review Home Page. Oak Park, IL: Doody Publishing, Inc.

Hall, L. (2005). [Review of the Book: *Drug information handbook for oncology*] Doody's Health Sciences Book Review Home Page. Available: <http://www.doody.com> and Doody's Nursing Book Review Home Page. Oak Park, IL: Doody Publishing, Inc.

Hall, L. (2005). [Review of the Book: *2005 Oncology nursing drug handbook*] Doody's Health Sciences Book Review Home Page. Available: <http://www.doody.com> and Doody's Nursing Book Review Home Page. Oak Park, IL: Doody Publishing, Inc.

Hall, L. (2005). [Review of the Book: *Pediatric oncology nursing: Advanced clinical handbook*] Doody's Health Sciences Book Review Home Page. Available: <http://www.doody.com> and Doody's Nursing Book Review Home Page. Oak Park, IL: Doody Publishing, Inc.

Hall, L. (2004). [Review of the Book: *Cancer of the gastrointestinal tract: A handbook for nurse practitioners*] Doody's Health Sciences Book Review Home Page. Available: <http://www.doody.com> and Doody's Nursing Book Review Home Page. Oak Park, IL: Doody Publishing, Inc.

Hall, L. (2003). [Review of the Book: *Teaching the practitioners of care: New pedagogies for the health professions*] Doody's Health Sciences Book Review

Home Page. Available: <http://www.doody.com> and Doody's Nursing Book Review Home Page. Oak Park, IL: Doody Publishing, Inc.

PROFESSIONAL ORGANIZATIONS

- National Organization of Nurse Practitioner Faculty (NONPF) 2003-Present
- National League for Nursing (NLN) 2003-Present
- Society of Advanced Practice Nursing (SOAPN) 2001-Present
- American Academy of Nurse Practitioners (AANP) 2009-2010
- American Association of Diabetes Educators (AADE) 2007-2010
- American Academy of Nurse Practitioners (AANP) 2005-2006
- American Nurse Association (ANA) 2005-2006

CERTIFICATIONS/LICENSURE

- Indiana License for Registered Nurses
- Indiana Nurse Practitioner License
- Board Certified- Family Nurse Practitioner- American Nurses Credentialing Center (Exp. 2018)
- American Heart Association CPR Certified
- Certified Medtronic Insulin Pump Trainer
- Certified Omnipod Insulin Pump Trainer

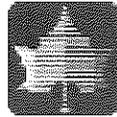
MAJOR ACTIVITIES TO MAINTAIN EXPERTISE

- NONPF Annual Conference 2012
- Strategic Effectiveness in a Challenging Economic Environment (AACN Webinar) 2012
- You Can Do It & We Can Help: Turn Your Everyday Practice Into Publication 2011
- Designing and Implementing a DNP Program (AACN Webinar) 2011
- Cultivating and Using Clinical Preceptors (AACN Webinar) 2010
- NLN Education Summit 2010
- First Annual Nursing Education Retreat 2010
- RosEvaluation Conference 2009
- Nursing Curriculum Development and Reconstruction 2009
- AANP National Conference 2009
- USI 13th Annual Research and Evidence Based Practice Conference 2009
- NONPF Annual Conference 2009

- Test Item Writing and Test Construction 2009
- 7 Habits of Highly Effective Nurse Educators 2008
- NLN Immersion in Evidence-Based Nursing Education 2008
- NONPF Annual Conference 2008
- NLN Education Summit 2007
- AANP Annual Conference 2007
- NONPF Annual Conference 2007
- DNP Update Conference 2007
- The Indiana Immunization Conference 2006
- NONPF Annual Conference 2006
- NPACE National Advanced Practice Conference 2005
- NONPF Annual Conference 2005
- NPACE National Advanced Practice Conference 2004
- ISU Course Transformation Academy 2003
- American Diabetic Association Southern Regional Conference 2003
- Wiregrass NP Association Wellness Screening Seminar 2002
- Nurse Practitioner Certification Review Course 2002
- International Society for Clinical Densitometry Certification Course 2001

HONORS

- Golden Key International Honour Society, ISU, 2008
- Who's Who in Health Sciences Education, ISU, 2003
- Phi Kappa Phi Honor Society Member, ISU, 2001
- Sigma Theta Tau, Nu Chapter Member, UAB, 1997
- School of Nursing Dean's Scholarship, UAB, 1995



**Indiana State
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— More. From day one.

College of Nursing, Health, and Human Services

Position Description Executive Director of Nursing

General Description

Appointed by the Dean of the College of Nursing, Health, and Human Services, subject to the approval of the Provost, the Executive Director of Nursing reports to the Dean and has full authority and responsibility for the development and administration of the nursing programs. The position of Executive Director of Nursing is a full-time, 12-month appointment in the College of Nursing, Health, and Human Services. The individual in this position is expected to hold a tenured or tenure-eligible appointment in one of the college's nursing departments, be an exemplary teacher and researcher in the college and devote the equivalent of one-quarter of his/ her time to teaching in the college.

The Executive Director of Nursing has principal responsibility for establishing, monitoring, and strengthening the nursing programs within the college. He/she will oversee the development, operation, evaluation, improvement, approval, licensing, and accreditation of the undergraduate and graduate programs. To meet the responsibilities of this position, the Executive Director of Nursing must have superior interpersonal, communication, and organizational skills; working knowledge of common university policies, procedures, and practices; and knowledge of issues confronting the nursing programs.

Specific Responsibilities

Working as appropriate with department chairs, faculty committees, individual faculty members, teams of faculty, and other administrative staff members, the Executive Director of Nursing has the following specific responsibilities:

- I. Serve as chief administrative officer for the nursing programs by providing effective management, support and leadership.
- II. Negotiate for resources for the College's nursing programs.

- III. Supervise the expenditure of funds budgeted within the nursing programs.
- IV. Facilitate prescribed and approved nursing governance procedures within departments.
- V. Evaluate the promotion and tenure process of nursing faculty.
- VI. Make recommendations for hiring and dismissal of the nursing faculty.
- VII. Effectively communicate within the College, University, profession and community.
- VIII. Advocate for equity between the nursing programs and other units within the governing organization.
- IX. Ensure accreditation standards are maintained for all nursing programs.
- X. Submit accurate and timely documentation for nursing program accreditation.
- XI. Provide mentorship to nursing faculty and chairpersons.
- XII. Delegate tasks to department chairpersons and/or faculty when appropriate.
- XIII. Monitor maintenance and enhancement of the physical facilities and environment.
- XIV. Monitor inventory of furnishings and equipment.
- XV. Propose specifications and recommendations for new facilities, furnishings, and equipment.

New Clinical Facilities- August 2011-August 2012

Facility	State
Lakeridge School Corp	IN
Cloverdale Comm High School	IN
Covered Bridge	IN
Harrison County Hospital	IN
Metropolitan School District-Lynhurst 7th & 8th grade Ctr	IN
Pace Community Action	IN
Sullivan County Community Hospital	IN
Community Hospital Anderson	IN
Hendricks County Health Dept.	IN
IU Health Bedford Hospital	IN
Vigo County Health Dept	IN
IU Health Physicians	IN
IU Health Methodist	IN
IU Health Bloomington	IN
Lafayette Urban Ministries	IN
Mount Vernon Nursing & rehabilitation	IN
Brownsburg comm Schools	IN
Fairbanks Hospital, Inc	IN
Kaiser Foundation Hospitals	OR
Salem Health	OR
Lane County H & HS	OR
Providence Health and Services	OR
Yamhill County Public Health	OR
Sherwood Schools	OR
Hearthstone at Murrayhill	OR

Clinical Facilities Not Used Since 2010 Report

Facility	State
Coles County Health Dept.	IL
Rural Health Clinic	IL
Community Health Care, Inc	IA
Urological Associates, PC	IA
Van Wert Manor	OH
Gallup Navajo Area Indian Health Service	AZ
David Lawrence Center	FL
Lifestream Behavioral	FL
Bay Clinic	HI
Otsego Memorial Service	MI
Dept. of the Army-Evans Army	CO
Freebirds Solution Center, Inc.	IN
Gibault, Inc.	IN
Knox Winamac Community Health Ctr.	IN
Planned Parenthood Bloomington	IN
Sunman Elementary Schools	IN
Washington High School	IN

Manassas City Schools	VA
Mary Immaculate Hospital	VA
HCA Henrico Doctors Hospital	VA
Richmond City Public Schools	VA

Jefferson County Public Health	CO
Exempla	CO
Hillcrest Care Center	CO
Montezuma County Public Health Dept.	CO
The Center at Centennial	CO

Shands Vista	FL
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Cobb Public Health	GA
Wellstar Health System	GA
Athens Regional	GA
St. James	GA
VA Med Center Atlanta	GA
St. Mary's health care system	GA

Hawaii Pacific Health- Straub Hospital	HI
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Kootenai Health	ID
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Edward Hospital	IL
taylorville school system	IL
Gateway Regional Hospital	IL
St. Joseph's Hospital	IL
Crawford County Health	IL
Pekin Hospital	IL
South Side Mission	IL
Highland Community School	IL

Fayette County Health Department- Lexington	KY
Kentucky River District Health Dept.	KY
Parkway Regional	KY

Brigham and Women's Hospital	MA
Cherry Creek Nursing Center- Nexion Health	MD
Monsignor Slade Catholic School	MD
Lifecircles	MI
Trinity Health-St. Marys Health Care	MI
Ozarks medical Center	MO
Cape Fear Health Services	NC
Cone Health- was Moses Cone	NC
Cumberland County Health Dept.	NC
New Hanover Regional med Center	NC
Thompson Child and Family Focus	NC
CHI Health Connect at Home	ND
Friendship Home	NE
Louden Elementary School	NH
CentraState Med Center	NJ
Van Wert City Schools	OH
Akron Children's Hospital	OH
Van Wert County Hospital	OH
Fairfield Medical Center	OH
Delphos City Schools	OH
Licking Memorial Hospital	OH
Kindred Hospital Central Oh	OH
Community Mercy Health Partners	OH
Mercy Health Partners	OH
Clermont Northeastern Schools	OH
Olentangy Schools	OH
Jefferson Regional Med Ctr	PA

UPMC	PA
St. Joseph Medical Center	WA
PeaceHealth St. Joseph's Med Center	WA
Virginia Mason Med Center	WA
Seattle Public Schools	WA
PeaceHealth St. Joseph's Med Center	WA
PeaceHealth St. John Med. Ctr	WA
Dept. of VA Med Center Washington	WA DC
Lacrosse County Health Dept.	WI
University of Wisconsin	WI
VA Med Center Tomah	WI
Division of Public Health Nursing	WY

**Complaints Received and their Resolution
August 20, 2011 through August 19, 2012**

Track	Issue	#	Action	Resolution
9/8/2011 BS	Concern about how change in nursing curriculum will impact progress / graduation	2	forwarded to Dept. Chairperson and Executive Director of Nursing	per email 10/31 from Dept Chair, she met with students, reviewed transition to new curriculum
9/8/2011 LPN-BS	concern about clinicals not being arranged yet for fall classes in California	2	forwarded to EA who has been working on scheduling issue, course faculty and Executive Director of Nursing in absence of Dept Chair	California clinicals have to be arranged by M. Adkins and through Sonoma State contracts. We must wait on the process and not intervene directly. Some agencies are now only allowing their employees to do clinical at the agency.
9/8/2011 LPN-BS	Graduate concerned that diploma only indicated BS, no indication of nursing or nursing major on the diploma	1	forwarded to Executive Director of Nursing	208 faculty added additional explanation to course site. Discussion in progress to change title of course to LPN-BS
9/10/2011 BS	Concern about new math requirement of 100% and general statement about multiple changes during time in program	1	forwarded to Dept Chair and Executive Director of Nursing	department revisited and revised the math policy; instead of 100% on the math, they must have at least 95%.
9/11/2011 LPN-BS	timeliness of grading N208, N304; response back from student that 208 had been graded shortly after sent the form	1	forwarded to course faculty and Executive Director of Nursing in absence of Dept Chair	This was a perceived problem when there wasn't a problem. Discussed with NURS 208 and 304 faculty
10/13/2011 LPN-BS	Prospective student wanted information about LPN-BS track (used incorrect form)	1	obtained permission to share information, forwarded to nursing distance education personnel	emails sent by Holly Jaeger on 10/14/11 & 10/25/11.
11/28/2011 BS	Use of ATI exams as course exam scores	1	forwarded to Department Chairperson and Executive Director of Nursing	Note from Dept Chair - Anonymous submission. Unable to reply to student. Unfortunately, the ATI policy must remain as is--particularly since it is approved by the state board of nursing.
11/28/2011 BS	compliment on campus program	1	forwarded to Department Chairperson and Executive Director of Nursing	No action required
11/29/2011 LPN-BS	student compliment regarding response time of faculty and cost of program, quality of education; suggested summer clinicals for LPN-BS track be offered	2	forwarded to Acting Chairperson, Executive Director of Nursing	No action required

**Complaints Received and their Resolution
August 20, 2011 through August 19, 2012**

12/7/2011	LPN-BS	student comment that believed received comparable education via distance as if had been on site	1	forwarded to Acting Chairperson, Executive Director of Nursing	thank you email sent to student	No action required
12/8/2011	LPN-BS	student would like more effort / communication in setting up clinical sites, more assistance with course scheduling	1	forwarded to Acting Chairperson, Executive Director of Nursing		Clinical Map for success is going into third year of use and has been very helpful. We cannot determine what a hospital will say about a student experience in their agency.
12/23/2011	BS	in Med Surg 3 (424) student does not know if should drop the class due to the 2 ATI tests . . . boards decision to not allow students to continue to drop classes a huge problem. The college should bring back the appeals process for 2 nursing failures. There is no opportunity to justify student success in a academic setting. The department chair does not listen to concerns in our program.	1	forwarded to Department Chairperson and Executive Director of Nursing	thank you email sent to student	Student's concern was shared with dept faculty. ATI policy was once again reviewed by department faculty. No changes made at this time. Statement about dropping courses is unclear as the drop policy is a university policy, not a dept policy. No contact information give for chair to reply directly. Note: Chair informed that email is available, that response should be sent to Tech Coordinator who will forward to student who chose to keep contact information confidential. Email sent to student 1/31 after response received from Chairperson to send
2/14/2012	BS	Student concerned about lack of instructor response to questions on exam	1	forwarded to Department Chairperson and Executive Director of Nursing	thank you email sent to student	sent via email from Chair 5/29/12 - Student concern was addressed by department chair and the faculty member together. The student had in fact received a very prompt response; however, the student was not satisfied with the answer. Further explanation/rationale regarding why the correct answer was in fact the correct answer was provided to the student who then at least verbalized understanding.
4/4/2012	Re: FCS	Concern about management of FCS 201 due to faculty resignation	1	forwarded to Department Chairperson for AHS	thank you email sent to student	Concern was shared by nursing chair with the FCS chair. FCS chair expressed thanks for alert and will address.
4/5/2012, 4/27/2012, 5/1/2012	LPN-BS	Request for additional advisor, individualized advising, more advising help	3	forwarded to Acting Chairperson, Executive Director of Nursing	no contact information with which to reply to student on two, thank you email sent to student for one	Acting Chair indicated would be discussed in upcoming dept meeting
4/6/2012, 4/27/2012, 4/29/2012, 4/29/2012, 4/29/2012	LPN-BS	Concern about clinical sites in California, procurement, timing	5	forwarded to Acting Chairperson, Executive Director of Nursing	no contact information with which to reply to student on four, thank you email sent to student for one	

**Complaints Received and their Resolution
August 20, 2011 through August 19, 2012**

4/9/2012, 4/13/2012, 4/28/2012, 4/29/2012, 4/30/2012	LPN-BS Compliment "great job", felt welcome, pleased with program	6	forwarded to Acting Chairperson, Executive Director of Nursing	no contact information with which to reply to student on three, thank you email sent to student for three
4/27/2012	LPN-BS Compliment re: Dr. Huu	1	forwarded to Acting Chairperson, Executive Director of Nursing	thank you email sent to student
4/27/2012, 4/28/2012, 4/28/2012, 4/28/2012, 4/29/2012, 5/11/12, 5/13/12	LPN-BS Complaint about clinical arrangements procurement	7	forwarded to Acting Chairperson, Executive Director of Nursing	no contact information with which to reply to student on three, thank you email sent to student for four
4/28/2012	LPN-BS Concern about waiting list for seniors (?)	1	forwarded to Acting Chairperson, Executive Director of Nursing	no contact information with which to reply to student
4/28/2012	LPN-BS Faculty always available via email / phone	1	forwarded to Acting Chairperson, Executive Director of Nursing	no contact information with which to reply to student
4/29/2012	LPN-BS Compliment on critical care hours in curriculum	1	forwarded to Acting Chairperson, Executive Director of Nursing	thank you email sent to student
5/6/2012	LPN-BS Concern that preceptor / student requirements not clear	1	forwarded to Acting Chairperson, Executive Director of Nursing	no contact information with which to reply to student
7/12/2012	LPN-BS Concern about clarity of instructions and instructor's response when questioned	1	forwarded to Acting Chairperson, Executive Director of Nursing	thank you email sent to student ; Acting Dept Chair indicated she would discuss situation with faculty
7/29/2012	LPN-BS Comment about confusion about type of clinical agency needed to use	1	forwarded to Acting Chairperson, Executive Director of Nursing	no contact information with which to reply to student
8/7/2012	LPN-BS Concern that courses don't have detailed list of skills / procedures that would like to have completed	1	forwarded to Acting Chairperson, Executive Director of Nursing	thank you email sent to student; Acting Chairperson indicated will discuss in dept meeting
8/8/2012	LPN-BS Compliment about faculty helpfulness this semester (summer)	1	forwarded to Acting Chairperson, Executive Director of Nursing	thank you email sent to student
8/9/2012	LPN-BS no comment included in the form	1	emailed student to see if had issue to submit or was just testing the form	no reply from student about whether had a comment or was just testing form no reply from student about whether had a comment or was just testing form

**Complaints Received and their Resolution
August 20, 2011 through August 19, 2012**

8/10/2012	LPN-BS	Inquiry about preceptors for LPN-BS track	1	requested permission to send contact information to nursing distance education personnel for reply to this person - should have used the inquiry form	obtained permission to forward to nursing distance education personnel.	Sent LPN-BS track info via email and forwarded to Mary Taylor
8/10/2012	LPN-BS	concern that doesn't get access to exams to see areas of concern to improve studying		forwarded to Acting Chairperson, Executive Director of Nursing	no contact information with which to reply to student	

List of Faculty No Longer Employed by Indiana State University

Full-time Faculty

Lisa Bozarth

Catherine Gosse

Sandra Inman

Renee Kidd-Marshall

Gloria Plascak

Ann Tomey

Adjuncts

Cynthia Dowers

Melora Ferren

Melody Hardaway

Amy Holbert

Katherine McKanna

Sherry Stevens

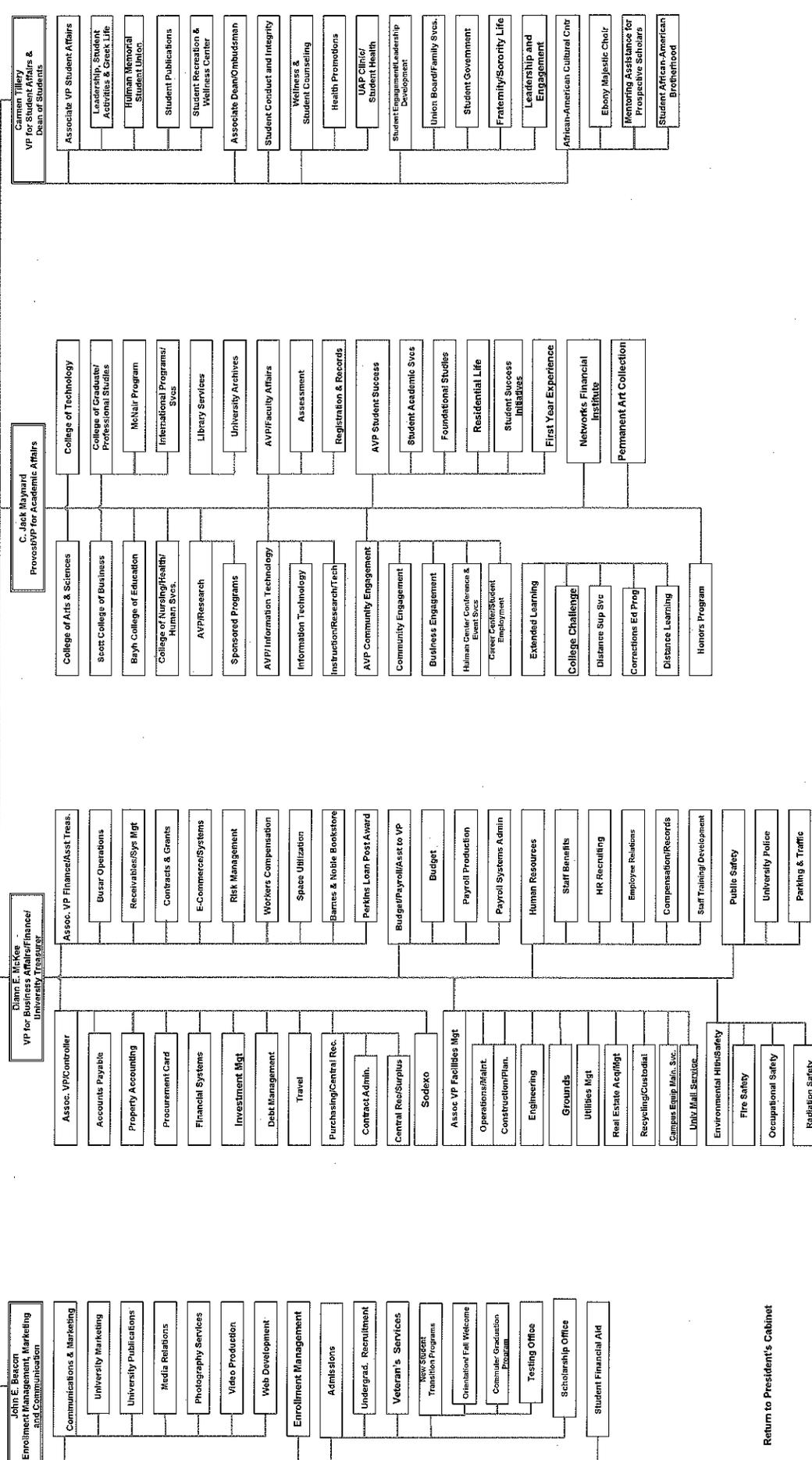
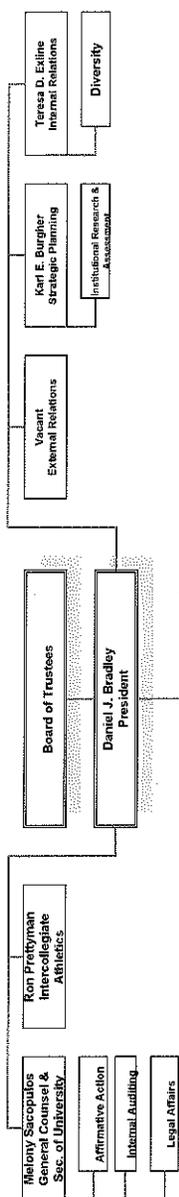


Figure 1.2.2 *Proposed Revised College of Nursing, Health and Human Services Organizational Chart*

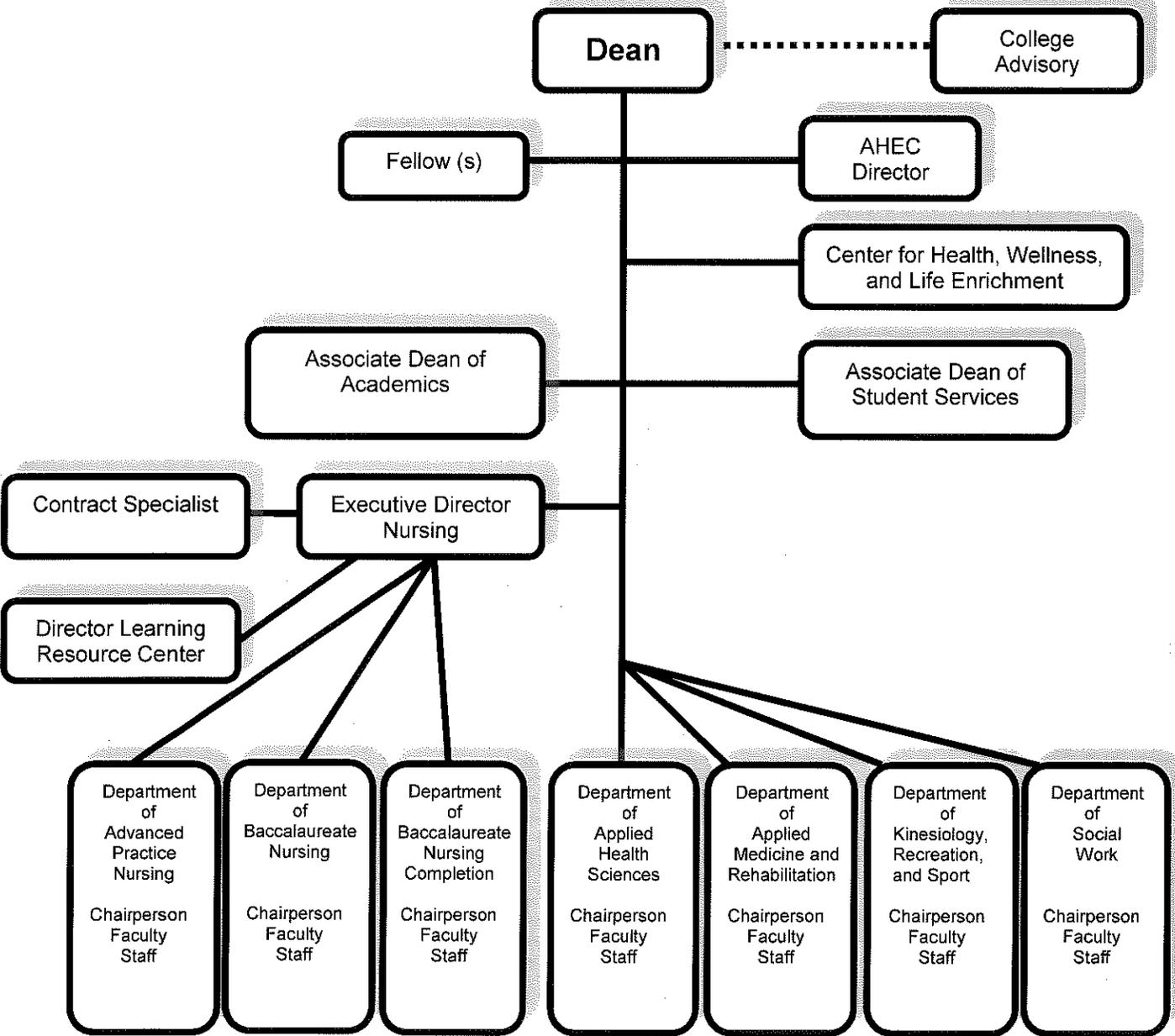


Figure 1.2.4 Department of Baccalaureate Nursing Organizational Chart

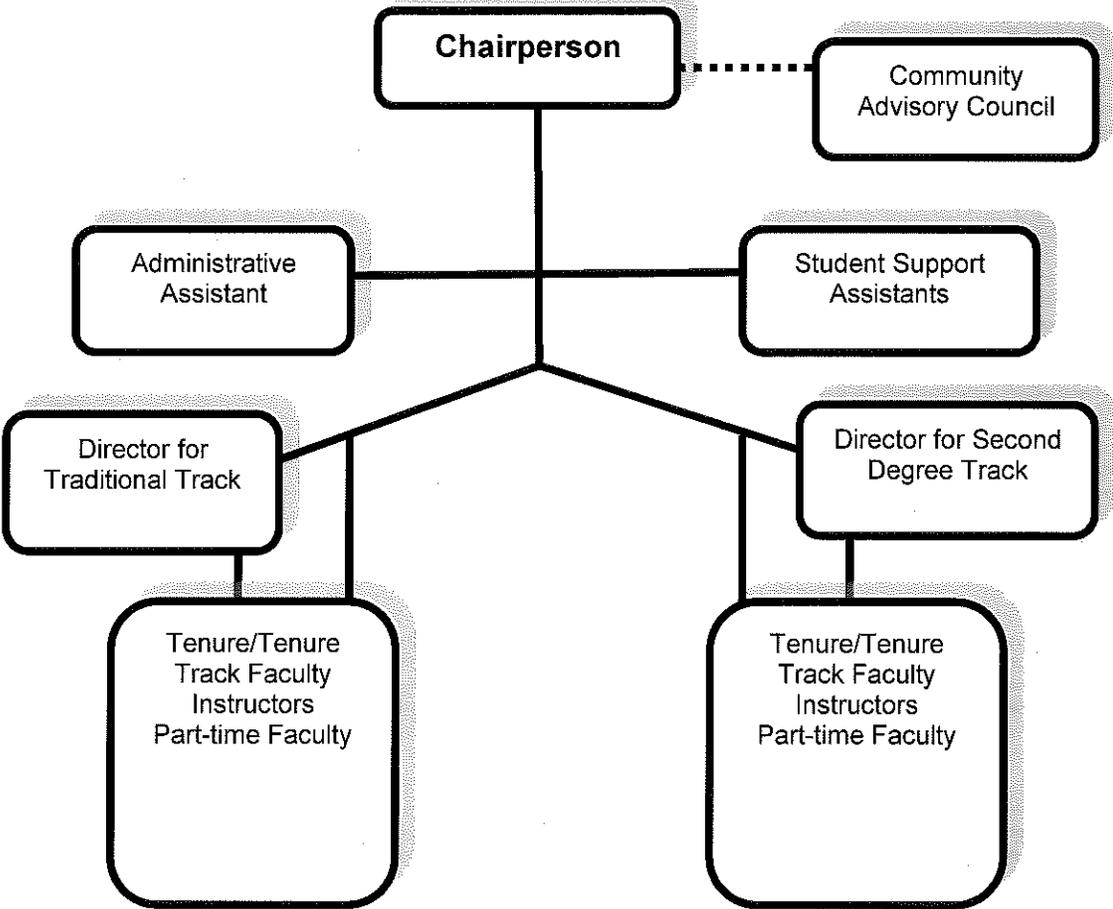


Figure 1.2.5 *Department of Baccalaureate Nursing Completion Organizational Chart*

