ANNUAL REPORT
OF THE
BALL STATE UNIVERSITY
SCHOOL OF NURSING

2013-2014
(1 MAY 2013 – 30 APRIL 2014)
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SCHOOL OF NURSING
2013-2014 Annual Report

OVERVIEW/EXECUTIVE SUMMARY

1. Strong academic programs
   a. 2013 Calendar Year Pass Rates, National Council Licensure Examination for Registered Nurse (NCLEX-RN)

<table>
<thead>
<tr>
<th>Pass Rate (first time)</th>
<th>Average Score</th>
<th>Number Pass</th>
</tr>
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<tbody>
<tr>
<td>Baccalaureate pass rate</td>
<td></td>
<td></td>
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<tr>
<td>National (first time)</td>
<td></td>
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<tr>
<td>2013 Calendar Year Pass Rates, American Academy of Nurse Practitioners Certification and American Nurses Credentialing Center Certification, for adult and family nurse practitioners.</td>
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<table>
<thead>
<tr>
<th>Pass Rate (first &amp; repeat)</th>
<th>Average Score</th>
<th>Number Pass</th>
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<tbody>
<tr>
<td>Adult Nurse Practitioner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National (first time)</td>
<td></td>
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*April 1, 2013 National Council of State Boards of Nursing increased the minimum pass rate score and implemented the updated NCLEX-RN examination plan effective April 1, 2013 – March 31, 2016.

b. There are two certification programs, American Academy of Nurse Practitioners Certification and American Nurses Credentialing Center Certification, for adult and family nurse practitioners.

2013 Calendar Year Pass Rates, American Academy of Nurse Practitioners Certification (AANP)

<table>
<thead>
<tr>
<th>Pass Rate (first time)</th>
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<td></td>
</tr>
<tr>
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<td></td>
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</table>

*2013 implemented revised nurse practitioner examination
(Out of a total testing score of 800, the minimum score of 500 is needed to pass.)

<table>
<thead>
<tr>
<th>Pass Rate (first &amp; repeat)</th>
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<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

*2013 implemented revised nurse practitioner examination
(Out of a total testing score of 800, the minimum score of 500 is needed to pass.)
c. 2013 Calendar Year Pass Rates, American Nurses Credentialing Center Certification (ANCC)

<table>
<thead>
<tr>
<th></th>
<th>Pass Rate</th>
<th>Number Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Nurse Practitioner</td>
<td>72.73%*</td>
<td>8 /11</td>
</tr>
<tr>
<td>National</td>
<td>86.07%</td>
<td></td>
</tr>
</tbody>
</table>

* 2013 implemented revised nurse practitioner examination.
The minimum passing score on all ANCC certification examinations is a score of 350 out of a possible score of 500.

<table>
<thead>
<tr>
<th></th>
<th>Pass Rate</th>
<th>Number Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Nurse Practitioner</td>
<td>75%*</td>
<td>6 / 8</td>
</tr>
<tr>
<td>National</td>
<td>84.51%</td>
<td></td>
</tr>
</tbody>
</table>

* 2013 implemented revised nurse practitioner examination.
The minimum passing score on all ANCC certification examinations is a score of 350 out of a possible score of 500.

2. Faculty engagement in professional organizations (Refer to Appendix B)

Active involvement with National League for Nursing, American Association of Colleges of Nursing, Sigma Theta Tau International and Beta Rho Chapter (Ball State University School of Nursing), Midwest Nursing Research Society, American Association of Critical Care Nurses, American Organization of Nurse Executives, American Academy of Nurse Practitioner, National Organization of Nurse Practitioner Faculties, American Association of Clinical Nurse Specialist, and National Student Nurses’ Association.

3. Active and supportive alumni advisory boards
   a. Nursing Alumni Society

4. Successful corporate partnerships
   a. Millers Health Systems and TLC Management Health and Rehabilitation – Licensed Practical Nurse (LPN)/certified nursing assistants (CNA) Baccalaureate Nursing track, 12 LPNs/CNAs
   b. Academic Practice partnership with Community Health Network first cohort admitted Fall Semester 2013 and second cohort admitted Spring Semester 2014 for a total of 15 degree in three students

5. Scholarship Data (Refer to Appendix C)
   a. Conference Presentations: 32
   b. Refereed Journal Articles (In-Print): 6
   c. Refereed Journal Articles (In-Press): 3
   d. Chapters in Books: 5
6. Grants (Refer to Appendix C)
   a. External Requests: Total - $129,134
   b. Funded – Internal: Total - $4,000.00
   c. Not Funded: Total - $590,550.00

SIGNIFICANT ACCOMPLISHMENTS
(LINKED TO STRATEGIC PLAN GOALS AND OBJECTIVES)

1. Increase the number of masters programs that have enrolled students with an average undergraduate GPA of at least 3.30. (Strategic Plan Goal 1, Objective 1, PI #5)
   a. Refer to Appendix A

2. Increase the number of experiential and service learning participants by 10%. (Strategic Plan Goal 1, Objective 1, PI #9) - Maintain
   a. Baccalaureate program – over 700 clinical hours in a variety of health care agencies
   b. Master’s Nurse Practitioner - adult or family– 690- 870 clinical hours; post master’s adult - 555 clinical hours; post master’s family – 735 clinical hours
   c. Master’s Nurse Educator – 315 clinical hours
   d. Master’s Nurse Administrators – 315 clinical hours
   e. Doctorate of Nursing Practice (DNP) - 510 clinical hours (plus 500 clinical hours from master’s program for a total of over 1,010 clinical hours)

3. Increase four-year graduation rate to 50% by 2017. (First time, full-time, Freshman Hoosiers) Strategic Plan Goal 1, Objective 2, PI #10)

<table>
<thead>
<tr>
<th>May, July, December 2013 Graduates</th>
<th>141</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second degree students</td>
<td>8</td>
</tr>
<tr>
<td>Excluded</td>
<td></td>
</tr>
<tr>
<td>Change of major, impossible to complete in four years</td>
<td>22</td>
</tr>
<tr>
<td>Excluded</td>
<td></td>
</tr>
<tr>
<td>Not admitted to nursing program by third or fourth semester (e.g., did not meet one or more admission criteria, repeated required prenursing courses)</td>
<td>20</td>
</tr>
<tr>
<td>Excluded</td>
<td></td>
</tr>
<tr>
<td>Nursing students took more than four years for a variety of reasons</td>
<td>17</td>
</tr>
<tr>
<td>Nursing students graduated within four years</td>
<td>74</td>
</tr>
</tbody>
</table>

The four-year completion rate for 2013 is 74/91, 81.3%.

Accreditation requirement - Commission on Collegiate Nursing Education (CCNE): Retention & Graduation rates: ≥ 70% in 4

4. Increase six-year graduation rate to 65%. (First time, full-time, Freshman Hoosiers) Strategic Plan Goal 1, Objective 2, PI #11)

Accreditation requirement - Commission on Collegiate Nursing Education (CCNE): Retention & Graduation rates: ≥ 70% in 4
5. Redesign courses with high DFW rates to promote student achievement. \(\text{(Strategic Plan Goal 1, Objective 2, PI #14)}\)
   a. NUR 230, Health Appraisal, and NUR 231, Fundamental Nursing Skills – assigned the same faculty to teach in both courses.
   b. Strategies discussed in the innovative educational use of technology in educational settings.

6. 100% of faculty and students will use Campus LMS (Blackboard). \(\text{(Strategic Plan Goal 1, Objective 2, PI #19)}\)
   a. 100% of baccalaureate, master’s and DNP faculty and students use Blackboard.

7. All undergraduate departments will offer at least one immersive learning opportunity each year. \(\text{(Strategic Plan Goal 1, Objective 3, PI #27)}\)
   a. Refer Appendix A

8. By 2017, increase by 15% the number of employers engaged in on-campus recruiting activities. \(\text{(Strategic Plan Goal 1, Objective 4, PI #35)}\)
   a. Annual School of Nursing Job Fair in October
   b. Representatives from the Community Health Network presented at the Nursing Living and Learning Community event/info fair on 18 March 2014, providing information about the School of Nursing and the Nursing Academy to pre-nursing majors.

9. 55 programs will be nationally ranked or recognized by 2017. \(\text{(Strategic Plan Goal 2, Objective 1, PI #48)}\)
   a. National League for Nursing (NLN) Center of Excellence (COE) designation – Enhance Student Learning and Professional Development 2013 - 2017; Objectives of NLN COE – Identify and reward schools that excel in creating environments that enhance student learning and professional development; continuous progress improvement of their school; encourage nursing education research; encourage development of innovative schools that attract and retain highly qualified students and faculty; and promote excellence in nursing education
   b. #19 Best Online Master’s Nursing Graduate Program – US News & World Report 2014 - Best Online Master’s Nursing Graduate Program
   c. #29 Best Online Baccalaureate Program (Business administration, early childhood education, general studies, and nursing) - US News & World Report 2014 - Best Online Baccalaureate Program
   d. #4 Best Online Graduate Nursing Programs for Veterans - US News & World Report 2014 - Best Online Graduate Nursing Programs for Veterans
   e. #10 – Ball State’s bachelor’s in nursing Best Buy – GetEducated – Best Affordable Online BSN Degree Rankings, http://www.geteducated.com/online-college-ratings-and-rankings/best-buy-lists/best-buy-online-bsn
   f. Indiana State Board of Nursing approval for baccalaureate program
   g. CCNE accredited for baccalaureate and master’s programs (accreditation continued for baccalaureate and master’s programs through June 30, 2021, next site visit fall 2020)
   h. CCNE accredited Doctorate of Nursing Practice program June 2017, (initial accreditation, next site visit fall 2016).
10. Increase number of faculty and professional personnel with national recognition (awards, leadership positions and editorial board memberships. (Strategic Plan Goal 2, Objective 1, PI #49)
   a. Dr. Nagia Ali – Editorial board member, Health Policy Journal
   b. Dr. Kay Hodson Carlton – Nurse Educator
   c. Dr. Beth Kelsey – Editor-in-Chief, Women's Healthcare: A Clinical Journal for NPs.
   d. Dr. Debra Siela – American Association of Critical-Care Nurses Journal - Contributing Editor

11. Increase by 15% the number of publications and peer-reviewed presentations in scholarship of teaching and learning. (Strategic Plan Goal 2, Objective 2, PI #51)
   a. Refer to Appendix A

12. Achieve 10 national rankings and recognitions of online efforts. (Strategic Plan Goal 2, Objective 3, PI #55)
   a. #19 Best Online Master’s Nursing Graduate Program – US News & World Report 2014 - Best Online Master’s Nursing Graduate Program
   b. #29 Best Online Baccalaureate Program (Business administration, early childhood education, general studies, and nursing) - US News & World Report 2014 - Best Online Baccalaureate Program
   c. #4 Best Online Graduate Nursing Programs for Veterans - US News & World Report 2014 - Best Online Graduate Nursing Programs for Veterans
   e. Quality Matters Designation - School of Nursing

13. Marketing Communication and Branding strategies
   a. Students and faculty took blood pressure at the Ball State Day at the 2013 Indiana State Fair.
   b. January 24, 2014 – Indiana Association of Nursing Students State Convention (marketing RN to BS track, Master’s program)
   c. January 15, 2014 – Nurse Degree Builders Fair @ IU Health Ball Memorial Hospital (marketing RN to BS track, Master's, and DNP programs)
   d. April 8, 2014 – Ivy Tech – New Castle (marketing RN to BS track, Master’s program)
   e. April 16, 2013 – Nurse Degree Builders Fair @ IU Health Methodist Hospital (marketing RN to BS track, Master’s, and DNP programs)
   f. April 16, 2013 – Nurse Degree Builders Fair @ IU Health University Hospital (marketing RN to BS track, Master’s, and DNP programs)
   g. May 8, 2014 – Nursing College Fair at Hendricks Regional Hospital (marketing RN to BS track, Master’s, and DNP programs)

14. Increase number of endowed scholarships
   a. Working toward finding a viable candidate for the Sursa Professorship.
15. Innovative educational use of technology in educational settings

a. Education Transformation through Partnerships and Technology: Nursing faculty, Mrs. DeLisa Flynn, contract faculty, in NUR 330, Adult Health I, and Mrs. Marsha Burden, contract faculty, in NUR 350, Psychiatric Mental Health, participated in university-wide pedagogical research projects in conjunction with the Office of Educational Excellence (OEE) in the Interactive Learning Space Initiative (ILSI). During 2012-13, Academic Affairs installed two “active learning” classrooms with state-of-the-art technology on the fourth floor of Teachers’ College. The electronic classrooms support teaching strategies, such as collaborative and problem-based learning while de-emphasizing traditional extended lectures. Marsha Burden continued this collaboration throughout 2014 with the further implementation of the “flipped classroom” strategy. Following the experiences in “flipping the classroom” initiative, the goals were to replace traditional lecture-in-class format for pre-licensure baccalaureate nursing students enrolled in a psychiatric course. Partnerships, redesigned learning space, and use of a toolkit of technologies including learning management system, virtual environment, concept mapping, case studies, role-playing, use of volunteer clients, video recording, and the redesign of clinical experiences supported this transformed pedagogical approach of students exploring concepts and reviewing materials prior to and outside of class. Experience with over 359 students in NUR 350 since 2012 continues to substantiate the value of the pedagogical shift of “flipping the classroom” in providing an effective environment for application of concepts, reflection, collaboration, and faculty assessment of learning. Outcomes of this innovative educational use of technology in the classroom have been shared through a number of scholarly productivity outcomes at regional, national, and international conferences. The work has been further expanded through the university funded support of several nursing faculty attendance at a flipped classroom conference and the subsequent submission of an external grant, “Effect of a Flipped Learning Intervention on Student Engagement in Learning and Academic Achievement among Undergraduate Nursing Students” by Renee Gregg, Renee Twibell, and Gary Pavlechko to the Sigma Theta Tau International Honor Society of Nursing in Spring 2014.

b. E-book Pilot Testing and Planning: The School of Nursing continued exploration of the future possibilities of evolution to E-books. Faculty/administrative meetings occurred in 2013-2014 with Elsevier representative, Anne Long, regarding a variety of possibilities including Pageburst, an eBook platform that works on iDevices and allows for customizable bundles of Mosby Nursing Skills for use within Pageburst. A subsequent meeting occurred with Yasemin Tunc, Assistant Vice President for Academic Solutions, regarding the status and long-term plans of the university in the evolution/adopter of the e-book format.

c. NLN (National League for Nursing) Center of Excellence Designation: The School of Nursing received the designation as a Center of Excellence based, in part, on the Simulation and Information Technology Center which has multiple exemplars in the report. “Redesigning Clinical Learning through Simulation and Practice: Clinical
“Judgment in Action,” “Inter-professional Simulation through Videoconferencing, SITC: Inter-Professional Collaboration,” and “School and University Partnerships Promote Career Mobility at a Distance” are a few of the exemplars highlighted in the NLN Center of Excellence report.

d. Telehealth Implementation: The School of Nursing, Unified Technology, and Information Technology Services are utilizing telehealth equipment in the classroom and simulation setting with an i8500 GlobalMed Telemedicine Cart. With clinical partners, such as the Community Health Network and Millers Health Systems, the telemedicine unit has been incorporated into NUR 340, Adult Health II, NUR 350 Psychiatric Mental Health, NUR 402, Adult Health III, and NUR 404, Community Health. The unit is used to supplement the use of videoconferencing equipment for simulations that are connecting to remote sites as described below in item “e.” Demonstrations and faculty development sessions were conducted to instruct faculty. Data was collected that included ideas for implementation across the curriculum. The telemedicine unit has been showcased on several of the tours indicated in item “o,” including all of the College Mentors for Kids tours, Sigma Theta Tau International tour, Burris 7th grade field trip, and Nursing Alumni tour.

e. Videoconferencing links Simulation to Remote Sites: Partnership with Unified Technology from Summer 2011 through Summer 2014 used the Tandberg Movi and Cisco Jabber videoconferencing software to link the Simulation and Information Technology Center to the didactic classroom. For example, the NUR 402, Adult Health III, End of Life Simulation showcased collaboration with the Office of Educational Excellence (OEE) and community partner, Parson Mortuary. With the additional of the telemedicine cart and its videoconferencing technology, the Simulation Information Technology Center (SITC) has been able to expand its links to remote sites to include the Community Health Network and Millers Health Systems. The expansion has included additional classroom and simulation activities, such as the NUR 350, Psychiatric Mental Health, Crisis Intervention simulation and the NUR 340, Adult Health II, In-Class simulations.

f. Simulation Replication at Remote Clinical Sites: The partnership between the School and Community Health Network, the Nursing Academy, has required the replication of all campus activities at remote sites, including skill demonstration, practice, and competency as well as all complex simulations. SITC staff have acquired, developed, and recreated all supplies needed for these clinical activities for three remote Community Hospital sites for three initial courses through Spring 2014. Additionally, faculty development resources have been created for Nursing Academy faculty. Two 200-plus page binders were developed involving detailed skill and simulation information for assurance of remote program continuity, one for NUR 230/231, Health Appraisal and Foundational Nursing Skills, and one for NUR 330, Adult Health I. Each successive semester, these binders have been revised to include course updates. Two additional multipage lists were created containing detailed supply lists for simulations.
and skills for two subsequent courses that were added remotely for Summer 2014, NUR 340, Adult Health II, and NUR 370, Pediatrics. Specific course-related faculty development sessions have taken place each semester in 2013-2014 for training of Nursing Academy faculty.

g. Tech Links Campus with Remote Sites: Expanded the partnership with Unified Communications to include connections between the Nursing Academy at Community Health Network and lectures in the videoconferencing classrooms, BC 127 and BC 129. Made trips to the Huntington Miller’s Health Systems location to transfer videoconferencing equipment from a previous location and test it with Larry Cannon, the Unified Communications director. Students at the remote locations connect with faculty via the videoconferencing equipment set up by Simulation and Information Technology Center (SITC) or Community Health Network staff, while the instructor lectures from a specialized classroom designed to be viewed by distance students. There was also pilot testing and successful implementation of two students using the Movi videoconferencing software on their personal computers to connect with the classroom.

h. SITC Helps University Test Technology: Technical staff from the Simulation and Information Technology Center were asked to participate in the testing phase for the inQsit-to-Blackboard transfer tool developed by Dan Fortriede, Assistant Director Unified Communications Networking. The tool was to facilitate the transition from the University’s inQsit testing system to the Blackboard system. SITC staff were asked to take part in a committee headed by Dan Lutz, Associate Vice President for Information Technology, and Larry Cannon, Assistant Director of Unified Technology Support, to test a variety of videoconferencing systems used by the University to evaluate their effectiveness and ease of use. Conferencing systems reviewed and evaluated included Cisco Jabber, GoToMeeting, WebEx, Google Hangout, and Microsoft Lync. Feedback from the committee members was used to determine which applications would require the most instructions and which were more intuitive for faculty and student use.

i. Electronic Health Record in Simulation Lab Continues: The Electronic Health Record (EHR) simulation system, Neehr Perfect, continues to be successfully integrated in NUR 230, Health Appraisal, NUR 231, Foundational Nursing Skills, and NUR 330, Adult Health I, courses as of Summer 2014. Training for the EPIC EHR software has been introduced at the clinical agency for students and faculty in the Community Health Network Nursing Academy. There has also been continued exploration of other recently produced educational EHR systems; including Elsevier’s SimChart, Cerner’s RealEHR, PocketNurse’s SimEMR, iCare EHR, and Lippencott’s DocuCare.

j. High Fidelity Simulator Acquisition: Pediatric HAL S3005, a state-of-the-art high fidelity child simulator, was acquired in Fall 2013 for systematic incorporation into the curriculum. Faculty and staff training was completed. Use of the simulator has been integrated into NUR 370, Pediatrics, and NUR 425, Leadership and Management.

k. Clinical Simulation Space/Equipment Updates: Ceiling-mounted projectors were added to multifunctional rooms CN 313 and CN 216 to eliminate the need for mobile
projector carts that were previously used by the SITC. A 32” flat-panel television with built-in DVD player was mounted on the south wall of CN 215A for students to watch videos and display pictures and videos during simulation lab tours. A flat-panel television given to the School by CAST has also been mounted on the west wall of CN 264, the Wellcome Home room, for multifunctional use.

l. Clinical Simulation Curriculum Integration: With the addition of a new simulations and the continual quality improvement of pre-existing ones, the School of Nursing now offers 72 simulation experiences for students across the curriculum, resulting in over 1,000 simulation runs a semester for the 2013-14 academic year. As our simulation experiences continue to expand throughout the curriculum, we expect this number to continue to increase. With the growth of the Community Health Network partnership and the addition of clinical courses each semester to the Nursing Academy, the School has designed alternate methods of delivery for remote simulations. Three newly designed simulations have been added to the curriculum while many others have gone through revisions to keep the learning experience up-to-date.

- The Medication Distraction simulation for NUR 425, Leadership and Management, required SITC technical personnel several hours to combine individual recordings of a variety of distracting sounds into a single 10-minute long audio track that students listen to while making dosage calculations and preparing simulated medications for administration. This project subsequently resulted in peer reviewed scholarly presentations and publications. This simulation was piloted in Summer 2013 and will be showcased and presented at an upcoming June 2014 international nursing conference.

- The Autism simulation was developed to challenge students in communicating, assessing, and treating an individual with autism spectrum disorder. This simulation was incorporated into NUR 425, Leadership and Management, in Spring 2014.

- A virtual simulation was developed for Fall 2013 implementation in NUR 404, Community Health, involving a client’s home medication reconciliation as well as a collaborative multidisciplinary conference in the virtual Unity environment.

m. Technology in Administrative Applications: Technology was acquired that allows administrative personnel to use Microsoft Surface tablets to save paper due to its touchscreen and stylus capabilities. Administrative personnel can now sign documents without having to print them. After exploring several file-sharing software options like Dropbox and Google Docs, it was decided that OneDrive would work the best due to its compatibility with Microsoft products. With the use of OneDrive the process is now streamlined as the administrators have shared cloud-based storage that allows them to review and sign the documents quickly and efficiently. Investigation of the printing data led the SITC to purchase licenses for print-release stations at both printers that students have access to improve on the efficiency of toner and paper usage and
eliminate wasteful printing. Software upgrades were purchased for use in monitoring and reporting on the lab printing to help increase performance as well.

n. Unity Virtual Environment Deployment: The SITC collaborated with faculty to expand the use of the Unity virtual environment to include NUR 404, Community Health, as mentioned above in “l.” A further collaborative effort with Hybrid Design Technologies and Dr. Rachel Umoren at IU Health Ball Memorial involved pilot testing a TeamSTEPPS activity that was built into the School’s Unity Virtual Environment. The pilot test consisted of students from the Ball State School of Nursing, IU Northwest School of Nursing, IU School of Medicine, IUPUI School of Social Work, IU School of Health & Rehabilitation Sciences, and the IU Northwest School of Social Work. The SITC was involved in the creation of a multidimensional pre- and post-survey that was taken by all Schools involved. The School collaborated with James Jones, the Director of Research and Academic Effectiveness, to analyze the data that was gathered through the survey tool, Qualtrics. The outcome of this work is the completion of an Agency for Health Care Research and Quality (AHRQ) external grant proposal and scholarly production.

o. Marketing & Outreach Services via Tech Resources/Services: SITC facilities continue to be used for marketing, recruitment, and outreach as well as by a variety of University constituents. Activities have included multiple guided simulation lab tours for elementary through college students and adults, including potential students/parents, current students/parents, distance learning students, and potential University donors and corporate partners. The SITC areas are a site for evening and weekend Writing Proficiency testing for university students. The SITC clinical simulation sites were used for various video productions: i.e., Sports Link, WCRD, Digital Corps, Telecommunication, and Political Science videos.

  o  Content and Dates for filming in the SITC:
    • TCOM Students – 6-2-13
    • TCOM Students – 9-11-13
    • TCOM Students – 10-3-13
    • Sports Link – 11-21-13
    • Cardinal Filmworks – 2-26-13
    • TCOM Students – 3-19-14
    • TCOM Students – 3-28-14
    • TCOM Students – 4-6-14

  o  Individual/Groups & Tour dates for 2013-2014:
    • Biweekly simulation lab tours for prospective students/families
    • Congressman Larry Buschon and Steve Reeves - 9-14-13
    • Stacy Walker, Athletics - 10/21/13 and 11/20/13
    • College Mentors for Kids (1st graders) - 11-12-13
    • Wesley Crouch with 5th graders - 11-13-13
- Sigma Theta Tau International Tour - 11-16-14
- College Mentors for Kids (7 to 8 year olds) - 11-26-13
- College Mentors for Kids - 1-27-14
- College Mentors for Kids - 2-10-14
- College Mentors for Kids - 3-3-14
- College Mentors for Kids (4th graders) - 2-24-14
- Burris 7th grade field trip - 4-18-14
- Nursing Alumni tour - 4-26-14
- Lawyers from the Indiana Office of Attorney General - 4-28-14
- BSU Welcome Center Tour (30 high school students) - 6-19-14
- BSU Welcome Center Tour (16 high school students) - 7-8-14

p. Social Media/Web Presence Expands: The SITC continues to manage and update Facebook sites for the School of Nursing and the Ball State Student Nurse Association (BSNA). The SON Facebook page already has an audience of nearly 700 individuals, and is designed to be utilized by all tracks in the nursing program. In addition, over 330 individuals have connected to the Ball State Student Nursing Association site. These numbers grow on a weekly basis as these pages are utilized more frequently. SON Homepage was redesigned to show the NLN Center of Excellence and Quality Matters designation through collaboration with Nancy Prater, the Director of Marketing and Communications, Online and Distance Education. This exploratory work enabled the update of the awards/honors page for the entire campus. (http://cms.bsu.edu/academics/collegesanddepartments/online/aboutus/rankings)

q. DNP Orientation Redesign with Evolving Technologies: Implementation and redesign continues for the on-site technologies orientation for the Doctorate of Nursing Practice (DNP) students each Fall. The redesign includes more information on technologies such as EndNote, Google Docs, Skype and Blackboard Collaborate, and a videoconferencing application within Blackboard.

r. iLearn and Blackboard Tool Development and Evolution: The expanded partnership with iLearn began with the process of redesigning Blackboard courses to follow the standards set by the Quality Matters (QM) Program - standards such as Course Overview and Introduction, Learning Objectives, Assessment and Measurement, Instructional Materials, Learner Interaction and Engagement, Course Technology, Learner Support, and Accessibility. The School was granted the Quality Matters Implementation Plan designation that ensures that the online components of our courses promote learner engagement and provide students with the tools and information they need to be successful learners. In the past year (Summer 2013 - Spring 2014) the collaborative team (SON and iLearn):
  - Completed 11 courses as of Summer 2014
  - Increased the number of faculty that have completed the QM training and involved in the redesign of courses to 16.
Continued implementation of a multi-year time line to have all masters, DNP, as well as RN-BS courses and baccalaureate courses offered online or as hybrid format redesigned by Fall 2015.

The School of Nursing is the first department in the university to submit distance education courses for the Quality Matters external review process by submitting three courses for review: NUR 604, Nursing Research, NUR 630, Clinical Role, and NUR 632, Pathophysiology and Nursing Practice.

Produced, directed, filmed, and edited several short films, documentaries, and interviews for use as multimedia elements for redesigned courses in collaboration with iLearn and Teleplex.

- NUR 604, Nursing Research
  a. Video Scenario on Evidence-based Practice
- NUR 630, Clinical Role
  a. Video Interviews with Faculty: A Day in the Life of a Nurse Practitioner
- NUR 684, Primary Care of Women
  a. Video Scenarios for Case Study Assignments: Normal Pregnancy, STIs, Acute Pelvic Pain.

B Virtual Use for Test Proctoring: The expanded collaboration with iLearn increased the number of courses using the B Virtual online proctoring service distinguished the School as the University’s largest user. The School of Nursing now has thirteen distance courses, both undergraduate and graduate, that are utilizing B Virtual for their exams. SITC collaborated with School of Nursing administrators and iLearn to develop policies for the expanded deployment of B Virtual. This expansion included policies for the centralization of student feedback and increased literature for student instructions on what B Virtual is and how it works.

Showcase Technology Design and Integration through Peer-Reviewed Presentations: Faculty and staff worked together to create presentations that showcase the use of technology in an educational setting.

- “Interactive Virtual World Avatar Interviews Assists Student Development across Program” poster by Linda Sweigart, Kay Hodson-Carlton, and John Fillwalk to be presented at the 13th Annual INACSL Conference, June 19-21, 2014, Orlando, FL.
“Flipping the Classroom: Education Transformation through Partnerships and Technology” poster by Marsha Burden, Kay Hodson-Carlton, Linda Siktberg, and Gary Pavlechko; presented at 42nd Biennial Sigma Theta Tau International Convention, November 16-20, 2013, Indianapolis, IN

“Advancing the Health of the Elderly in Rural Communities: Academic-Practice Partnership Experiences” poster by Linda Siktberg and Kay Hodson-Carlton; presented at the 2013 NLN Education Summit, September 18-21, 2013, Washington, D.C.

“Virtual Environment Scenarios Useful for Assessment Skills Enhancement across Programs” poster by Linda Sweigart, Kay Hodson-Carlton; presented at 2013 12th INACSL Conference.

16. Faculty Development
   a. Annual Faculty Retreat, 6 May 2013, Dr. Rumay Alexander, Clinical Professor & Director Office of Multicultural Affairs, University of North Carolina at Chapel Hill

17. Recognize scholarship of discovery, integration, application, and teaching with implementation at the department level (Strategic Plan Goal 2-D)
   a. Designation as a National League for Nursing (NLN) Center of Excellence (COE)
      Goals of NLN COE – Identify and reward schools that excel in creating environments that enhance student learning and professional development; continuous progress improvement of their school; encourage nursing education research; encourage development of innovative schools that attract and retain highly qualified students and faculty; and promote excellence in nursing education

18. Attract and retain highly productive faculty (Strategic Plan Goal 2-F)
   a. Advertising to hire tenure-track faculty
   b. Hired two tenure-track faculty
   c. Continue to retain three tenure-track faculty; collaborating with Office of Educational Excellence and Sponsored Programs Office
   d. Sixth-year tenure-line faculty member recommended for tenure in the seventh year and promote to Associate Professor

19. Sustainability Plans (Strategic Plan Goal 4-F)
   a. Partnership with the Nursing Living and Learning Community—partner with the Nursing Living and Learning Community to introduce pre-nursing students to the School of Nursing (SON) while transitioning newly admitted nursing students into the SON.

20. Marketing Communication (Strategic Plan Goal 4, Supporting Objective, i)
   a. School of Nursing alumni newsletter, The Link, was integrated into the School’s website and Facebook page to foster better communication with our alumni.
   b. Recognition page developed by Nancy Prater for School and University website, i.e., Quality Matters distinction, NLN Center of Excellence designation, accreditation status, etc.
21. Summary of development (Strategic Plan Goal 4, Objective, ii)
   a. Collaborative endeavors between the SON and Nursing Alumni Society to increase revenue for Foundation accounts 6301 (Departmental) and 6302 (Nursing Alumni Society)

22. Professional certification and licensing (Refer to Executive Summary, #1)

**PERSONNEL ACTIONS**

1. Selected Leadership Notations (See also Appendix B: Faculty Engagement)
   a. American Nurses Credentialing Center (ANCC) Content Expert Advisory: Dr. Debra Siela
   b. National League for Nursing Academy of Nursing Education Fellows (ANEF): Dr. Kay Hodson Carlton and Dr. Linda Siktberg
   c. Fellows of the American Academy of Nursing: Dr. Kay Hodson Carlton
   d. National League for Nursing Ambassador: Dr. Kay Hodson Carlton
   e. National Organization of Nurse Practitioner Faculties: Dr. Beth Kelsey
   f. National Scholarship Review Committee, American Association of Critical Care Nurses: Dr. Renee Twibell
   g. National Committee for Review of Continuing Education, American Association of Critical Care Nurses: Dr. Renee Twibell
   h. University Outstanding Award Committee: Dr. Linda Siktberg
   i. Commission on Collegiate Nursing Education (CCNE) on-site evaluator, team leader: Dr. Linda Siktberg
   j. Senator, University Senate: Dr. Cindy Thomas
   k. Gerontology and Wellness Chair Search Committee: Dr. Renee Twibell
   l. Ball State Higher Learning Commission Mission Sub-committee: Dr. Debra Siela
   m. Ball State Higher Learning Commission Evaluations Committee Co-Chair: Dr. Kay Hodson Carlton
   n. College of Applied Sciences and Technology Tenure Salary Committee: Dr. Juanita Brand
   o. Patient Centered Outcomes Research Institute (PCORI) Ambassador representing National Association of Nurse Practitioners in Women’s Health (NPWH): Dr. Beth Kelsey
   p. Graduate Medical Education Committee, Member, Indiana University Health, Ball Memorial Hospital: Dr. Renee Twibell
   q. Indiana University Health System-wide Nursing Think Tank: Dr. Renee Twibell

2. New Tenure-track hires to date
   a. S. Renee Gregg, DNP
   b. Connie McIntosh, EdD
NOTABLE FACULTY/STUDENT AWARDS

1. Faculty
   a. National
      1. Renee Twibell and Karrie Osborne article selected as the 2013 Silver Award recipient by the American Society of Healthcare Publication Editors (ASHPE) for the "Best How-To" article of 2012:


   b. State
      1. 2014 Indiana Salute to Nurses, Inspiration Award, Evelyn Bertram

   c. University
      1. Nursing Department Undergraduate 2013-2014 Outstanding Teacher Recipient – Margie Pyron
      2. Nursing Department Graduate 2013-2014 Outstanding Teacher Recipient – Dr. Beth Kelsey

2. Students
   a. National
      1. Sigma Theta Tau International, Beta Rho Chapter
         (a) Baccalaureate Students: (24 Students)
            Danielle Bankson
            Sara Blankenberger
            Erika Breivogel
            Sydney Cargo
            Brittany Chew
            Amanda Coan
            Carolyn Combs
            Elena Cristofoli
            Taylor Daugherty
            Kadee Dollar
            Ashton Fouts
            Brooke Hazel
            Kari Hemmelgarn
            Sarah Jared
            Mary Knotts
            Lauren Krout
            Nicole Pachmayer
            Kassandra Pettigrew
            Haylie Thomas
            Dana White
            Janelle Wolters
            Kiley Vanasdal
            Amanda Wells
Sabina White
Shelbi Williams

(b) Graduate Students: (8 Graduate Students)
Sarah Abel
Mary Bassalin
Amanda Davis
Kathleen Davis
Terri Enslein
Nicholas Osborne
Denise Renkenberger
Karen Smith

b. University
1. May 2013 Graduates
   (a) *Cum Laude* – (19 students)
       Brittany Baker
       Katherine Bates
       Brittany Corder
       Cara Friend
       Christine Furtner
       Crista Gleissner
       Jennifer Goettemoeller
       Danielle Hoffmann
       Leigha Ingermann
       Brooke Jackson
       Kylie Miller
       Lori Nichols
       Sarah Orisich
       Elizabeth Overn
       Caitlyn Pohland
       Stephanie Redfield
       Molly Roudebush
       Shelbi Williams
       Angela Zinich

   (b) *Magna Cum Laude* – (4 students)
       Miranda Carpenter
       Rebecca Howard
       Sabrina Machado
       Ami Rife

2. July 2013 Graduates
   (a) *Cum Laude* – (3 students)
       Isaac Akins
       Ashley Winconeck
       Danielle Simone
(b) *Magna Cum Laude* (1 student)
    Lauren Van Bree

3. December 2013 Graduates
   (a) *Cum Laude* – (3 students)
       Bri Deuser
       Marla Hess
       Erin Moreillon

   (b) *Magna Cum Laude* – (1 student)
       Stephanie Cole
**KEY CHALLENGES FOR THE SCHOOL OF NURSING**

1. Hire and retain tenure-track faculty (university salary not competitive with salary market).
2. Baccalaureate, Master’s and DNP curriculum revisions and pedagogical teaching strategies to engage and facilitate students’ learning and incorporate Quality Matter’s concepts and strategies.
3. Clinical agency/university partnerships to expand the clinical faculty capacity.
4. Redesign clinical education curriculum in collaboration with healthcare clinical partners for the baccalaureate, master’s, and DNP programs.
5. Explore additional partnerships for interprofessional collaboration with a focus on teaching, scholarship, research, practice, etc.
6. Continue to incorporate nursing standards of practice in the baccalaureate, master’s and DNP curricula - IOM, Institute of Medicine, and QSEN, Quality and Safety in Education for Nurses, -including TeamSTEPPS with interprofessional teams, patient safety, patient-centered care, informatics, communications, and evidence-based practice.
7. Technology equipment and high fidelity simulators - updates and annual maintenance costs
8. Integrate telemedicine in baccalaureate, master’s and DNP curriculum in collaboration with community partners.

**KEY PLAN/INITIATIVES (2014 - 2015)**

1. Continue implementing revised baccalaureate program with focus on student success and retention.
2. Conduct annual assessments of baccalaureate, master’s, and doctorate of nursing practice programs. This is a requirement of the School of Nursing’s accreditation agencies, Commission on College Nursing Education and Indiana State Board of Nursing.
3. Continue evaluating baccalaureate, master’s, and DNP curricula for relevant content and pertinent student learning assignments and activities and incorporate Quality Matters concepts and strategies in course development.
4. Succession planning for future faculty retirement in the next five years.
5. Succession planning for School of Nursing leadership.
6. Prepare DNP Commission on Collegiate Nursing Education (CCNE) continuous improvement progress report (CIPR), December 2014.
7. Prepare Baccalaureate and Master’s CCNE Continuous Improvement Progress Report (CIPR), Spring 2015.
9. Conduct search for a qualified faculty for the Sursa Distinguished Professorship.
10. Evaluate EBI and cost for benchmarking assessment for baccalaureate, master’s, and DNP programs, http://www.webebi.com/assessments/nursing. Meet with Bill Knight to discuss whether the University could offer similar assessment services. Discuss with Yasemin Tunc whether Blackboard analytics would meet the required benchmarking assessments for each of the programs.
ACADEMIC PROGRAM CHANGES

1. New (implemented)
   a. N/A

2. New (pending approval)
   a. N/A

3. New programs (next 5 years)
   a. N/A

4. Program Revisions
   a. Baccalaureate Program
   b. Master’s Program
      - GEC approved revised psot-master’s certificate programs (Adult and Family Nurse Practitioner and Nurse Educator)
   c. DNP Program

5. Planned Program Revisions (next 5 years)
   a. Continue to revise baccalaureate nursing courses for pertinent course content, student learning activities, and assignments based on professional and accreditation standards, including the Carnegie Report, *Transformation of Undergraduate Nursing Education*, *The Essentials of Baccalaureate Education for Professional Nursing Practice* and *Quality Matters*.
   b. Continue to revise master’s nursing courses for pertinent course content and incorporate the revised *The Essentials of Master’s Education in Nursing* (2011), incorporate gerontology.
APPENDIX A: SCHOOL OF NURSING DEMOGRAPHICS

Table A-1. School of Nursing Baccalaureate Program Enrollment by Semester

<table>
<thead>
<tr>
<th>Semester</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2013</td>
<td>78</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>363</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>399</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>114</td>
</tr>
</tbody>
</table>

Table A-2. School of Nursing Graduate Programs Enrollment by Semester

<table>
<thead>
<tr>
<th>Semester</th>
<th>Adult NP Enrollment</th>
<th>Family NP Enrollment</th>
<th>Leadership Enrollment</th>
<th>Total Master’s Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2013</td>
<td>45</td>
<td>164</td>
<td>89</td>
<td>298</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>48</td>
<td>202</td>
<td>142</td>
<td>392</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>49</td>
<td>195</td>
<td>117</td>
<td>361</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>32</td>
<td>190</td>
<td>113</td>
<td>335</td>
</tr>
</tbody>
</table>

Doctorate in Nursing Practice Program: Enrollment by Semester

<table>
<thead>
<tr>
<th>Semester</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2013</td>
<td>12</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>18</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>22</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>10</td>
</tr>
</tbody>
</table>

Table A-3. School of Nursing Overall Baccalaureate, Master’s and Doctorate of Nursing Practice (DNP) Enrollment by Academic Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate</td>
<td>363</td>
<td>399</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master’s</td>
<td>392</td>
<td>361</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult NP</td>
<td>48</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family NP</td>
<td>202</td>
<td>195</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>142</td>
<td>117</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DNP</td>
<td>18</td>
<td>22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table A-4. Baccalaureate Program: Admissions and Graduations

<table>
<thead>
<tr>
<th>Semester</th>
<th>Admitted</th>
<th>Average Incoming GPA</th>
<th>Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2013</td>
<td>16</td>
<td>3.39</td>
<td>21</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>65</td>
<td>3.26</td>
<td>36</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>73</td>
<td>3.19</td>
<td>94</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>154</strong></td>
<td></td>
<td><strong>151</strong></td>
</tr>
</tbody>
</table>

Table A-5. Master's Program: Admissions and Graduations

<table>
<thead>
<tr>
<th>Semester</th>
<th>Admitted</th>
<th>Average Incoming GPA</th>
<th>Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2013</td>
<td>14</td>
<td>3.00</td>
<td>40</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>54</td>
<td>3.65</td>
<td>40</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>43</td>
<td>3.36</td>
<td>49</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>111</strong></td>
<td></td>
<td><strong>129</strong></td>
</tr>
</tbody>
</table>

Table A-6. Master's Program: Admissions GPAs

<table>
<thead>
<tr>
<th>Master's Tracks</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership (Educator &amp; Administrator)</td>
<td><strong>3.16095</strong></td>
<td><strong>3.2252</strong></td>
</tr>
<tr>
<td>NP (Adult &amp; Family)</td>
<td><strong>3.477</strong></td>
<td><strong>3.6279</strong></td>
</tr>
</tbody>
</table>

Table A-7. Doctorate in Nursing Practice Program: Admissions and Graduations

<table>
<thead>
<tr>
<th>Semester</th>
<th>Admitted</th>
<th>Average Incoming GPA</th>
<th>Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2013</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>8</td>
<td>3.69</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

Table A-8. School of Nursing Program Accreditations (New & Continuing)

| Program                                | Agency                                                | Through Date |
|----------------------------------------|                                                      |              |
| Baccalaureate Nursing                  | Commission for Collegiate Nursing Education (CCNE)    | 2021         |
| Baccalaureate Nursing                  | Indiana State Board of Nursing                       | Annually     |
| Master’s Nursing                       | Commission for Collegiate Nursing Education (CCNE)    | 2021         |
| Doctorate Nursing Practice             | Commission for Collegiate Nursing Education (CCNE)    | 2017         |
## IMMERSIVE LEARNING ACTIVITIES

### Table A-4 School of Nursing Immersive Learning Faculty Mentors

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>External Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle M. Mattice Dancer</td>
<td>Parkview Nursing Center, Muncie&lt;br&gt;Sorority, Ball State University&lt;br&gt;Liberty Hall Jail, Indianapolis&lt;br&gt;A Better Way, Muncie&lt;br&gt;Kappa Delta Sorority, Ball State University&lt;br&gt;Woodworth Complex Residents, Ball State University&lt;br&gt;Cambridge Square Apartments, Muncie</td>
</tr>
<tr>
<td>Cynthia M. Thomas</td>
<td>Eskenazi Hospital, Indianapolis&lt;br&gt;St. Vincent Hospital, Indianapolis&lt;br&gt;Indiana University Health-Arnett Lafayette, Muncie</td>
</tr>
</tbody>
</table>

### Dancer, Michelle M. Mattice

I. **Overview**
   
   A. **Title:** NUR 406L 03K Childbearing Teaching Project (Spring 2014)
   
   B. **Description of Project:**
      
      - **Group #1:** Parkview Nursing Center, Muncie, IN - educate elderly women about coping with anger and depression.
      - **Group #2:** Sorority, BSU, Muncie, IN - teach college age women Osteoporosis prevention.
   
   C. **Course(s):** NUR 406 L 03K Childbearing Families (Spring 2014)
   
   D. **Number of Students Involved:** 7
   
   E. **Funding Amount:**

II. **Immersive Learning Characteristics**

   A. **Number of Credit Hours:**
   
   B. **Client/Community Partner:**
      
      - **Group #1:** Parkview Nursing Center, Muncie, IN
      - **Group #2:** Sorority, BSU, Muncie, IN
   
   C. **Cities Impacted:** Muncie
   
   D. **Counties Impacted:** Delaware
   
   E. **States Impacted:** Indiana
   
   F. **Countries Impacted:**
   
   G. **Faculty Mentor:** Dancer, M. M. Mattice
   
   H. **Student Disciplines Represented:** NUR 406 Childbearing Families
   
   I. **Tangible Products:**
      
      - **Group #1:** Handout
      - **Group #2:** Power Point presentation; 1 free exercise session offered by member of group who teaches exercise classes
   
   J. **Student Learning Outcomes:**
K. Describe how the experience helps students define a career path or connect to a profession/industry:

L. Describe the real world problem:
Group #1 (Coats, Mrozonski, Somerville, Stanbrough): Parkview Nursing Center, Muncie, IN - Educate a group consisting mostly of elderly women about coping with anger and depression. We felt this was a needed subject because we typically see women who outlive their husbands, are moved into a new home, and don’t have many relatives who visit in long term settings (Aakhus et. al, 2014). Adjusting to a nursing home without a spouse can be a life changing event that can be hard to cope with. We plan on finding groups to inform or gather patients in one area to listen to our presentation. We are also planning on doing a small poster with pictures and important points from our presentation that we will leave at the facility in a high traffic area.


Group #2 (Stoldt, Tilley, Trexler): Osteoporosis is a chronic, progressive, metabolic bone disease that affects at least eight million women in the United States. Peak bone mass is primarily achieved before the age of twenty (Lewis, Dirksen, Heitkemper & camera, 2011). Therefore, education at this age is of the utmost importance to prevent future osteoporotic disease. Signs and symptoms of osteoporosis can be insidious and early stages go unrecognized. Early education on the signs and symptoms as well as prevention is important due to the delayed onset and lifelong factors that affect the disease process.

References
Dancer, Michelle M. Mattice

I. Overview
A. Title: NUR 406L 04K Childbearing Teaching Project (Spring 2014)
B. Description of Project:
Group #1: Liberty Hall Jail, Indianapolis - Teach incarcerated women on Stress reduction/Smoking Cessation;
Group #2: A Better Way - Teach Women Victims of Abuse on Stress Reduction & Effective Coping Strategies
C. Course(s): NUR 406 L 04K Childbearing Families (Spring 2014)
D. Number of Students Involved: 8
E. Funding Amount:

II. Immersive Learning Characteristics
A. Number of Credit Hours:
B. Client/Community Partner:
   Group#1: Liberty Hall Jail, Indianapolis, IN
   Group #2: A Better Way, Muncie, IN
C. Cities Impacted: Indianapolis, Muncie
D. Counties Impacted: Delaware, Marion
E. States Impacted: Indiana
F. Countries Impacted:
G. Faculty Mentor: Dancer, M. M. Mattice
H. Student Disciplines Represented: NUR 406 Childbearing Families
I. Tangible Products:
   Group #1: Tri-fold handout/brochure and poster board
   Group#2: Tri-fold handout/brochure
J. Student Learning Outcomes:
K. Describe how the experience helps students define a career path or connect to a profession/industry:
L. Describe the real world problem:
   Group #1: Liberty Hall Jail, Indianapolis, IN (Combs, Jenkins, Quear, Rawlings).
   Smoking is not Coping. Liberty Hall Prison is a minimum-security women’s prison in Indianapolis. We have been in contact with the director and for these women to determine their greatest area of need. They all seem to have a common health trend and that is smoking. We believe that to ensure the best possible post incarceration health status for these women they need to be reeducated on the long term effects of smoking. According to other research article we found it is stated that “Smoking by inmates is a huge public health issue” the article later reads that through education and enforcement of rules the number of smokers can be cut down. We plan to talk about short term, long term and life threatening consequences of smoking. We plan to also teach about other coping techniques these women can use so that they can stop smoking sooner rather than later and hopefully prevent some of the long-term effects of smoking. Our outcome goals are for the inmates to be educated on the keys to quit smoking, and positive ways to cope rather than smoking being their only outlet to coping.

Group #2: A Better Way, Muncie, IN (Rivera, Skramstad, Stimpson, Ziegler). The group of people we will be focusing on will be the individuals from “A Better Way.” This organization offers assistance to those who are victims of domestic violence, transition housing, advocacy for victims of sexual assault, bullying, teen dating violence, and a 24 hour crisis and suicide hotline. (A Better Way, 2014) What we will be focusing on is short presentation about stress management, triggers, affective coping mechanisms, as well as a few other things that people can do to help control their stress. With 77% of the United States population stating that they frequently experience physical symptoms due to their stress, (Stress Statistics, 2014) some interventions could really benefit the women of A Better Way. If we could educate these women on affective ways to handle stress and stress reduction techniques, then the overall health of these women could be positively impacted.

A Better Way (2014), personal communication on March 17, 2014

Dancer, Michelle M. Mattice

I. Overview
   A. Title: NUR 406L 11K Childbearing Teaching Project (Fall 2013)
   B. Description of Project:
      Group #1: Kappa Delta Sorority, BSU, Muncie, IN – Women's Heart Health education provided to college age women.
      Group #2: Woodworth Complex Residents, BSU, Muncie, IN – Domestic Violence education provided to female residence of an on-campus dormitory.
   C. Course(s): NUR 406 L 11K Childbearing Families (Fall 2013)
   D. Number of Students Involved: 8
   E. Funding Amount:

II. Immersive Learning Characteristics
   A. Number of Credit Hours:
   B. Client/Community Partner:
      Group#1: Kappa Delta Sorority, BSU, Muncie, IN
      Group #2: Woodworth Complex Residents, BSU, Muncie, IN
   C. Cities Impacted: Muncie
   D. Counties Impacted: Delaware
   E. States Impacted: Indiana
   F. Countries Impacted:
   G. Faculty Mentor: Dancer, M. M. Mattice
   H. Student Disciplines Represented: NUR 406 Childbearing Families
I. Tangible Products:
  Group #1: Power Point presentation
  Group#2: Handouts and brochures

J. Student Learning Outcomes:

K. Describe how the experience helps students define a career path or connect to a profession/industry:

L. Describe the real world problem:
Group #1 (Decker, Fouts, Tressler, Troski): Kappa Delta Sorority, BSU, Muncie, IN - Women's Heart Health: We have chosen the topic of women’s heart health to present to the sorority of Kappa Delta. Because our age group, 18-24 year olds, have the greatest chance of reducing the risk of heart disease later in life. According to the CDC, “Heart disease is the leading cause of death for women in the United States, killing 292,188 women in 2009—that’s 1 in every 4 female deaths” (CDC, 2013). The Indiana State Department of Health states, “Every 39 seconds an adult dies of a heart attack, stroke, or other cardiovascular disease” (ISDH, 2011). It is very important to make our generation aware of the risk factors, ways to prevent, and the signs and symptoms of heart disease, so that we can change these statistics.


Group #2 (Lampman, Wellman, White, Williamson): Woodworth Complex Residents, BSU, Muncie, IN - Domestic Violence: In 2006, there were 52 fatalities in Indiana related to domestic violence and 66% of those were from the ages of 0-3. In 2009 there were over 110,000 reports of child abuse in Indiana of which 38 were fatalities. According to the Center for Disease Control, domestic violence is the number one cause of injury for women ages 15- 44 and more than three women are murdered by their partner in the United States every day. Every year an estimated 2.1 million older Americans are victims of elder abuse, neglect or exploitation. These statistics have been reported, but there are many more that go unnoticed and unreported each day. Clearly, a huge problem with domestic violence still exists not only in this country, but in Indiana as well.

Different types of domestic violence are occurring each day, including infant, child, women, and geriatric abuse. Our goal is to educate an audience of women on statistics of the different types and ways to recognize signs and symptoms of abuse over the lifespan. We also would like to provide resource information if personally affected or if a friend or family member is suffering.

Resources


Dancer, Michelle M. Mattice

I. Overview
   A. Title: NUR 406 05K Childbearing Teaching Project (Fall 2013)
   B. Description of Project:
      Group #1: A Better Way, Muncie, IN - Obesity & Physical Activity education to women victims of domestic violence.
      Group #2: Cambridge Square Apartments, Muncie, IN - teach elderly women the Benefits of Walking and promote their apartment's walking club.
   C. Course(s): NUR 406 L 05K Childbearing Families (Fall 2013)
   D. Number of Students Involved: 9
   E. Funding Amount:

II. Immersive Learning Characteristics
   A. Number of Credit Hours:
   B. Client/Community Partner:
      Group#1: A Better Way, Muncie, IN
      Group #2: Cambridge Square Apartments, Muncie, IN
   C. Cities Impacted: Muncie
   D. Counties Impacted: Delaware
   E. States Impacted: Indiana
   F. Countries Impacted:
   G. Faculty Mentor: Dancer, M. M. Mattice
   H. Student Disciplines Represented: NUR 406 Childbearing Families
   I. Tangible Products:
      Group #1: Power Point presentation and handout
      Group#2: Handout/brochure
J. Student Learning Outcomes:
K. Describe how the experience helps students define a career path or connect to a profession/industry:
L. Describe the real world problem:
Group #1 (Lephart, Phillips, Thomas, Tyler): A Better Way, Muncie, IN - Obesity & Physical Activity education:
Our group will be presenting information about nutrition and physical activity to local female health care workers. According to the CDC in 2010, 38.5% of women 20 years of age and older in the United States were obese. In Indiana specifically, 60.5% of Indiana adults were reported as overweight and obese in 2011. Womenshealth.gov states that 60% of US women are overweight, one third of those are obese.
Looking at physical activity, the CDC in 2010 examined how many women had engaged in physical activity in the past month. Seventy-four percent answered positively; however, the American Heart Association also reported that 54.1% of women are not meeting federal physical activity guidelines. Women are also more likely to be inactive than men, 32.2% of women versus 29.9% of men. Most troubling, the journal for Hospital Employee Health in 2013 stated that 36% of US hospital workers aged 44 to 59 have a BMI of 30 or above.

Group #2 (Arkenau, Bruner, Buuck, Gill, Williamson): Cambridge Square Apartments, Muncie, IN - Benefits of Walking: The residents of the Cambridge Square Apartments have several activities organized to promote their wellness. The focus for the teaching project is a walking group comprised of geriatric women. The participation in the walking group has dwindled recently. Objectives for this teaching project are medical education, motivation to participate, and empowerment related to the benefits of walking as exercise in geriatric women. This intervention is needed because by the age of 75, one in two women do not participate in any regular physical activity. Even in the 60% of older adults to participate in some activity, the frequency and duration are insufficient. Walking improves blood pressure and helps with weight maintenance which both contribute to cardiovascular health. Walking has been proven to prevent and treat depression, which affects approximately 6 million Americans 65 and older. This is important because depression increases morbidity and mortality and decreases quality of life in older adults. A pre-test and post-test will be completed orally to confirm effectiveness of the teaching and a pamphlet will be provided at the end.

Resources:
Exercise Promotion: Walking in Elders
http://dx.doi.org/10.3928/00989134-20101001-99
Outcomes of a peer mentor implemented fitness program in older adults: A quasi-randomized controlled trial
Physical exercise: does it help in relieving pain and increasing mobility among older adults with chronic pain?
10.1111/j.1365-2702.2010.03548.x
Garden Walking and Art Therapy for Depression in Older Adults
10.3928/19404921-20110201-01
Thomas, Cynthia M.

I. Overview
   A. Title: Alarm Fatigue, Brochure
   B. Description of Project: Evidenced based project
   C. Course(s): 425 (Spring 2014)
   D. Number of Students Involved: 10 (Spring 2014)
   E. Funding Amount:

II. Immersive Learning Characteristics
   A. Number of Credit Hours:
   B. Client/Community Partner: Eskenazi Hospital
   C. Cities Impacted: Indianapolis
   D. Counties Impacted: Marion
   E. States Impacted: Indiana
   F. Countries Impacted: United States
   G. Faculty Mentor: Thomas, C. M.
   H. Student Disciplines Represented: Nursing
   I. Tangible Products: Brochure and presentation
   J. Student Learning Outcomes: Students learn about evidenced based practice which is the corner stone of nursing. Students learn how to create a evidenced based project.
   K. Describe how the experience helps students define a career path or connect to a profession/industry: Evidenced based practice (EBP) is the corner stone of nursing practice. Students learn the process of identifying real world issues in healthcare, researching the issue, developing possible solutions, implementing solutions and evaluating for effectiveness.
   L. Describe the real world problem: Healthcare providers are increasingly become numb to the many equipment alarms. This puts the patients at great risk. Nurses must be aware of the issue of alarm fatigue and implement safety measures to avoid falling into the trap.

Thomas, Cynthia M.

I. Overview
   A. Title: Infection Control, Handwashing
   B. Description of Project: EBP project presented by the student. Brochure and presentation created and presented to the employees.
   C. Course(s): 425 (Spring 2014)
   D. Number of Students Involved: 10 (Spring 2014)
   E. Funding Amount:

II. Immersive Learning Characteristics
   A. Number of Credit Hours:
   B. Client/Community Partner: Eskenazi Hospital
   C. Cities Impacted: Indianapolis
   D. Counties Impacted: Marion
   E. States Impacted: Indiana
F. Countries Impacted: United States
G. Faculty Mentor: Thomas, C. M.
H. Student Disciplines Represented: Nursing
I. Tangible Products: Brochure and presentation
J. Student Learning Outcomes: Evidenced based practice (EBP) is the corner stone of nursing practice. Students learn the process of identifying real world issues in healthcare, researching the issue, developing possible solutions, implementing solutions and evaluating for effectiveness.
K. Describe how the experience helps students define a career path or connect to a profession/industry: EBP is a major part of the nursing profession
L. Describe the real world problem: Handwashing is the single most important aspect of the control of spreading germs. However, many healthcare providers fail to follow proper hand washing protocol or do not wash their hands at all.

Thomas, Cynthia M.

I. Overview
A. Title: Coping With and Managing Work Stress, Brochure
B. Description of Project: Stress is a huge issue in healthcare. Students created an EBP project on how to manage stress in the workplace.
C. Course(s): 425 (Spring 2014)
D. Number of Students Involved: 3 (Spring 2014)
E. Funding Amount:

II. Immersive Learning Characteristics
A. Number of Credit Hours:
B. Client/Community Partner: Eskenazi Hospital
C. Cities Impacted: Indianapolis
D. Counties Impacted: Marion
E. States Impacted: Indiana
F. Countries Impacted: United States
G. Faculty Mentor: Thomas, C. M.
H. Student Disciplines Represented: Nursing
I. Tangible Products: Evidenced based practice (EBP) is the corner stone of nursing practice. Students learn the process of identifying real world issues in healthcare, researching the issue, developing possible solutions, implementing solutions and evaluating for effectiveness.
J. Student Learning Outcomes: Students learned about the causes of stress in the workplace, developed strategies to reduce stress and evaluated the outcomes and presented the information to the unit employees.
K. Describe how the experience helps students define a career path or connect to a profession/industry: EBP is part of the role of the registered nurse, Engaging in the EBP process helps students understand the role of the registered nurse.
L. Describe the real world problem: Stress is huge problem within nursing and healthcare. It is necessary for nurses to understand what evokes stress, how to identity personal stressor and strategies to overcome or deal with stress.
Thomas, Cynthia M.

I. Overview
A. Title: Management/Leadership Capstone Projects
B. Description of Project: Eight students placed at Eskenazi Hospital and two students placed at St. Vincent Seton Hospital in Indianapolis, Indiana completed immersive learning capstone projects. The students identified specific projects designed for the units they were assigned. The students researched, developed a brochure or poster presentation for the nurses on the specific unit for continuing education. The students worked with their assigned preceptor and course faculty for project completion. The total impact on individuals was appropriately several hundred.
C. Course(s): NUR 425 Leadership and Management (Spring 2014)
D. Number of Students Involved: 10 (Spring 2014)
E. Funding Amount:

II. Immersive Learning Characteristics
A. Number of Credit Hours: 4.0
B. Client/Community Partner: St. Vincent Hospital Indianapolis, Indiana
   Eskenazi Hospital Indianapolis, Indiana
C. Cities Impacted: Indianapolis
D. Counties Impacted: Marion
E. States Impacted: Indiana
F. Countries Impacted:
G. Faculty Mentor: Thomas, C. M.
H. Student Disciplines Represented: Senior undergraduate nursing students
I. Tangible Products: Continuing Education for nurses and patients, developed brochures and posters left at the organizations
J. Student Learning Outcomes: Identify a learning need topic
   Research the topic
   Develop a presentation
   Evaluate the effectiveness of the presentation on Learning
K. Describe how the experience helps students define a career path or connect to a profession/industry: Nursing students must develop an understanding of partnering with other healthcare providers and patients within the community to continue education and provided education to others
L. Describe the real world problem: All healthcare providers must demonstrate engagement in continuing education.

Thomas, Cynthia M.

I. Overview
A. Title: Onsite implementation
B. Description of Project: Develop onsite implementation of new client company medical clinics to enable multiple openings to occur simultaneously.
C. Course(s): NUR 672 (Spring 2014)
D. Number of Students Involved: 9 (Spring 2014)
E. Funding Amount:

II. Immersive Learning Characteristics
   A. Number of Credit Hours:
   B. Client/Community Partner: Indiana University Health- Arnett Lafayette, Indiana
   C. Cities Impacted: Lafayette
   D. Counties Impacted: Tippecanoe
   E. States Impacted: Indiana
   F. Countries Impacted: United States
   G. Faculty Mentor: McIntosh, C. E., Thomas, C. M.
   H. Student Disciplines Represented: Nursing
   I. Tangible Products: Developed onsite implementation of new client company medical clinics to enable multiple openings to occur simultaneously.
   J. Student Learning Outcomes: Greater understanding of the evidenced based practice model (EBP). Research, implement and evaluate a project. Leadership development.
   K. Describe how the experience helps students define a career path or connect to a profession/industry: Leadership development
   L. Describe the real world problem: Medical clinic opening may serve more individuals with healthcare needs
### APPENDIX B: SCHOOL OF NURSING FACULTY ENGAGEMENT

**Table B-1. School of Nursing Refereed Journal Editorial Boards – 2013-2014 (SP P1 #49)**

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nagia Ali</td>
<td><em>Health Behavior and Policy Review</em></td>
</tr>
<tr>
<td>Kay Hodson Carlton</td>
<td><em>Nurse Educator</em></td>
</tr>
<tr>
<td>Beth Kelsey</td>
<td><em>Women’s Healthcare: A Clinical Journal for NPs</em></td>
</tr>
<tr>
<td>Connie McIntosh</td>
<td><em>National Association of School Nurses: NASN School Nurse Journal</em></td>
</tr>
<tr>
<td>Debra Siela</td>
<td><em>American Association of Critical-Care Nurses Journal</em></td>
</tr>
</tbody>
</table>

**Table B-2. School of Nursing Faculty Honors/Awards – 2013-2014 (SP P1 #49)**

<table>
<thead>
<tr>
<th>Faculty Member, Organization</th>
<th>Award</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evelyn Bertram, Indiana Salute to Nurses</td>
<td>Inspiration Award</td>
<td>Indiana Salute to Nurses</td>
</tr>
<tr>
<td>Renee Twibell, Karrie Osborne, American Society of healthcare Publication Editors (ASHPE)</td>
<td>2013 Silver Award, “Best How-To article”</td>
<td>American Society of healthcare Publication Editors (ASHPE)</td>
</tr>
</tbody>
</table>

**Table B-3. School of Nursing National Engagement – 2013-2014 (SP P1 #49)**

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Activity</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kay Hodson Carlton</td>
<td>• National League for Nursing Ambassador</td>
<td>• National League for Nursing</td>
</tr>
<tr>
<td></td>
<td>• Nurse Educator Journal Editorial Board</td>
<td>• Lippincott</td>
</tr>
<tr>
<td>Connie McIntosh</td>
<td>• National Association of School Nurses: NASN School Nurse Journal</td>
<td>• National Association of School Nurses</td>
</tr>
<tr>
<td>Linda Siktberg</td>
<td>• Onsite evaluator team leader</td>
<td>• Commission on Collegiate Nursing Education</td>
</tr>
<tr>
<td>Debra Siela</td>
<td>• Education Subcommittee</td>
<td>• American Assoc. of Clinical Nurse Specialist</td>
</tr>
<tr>
<td></td>
<td>• Education Committee (Chair)</td>
<td>• National Assoc. of Clinical Nurse Specialist</td>
</tr>
<tr>
<td></td>
<td>• Content Expert Advisory</td>
<td>• American Nurse Credentialing Center</td>
</tr>
<tr>
<td></td>
<td>• Critical Care Nurse Journal Contributing Editor</td>
<td>• American Assoc. of Critical Care Nurses</td>
</tr>
<tr>
<td>Cindy Thomas</td>
<td>• Clinical Nursing Simulation Committee (Chair)</td>
<td>• International Nursing Association</td>
</tr>
<tr>
<td></td>
<td>• Simulation Project Committee (Chair)</td>
<td>• National League for Nursing</td>
</tr>
<tr>
<td>Renee Twibell</td>
<td>• American Association of Critical Care Nurses (AACN) Ambassador</td>
<td>• American Association of Critical Care Nurses</td>
</tr>
</tbody>
</table>
Ali, Nagia (Professor)

General Service

School
Committee member, Graduate Admission & Progression, 2013.
Secretary, Graduate Curriculum Committee, 2013.
Committee member, NLN Center of Excellence Subcommittee, 2013.
Secretary, Salary Committee, 2013.

Professional
Reviewer/referee, American Journal of Health Behavior, three manuscripts reviewed, 2013.
Reviewer/referee, American Journal of Health Behavior, two manuscripts reviewed, 2012.
Reviewer/referee, Cancer Nursing journal, reviewed seven manuscripts, 2013.

University
Reviewer/referee, East Central IN Science Fair, February 2013.
Committee member, Office of Institutional Diversity Advisory Council, 2013.

Consulting
Consultation on a faculty document for promotion and tenure purposes, April 29 - May 30, 2013.

Bantz, Diana (Associate Professor)

General Service

School
Committee chair, Master's Admission & Progression Committee. (May 2010 - Present).
Committee chair, Master's Curriculum Committee. (May 2010 - Present).
Committee member, DNP Admission and Progression Committee. (2008 - Present).
Academic Advising for School of Nursing - Master's Students. (1993 - Present).

Public/community
Committee member, PIC Committee. (January 2008 - Present).
Quick Clinic (2013 – Present)

Consulting
Ball Memorial Hospital, Muncie, Indiana.
Staff nurse for Mother/Baby Unit

Benner, Susan (Instructor)

General Service
Committee Chair, Baccalaureate Curriculum Committee. (2009 - 2013).
Committee member, Contract Faculty Salary appeals Committee. (August 2012 - August 2013).
Committee chair, Faculty Organization Committee. (August 2009 - August 2013).
Bertram, Evelyn (Instructor)

**General Service**
Community Hospital in Anderson. (PRN).
Committee member, Transformation of the ICU Team. (August 2002 - Present).
Office held, White River Chapter AACN. (March 2001 - Present).

Brand, Juanita (Assistant Professor)

**General Service**
Committee member, State Master Research Planning. (2010 - 2013).

**College**
Committee member, Master's Curriculum Committee. (August 2011 - Present).
Committee member, Tenure Track Advisory Committee. (August 2013 - August 2014).

**School**
Committee member, Doctorate of Nursing Practice Committee. (August 2013 - August 2015).
Committee chair, Salary Committee- Tenure/Tenure Track. (August 2013 - July 2014).
Committee member, Salary Committee. (August 2012 - July 2013).

**Professional**
Committee member, Midwest Nursing Research Society (MNRS)- Host Planning Committee Member.

**Public/community**

**University**
Committee member, Academic Ethics Committee. (August 2012 - Present).

**Consulting**
Marion County Health Department, Indianapolis, IN. (1991 - Present).
Nurse Practitioner

Burden, Marsha (Instructor)

**General Service**

**School**
Committee member, Baccalaureate Curriculum Committee.
Consulting
Community Hospital North.
Consulted and helped develop training workshop at Community Hospital North relating to Psychiatric Nursing to help the new graduate on RN who has never worked on Psychiatric Unit before

Chapin, Phyllis (Instructor)

General Service

School
Office held, Baccalaureate Curriculum Committee.
Academic program advisor, CHN Nursing Academy. (May 2013 - Present).
Committee member, Contract Salary Committee. (August 2013 - August 2015).
Committee chair, Faculty Organization Committee. (August 2012 - May 2013).

Professional
Sigma Theta Tau – Beta Rho Chapter, Nominating Committee.

University
Nursing Alumni Society.

Craig, Shannon (Instructor)

General Service

School
Secretary, Ball State University SON Faculty Organization Committee. (August 2013 - Present).

Professional
Committee member, Ball State University Nursing Alumni Board Member. (January 2013 - Present).

Dancer, Michelle (Instructor)

General Service

School
Committee member, Master's Curriculum Committee. (January 2013 - Present).
Committee member, Baccalaureate Admission & Progression. (August 2012 - Present).
Committee member, Baccalaureate Curriculum Committee. (August 2012 - Present).

Flynn, DeLisa (Instructor)

General Service

School
President, Ball State Nursing Alumni Board. (May 2012 - May 2014).
Baccalaureate Curriculum Committee Member (2012 – present).

Professional
Past President, American Academy of Critical Care Nurses- White River Chapter
(2012 – 2013)

Freeman, Preswinda (Instructor)

General Service

School
Committee member, Baccalaureate Curriculum Committee.

Professional
Student organization advisor, ANP. (October 2011 - Present).
Auditor, Philippine Nurses Association of Indiana. (October 2010 - Present).
AANC. (2010 - Present).
ANCC. (2010 - Present).
Committee member, CAPNI. (2010 - Present).
Committee member, CCRN. (2010 - Present).
Committee member, National Philippine Nurses Association. (2010 - Present).
Committee member, Philippine Nurses Association. (2010 - Present).

Gregg, Renee (Assistant Professor)

General Service

School
Vice Chair, BSU School of Nursing Salary Committee Tenure/Tenure Track. (August 2013 - Present).
Committee member, School of Nursing Master’s Curriculum Committee. (2013-2014).
Secretary, School of Nursing Faculty Organization. (August 2011 - Present).

Professional
Member, National Organization of Nurse Practitioner Faculties. (August 2012 - Present).

Public/community
Member, Kappa Kappa Kappa, Inc. (December 2010 - Present).

University
Faculty Marshal BSU Commencement, December, 2013. (December 2013).

Consulting
Eric C. Welch; Welch and Company Attorneys at Law, Muncie, Indiana. (September 2009 - Present).
Consultant interpreting medical documents for legal cases as needed.
Take Care Clinic, Indianapolis, Indiana, Paid. (June 1, 2011 - August 1, 2013). Professional work as a Family Nurse Practitioner. This is a requirement to maintain certification.

Hodson Carlton, Kay (Professor)

General Service

School
Vice Chair, Promotion and Tenure. (2013).
Committee member, DNP Curriculum Committee. (2009 - Present).
Committee member, Baccalaureate Curriculum Committee. (2007 - Present).
Committee member, Masters Curriculum Committee. (2007 - Present).
Committee member, Administrative Advisory Committee. (2003 - Present).
Committee member, Masters Admissions and Progression Committee. (2003 - Present).

Professional
Committee member, NLN Ambassador Group. (2006 - Present).

University
Committee member, Higher Learning Commission Steering Committee. (May 2011 - 20104).
Committee member, University Promotion and Tenure (2013-2014)
Committee member, Academic Planning Committee (2013-2014)

Humphrey, Kathryn (Instructor)

General Service

School
Committee member, Student Handbook Committee. (August 2012 - 2013).

Public/community
Instructor, American Heart Association BLS Instructor.
Nurses Health Study II. (1989 - Present).

University
Freshman Orientation Breakfast. (June 2013).
Johnson, Elizabeth (Assistant Professor)

General Service

**College**
Committee member, CAST Tenure-track Advisory Committee. (June 2012 - May 2013).

**School**
Committee member, Baccalaureate Curriculum. (August 2010 - Present).
Committee chair, Baccalaureate Curriculum Committee. (September 2011 - May 2013).
Committee member, DNP Curriculum Committee. (August 2010 - May 2013).

**Public/community**
Committee member, Church at the Crossing Board of Elders. (August 2011 - Present).
Committee chair, Church at the Crossing Health Ministries. (2007 - Present).

**University**
Alternate member, Institutional Review Board. (July 2009 - Present).

Keller, Vicki (Assistant Professor)

General Service

**School**
Committee member, Baccalaureate Curriculum Committee. (August 2012 - Present).
Committee member, RN to BSN Committee. (August 2011 - Present).

**University**
Ball State School of Nursing at the Indiana State Fair. (August 2013).

Kelsey, Beth (Assistant Professor)

General Service

**School**
DNP Admission and Progression Committee. (2008 - Present).
Committee chair, DNP Curriculum Committee. (2008 - Present).
MS Admission and Progression Committee. (1998 - Present).
MS Curriculum Committee. (1997 - Present).

**Professional**
Editor, Women's Healthcare: A Clinical Journal for NPs - official journal of NPWH. (July 2013 - Present).
Committee chair, Beta Rho Chapter, Sigma Theta Tau International. (June 2012 - Present).
Board of Directors and Chair Research Committee, National Association of Nurse Practitioners in Women's Health, Board of Directors. (March 2010 - Present).

Consulting
Bayer Corp. (July 2007 - Present).
Women’s Health Care Advisory Board

McIntosh, Constance (Assistant Professor)

General Service

School
Committee member, COE NLN Nursing Excellence Committee.
Committee member, National Council of State Boards of Nursing: NCLEX Examination Committee. (August 2013 - August 2015).
Committee member, Baccalaureate Curriculum Committee. (August 2013 - August 2014).
Committee member, Tenure/Tenure-Track Salary Appeals Committee. (August 2013 - August 2014).
Committee member, Baccalaureate Admission and Progression Committee. (January 2006 - August 2014).
Representative, Ball State Admitted Student Days. (January 2006 - August 2013).
Ball State Preview Days. (January 2006 - August 2013).
Committee member, RN to BS Curriculum Meeting. (January 2006 - August 2013).

Professional
Site Visitor for Accreditation, Indiana State Board of Nursing.
Hearing Officer, Indiana State Board of Nursing.
President, Nursing Focus: Official Publication of the Indiana State Board of Nursing: Message from the President.
Hearing Officer, Indiana State Board of Nursing. (September 2007 - September 2015).
Co-Editor Special Issue, Psychology in the Schools. (March 2014 - December 2014).
President, Indiana State Board of Nursing. (January 2012 - January 2014).
Committee Co-Chair, National Council of State Boards of Nursing: NCLEX Item Review Subcommittee (NIRSC). (December 2013).
Committee member, Review of Twenty Annual Reports of Indiana Schools of Nursing. (October 2013).

Public/community
Committee member, Burris Laboratory School PTSO. (2007 - Present).
University
Living and Learning Community Multi-Departmental Committee. (January 2006 - August 2013).

Consulting
Cushing Regional Hospital, Cushing, OK, Paid.
ICU Registered Nurse/Education Director
Staff nurse in the intensive care unit. Responsible for staff development within the department which later led to staff development for the entire hospital. Developed state accredited hospital based home health agency. Provided administrative oversight of all employees and maintained budget. Facilitator of Deming-Based Quality Improvement Program--Leading to Six Sigma.
Ball State University, Muncie, IN, Paid. (January 2006 - August 2013).
Associate Coordinator for Extended Education
Responsibilities for meeting with prospective students and their families to review. Advise RN to BS students, second baccalaureate students, 19-month track, and pre-nursing students on plan of study. Assist with marketing and advertising of all undergraduate and graduate programs. School representative at undergraduate college days for prospective students and incoming freshman.

Pyron, Marjorie (Instructor)

General Service
Governing Council Member, Indiana Perinatal Quality Improvement Collaborative. (February 2013 - Present).
President, AWHONN. (January 2010 - December 2013).

Shafer, Marcy (Instructor)

General Service
School
Baccalaureate Curriculum Committee (August 2012 - Present)
Faculty Organization Committee (August 2009 – Present)

Siela, Debra (Associate Professor)

General Service
College
Committee chair, College of Applied Sciences and Technology Promotion and Tenure Committee. (August 2013 - Present).
Faculty Marshall Spring CAST Commencement, College of Applied Sciences and Technology Faculty Marshall. (May 1997 - Present).
Faculty Marshall, 2013 Ball State University College of Applied Sciences Commencement. (May 2013).
School
Committee member, Baccalaureate Curriculum Committee Work. (2013 - Present).
Committee chair, School of Nursing Promotion and Tenure Committee. (August 2012 - Present).
Committee member, DNP Curriculum Committee. (2009 - Present).
Committee member, Masters Curriculum Committee. (2004 - Present).
Committee member, Masters Curriculum Committee. (1996 - Present).

Professional
Panelist, American Association of Critical Care Nurses - Practice Alert Review Panel. (October 2012 - Present).
Committee member, Sigma Theta Tau International-Beta Rho Chapter. (2009 - Present).
Committee member, American Association of Critical Care Nurse-ACNPC/CCNS Exam Development Committee. (February 2012 - July 2013).
Committee member, American Association of Critical Care Nurses - ACNPC/CCNS Exam

Consulting
I am a clinical nurse specialist (CNS) consultant.

Siktberg, Linda (Associate Professor)

General Service

College
Committee member, CAST Curriculum. (2001 - Present).

School
Committee member, Baccalaureate Admission & Progression. (2001 - Present).
Committee member, Baccalaureate Curriculum. (2001 - Present).
Committee member, Contract Salary. (2001 - Present).
Committee member, Master's Admission & Progression. (2001 - Present).
Committee member, Master's Curriculum. (2001 - Present).
Committee member, Promotion & Tenure. (2001 - Present).
Committee member, Tenure/Tenure-Track Salary. (2001 - Present).

**University**
Committee member, IRB. (2007 - Present).
Outstanding Awards, Chair (2013-2014)

**Consulting**
Commission on Collegiate Nursing Education (CCNE) site visitor, team leader

**Sweigart, Linda (Instructor)**

**General Service**

**Department/program**
Secretary, Masters Curriculum. (August 2013 - June 2014).
Committee member, NLN Center of Excellence Subcommittee. (January 2014 - May 2014).
Faculty Organization. (August 2010 - May 2014).
Committee member, Baccalaureate Curriculum Committee. (January 2009 - December 2013).
Committee member, Masters Curriculum. (August 2012 - May 2013).

**Public/community**
Nurse practitioner for free health clinics, Jesus Film Harvest Partner. (December 2013).
Assist with parish nursing activities, New Castle First Church of the Nazarene. (January 2009 - Present).

**University**
BSU School of Nursing and BSU Indiana State Fair. (August 2013).

**Thomas, Cindy (Assistant Professor)**

**General Service**

**College**
Secretary, CAST Salary Committee. (September 2012 - September 2013).
Committee member, Tenure Tenure Track Faculty Salary Committee. (August 2012 - August 2013).

**School**
Committee chair, Tenure Tenure Track Faculty Salary Committee. (August 2012 - August 2014).
Committee chair, Committee for Election of Director for SON. (March 2014 - April 2014).

**Professional**
Reviewer/referee, National League of Nursing SIRC/CE Courses. (September 2012 - Present).
Reviewer/referee, Journal of Nursing Education and Practice. (June 2012 - Present).
Reviewer/referee, Nurse Education Today. (June 2012 - Present).
Committee member, International Nursing Association for Clinical Simulation and Learning. (September 2013 - September 2014).
Conference chair, International Nursing Association for Clinical Simulation and Learning. (September 2013 - September 2014).

University
Committee chair, Creative Teaching Committee. (August 2013 - August 2015).
Committee member, Special Leaves Committee. (August 2012 - August 2013).

Twibell, Renee (Associate Professor)

General Service
Strategic Planning Committee, Nursing Research and Evidence-based Practice, Indiana University Health. (2012 - Present).
Think Tank for the Future of Nursing, Indiana University Health. (2012 - Present).
Evidence-based Practice Steering Committee, Indiana University Health. (2009 - Present).
Committee member, Planning Committee: Graduate Medical Education Research and Scholarly Activity Conference, IU Health, Ball Memorial Hospital. (May 2009 - 2014).

College

School
Committee member, SON Faculty Organization Committee, Parliamentarian. (2008 - Present).
Committee member, Graduate Curriculum Committee. (2002 - Present).

Professional
Non-Physician Faculty, Indiana University School of Medicine. (August 2012 - Present).
Committee member, Indiana Purdue University Spiritual Health in Medical Education Committee. (2011 - Present).
Committee member, Adjunct Faculty, Indiana University, School of Nursing. (2009 - Present).
Co-Chair, Review Committee Beta Rho Research Grants Awards. (January 2010 - December 2014).

Public/community
Quoted in media, ADVANCE in Nursing. (October 2013 - Present).
Committee chair, Nursing Research Council/Research Advisory Group, Indiana University Health Ball Memorial Hospital. (2006 - Present).
Committee member, Planning Committee 39th Annual Nursing Research Conference Indiana University Health. (January 2013 - December 2013).
Nursing Education and Research Representative, Medical Education Scholarly Activity Committee. (2008 - 2013).
Committee member, Community Center for Vital Aging Advisory Board. (2005 - 2013).
Committee member, American Heart Association, Heart and Stroke Network Advisory Board. (2000 - 2013).
Reviewer/referee, Abstract Reviewer Graduate Medical Education Research Symposium Indiana University Health. (January 2013 - May 2014).

**Consulting**
Indiana University Health Ball Memorial Hospital, Muncie, IN. (October 1, 2002 - Present).
Nurse Researcher - Support for nursing research activities

**Van Hove, Sharon (Instructor)**

**General Service**

*School*
Treasurer, Faculty Organization. (May 2012 - December 2013).
Committee member, Baccalaureate Curriculum Committee. (2002 - 2013).

*Public/community*
Committee member, AWHONN Program Planning. (2006 - 2013).

**Wheatley, Joe (Instructor)**

**General Service**
Committee member, American Heart Association.
Committee chair, Heart/Stroke Network of East Central Indiana.

**Wieseke, Ann (Associate Professor)**

**General Service**

*School*
Committee member, Salary Appeals - Tenure/Tenure-Track. (2008 - Present).
Committee member, DNP Admissions and Progressions Committee. (2007 - Present).
Committee member, NP Advisory Committee. (2002 - Present).
Student organization advisor, Ball State School of Nursing. (1993 - Present).
Student organization advisor, Ball State School of Nursing. (1993 - Present).
**Professional**
Adult Nurse Practitioner, Ball State University Student Health Center. (October 2011 - Present).
Committee member, American Academy of Nurse Practitioners. (2005 - Present).

**University**
Vice chair 2008-2010, Secretary 2010- Present, Faculty Council. (August 2006 - Present).
Committee member, Adult Education, Education Administration: Committee Member for Ann Soligny-Brown. (1999 - Present).
Committee member, Whitinger Scholarship Committee. (1997 - Present).
Committee member, Special Education: Committee Member for Karen Thatcher. (1995 - Present).
Office held, Faculty Council. (2006 - 2013).
Committee member, University Senate. (August 2006 - May 2013).
APPENDIX C – SCHOOL OF NURSING SCHOLARSHIP SUMMARY DATA

SCHOLARLY RELEASE TIME

Total Faculty Meeting Minimum Expectations: 6
Average 2013-2014 Annual FTEs for Scholarly Assigned Time: 5.6

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Fall 13</th>
<th>Spring 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Band</td>
<td>6.0</td>
<td>1.5</td>
</tr>
<tr>
<td>R. Twibell</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>C. Thomas</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>D. Siela</td>
<td>3.0</td>
<td>0</td>
</tr>
<tr>
<td>C. McIntosh</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>R. Gregg</td>
<td>4.0</td>
<td>3.0</td>
</tr>
</tbody>
</table>

PUBLICATIONS

Table C-1. School of Nursing Refereed Articles, Textbook Chapters, Textbooks – 2013-2014 (SP PI #36, 64)

<table>
<thead>
<tr>
<th>DEPT</th>
<th>ATE</th>
<th>Refereed Journal Articles</th>
<th>Accepted</th>
<th>Submitted</th>
<th>Student Lead Author</th>
<th>Refereed Book Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>SON</td>
<td>5.6</td>
<td>7</td>
<td>2</td>
<td>7</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Journal Articles (In-Print - Published) (Total: 7)


**Journal Article (In-Press -Accepted) (Total: 2)**


**Journal Article (Submitted) (Total: 7)**


Moseby, Mary Ann, (DNK Graduate 2014). Using the Health Promotion Model to implement a workplace wellness program for healthcare workers in an urgent care setting. *American Journal of Health Promotion.*

Twibell, R., Siela, D., Sproat, T. Perceptions Related to Falls and Fall Prevention Among Hospitalized Adults, *American Journal of Critical Care*

**Chapter in Scholarly Book – New (In-Print - Published)) (Total: 5)**


**Dissertation (Submitted) (Total: 1)**

McIntosh, C. E. *A National Survey Exploring Nurses Knowledge and Experience When Working with Children with Autism Spectrum Disorder*.

**Continuing education (In-Print - Published) (Total: 6)**


## Presentations

Table C-2. School of Nursing Refereed Presentations – 2013-2014 (SP PI #36, 64)

<table>
<thead>
<tr>
<th>DEPT</th>
<th>ATE</th>
<th>#</th>
<th>Nat/Inter</th>
<th>Local/State</th>
<th>Student Lead</th>
<th>% Nat/Inter</th>
</tr>
</thead>
<tbody>
<tr>
<td>SON</td>
<td>5.6</td>
<td>29</td>
<td>18</td>
<td>11</td>
<td>4</td>
<td>67</td>
</tr>
</tbody>
</table>

Conference Presentations – National/International (Total: 18)


Anderson, Pamela S, Twibell, Kathryn Renee, "Wisdom in the Workplace: Retaining Experienced Nurses to Creatively Ease the Nursing Shortage," AACN National Teaching Institute, Boston, MA. (May 22, 2013). (National/International)


Gregg, Shawnte Renee (DNP Graduate 2013), American Association of Nurse Practitioners Annual Conference, "Strategies for Improving Healthy Diet Choices for Low Income Individuals with Diabetes Type II Utilizing Food Pantries and Low Cost Foods," American Association of Nurse Practitioners, Las Vegas, NV. (June 21, 2013). (National/International)


Lasater, Katihe, Johnson, Elizabeth Ann, Ravert, Patricia, Rink, Doris, 47th Annual Communicating Nursing Research Conference, "Providing an Evidence Base to Undergraduate Clinical Education," Western Institute of Nursing, Seattle, WA. (April 9, 2014). (National/International)

Neal, Alexis, Doherty, Carrie, Twibell, Kathryn Renee, "Facilitating Family Centered Care Through the New AACN Practice Alerts," AACN National Teaching Institute, Boston, MA. (May 20, 2013). (National/International)

Siela, Debra L., Twibell, Kathryn Renee, "Nursing Faculty Shortage: Opportunities for Critical Care Nurses to Teach," AACN National Teaching Institute, Boston, MA. (May 20, 2013). (National/International)


Sweigart, Linda I., Hodson-Carlton, Kay E., 12th Annual International Nursing Simulation/Learning Resource Centers Conference: Hit the Jackpot with Evidence Based Simulation, "Improving Student Assessment Interview Skills: The Virtual Avatar as Client," International Nursing Association for Clinical Simulation & Learning (INACSL), Las Vegas, NV. (June 13, 2013). (National/International)


Twibell, Kathryn Renee, Siela, Debra L., Sproat, Terrie, "Exploring Fall-related Cognitions in Acutely Ill Adults," AACN National Teaching Institute, Boston, MA. (May 22, 2013). (National/International)

Twibell, Kathryn Renee, Cox, Carla, Duncan, Jessica, "From Confused to Confident: Evaluation Research for Use in High Acuity Nursing Practice," AACN National Teaching Institute, Boston, MA. (May 22, 2013). (National/International)

Twibell, Kathryn Renee, Schemenauer, Christina, "When Hello Sounds Like Goodbye: Nurse Retention in High Acuity Units," AACN National Teaching Institute, Boston, MA. (May 21, 2013). (National/International)

Conference Presentations – Local/State (Total: 11)

Baird, Marcie (DNP Graduate 2014), “Implementing a Protocol for Improved Hepatitis C Virus (HCV) Screening and Initial Treatment for HCV Positive Patients at a Community Clinic: Using Rosswurm and Larrabee's Evidence-Based Practice Model,” Coalition of Advanced Practice Nurses in Indiana (CAPNI) Annual Conference, Indianapolis, IN. (March 7-8, 2014). (Local/State)


Miller, Kimberly, Twibell, Kathryn Renee, Dr. Douglas Triplett Memorial Research Symposium, "Non-pharmacologic Nursing Interventions to Promote Sleep in Older Adult Inpatients," IU Health Ball Memorial Hospital. (May 31, 2013).

Siela, Debra L., Twibell, Kathryn Renee, Sproat, Terri, 8th Annual Scholarly Activity & Research Symposium, "Perceptions Related to Falls and Fall Prevention Among Acutely Ill Adult Inpatients," Indiana University Health Ball Memorial Hospital, Muncie, IN. (May 30, 2013).

Twibell, Kathryn Renee and Avila, Patricia, 39th Annual Nursing Research Conference: Indiana University Health “Compassion Fatigue and Compassion Satisfaction: Do Interventions Impact Nurses' Professional Quality of Life?,” Indiana University Health, Indianapolis, IN. (December 5, 2013).

Twibell, Kathryn Renee, Academy of Nursing Excellence 10-Year Celebration, "Pebbles in a Pond or Boulders in a Bedpan? The Rippling Effect of a Nurse's Influence," Indiana University Health Ball Memorial Hospital, Muncie. (November 13, 2013).

Twibell, Kathryn Renee, "Evidence-based Practice: When the Pieces Fit," IU Health Ball Memorial Hospital, Education Services, Muncie, IN. (August 29, 2013).


Twibell, Kathryn Renee, Siela, Debra L., Sproat, T, Dr. Douglas Triplett Memorial Research Symposium, "Perceptions Related to Falls and Fall Prevention Among Acutely Ill Adult Inpatients," IU Health Ball Memorial Hospital. (May 31, 2013).

**Professional Presentations – Local/State (Total: 6)**


Avila, P., Twibell, Kathryn Renee, Dr. Douglas Triplett Memorial Research Symposium, "Compassion Fatigue and Compassion Satisfaction: Do interventions impact nurses' professional quality of life?," IU Health Ball Memorial Hospital. (May 31, 2013).


**GRANTS**

**Table C-3. School of Nursing External Grant Proposal Submissions (FY 2013-2014) (SP PI #65-66)**

<table>
<thead>
<tr>
<th>DEPT</th>
<th>ATE</th>
<th>Proposal #</th>
<th>PIs #</th>
<th>Requested Funds $</th>
<th>&gt; $25,000</th>
<th>ATE Ratio (Proposals)</th>
<th>% Faculty*</th>
</tr>
</thead>
<tbody>
<tr>
<td>SON</td>
<td>5.6</td>
<td>5</td>
<td>5</td>
<td>$129,134</td>
<td>1</td>
<td>83%</td>
<td></td>
</tr>
</tbody>
</table>

*ATE = University-funded Assigned Time Equivalent (1.0 = 6 load hrs of assigned time across AY)

*% of faculty with Assigned Time for Scholarship that were PI on external proposal in FY14, or had significant multi-year funding with FY14
Table C-4. School of Nursing – Departmental External Funding Data FY 2013-2014 (SP PI #63)

<table>
<thead>
<tr>
<th>DEPT</th>
<th># Funded</th>
<th># With IDC</th>
<th>Total FY14 Funding*</th>
<th>Mean Size</th>
<th>IDC-Recovered</th>
</tr>
</thead>
<tbody>
<tr>
<td>SON</td>
<td>2</td>
<td>1</td>
<td>$24,584</td>
<td>$12,292</td>
<td>$2,474</td>
</tr>
</tbody>
</table>

* Funding for multi-year grants include only the amounts paid during FY14
IDC = Indirect Costs Recovered to BSU for funded grants in FY14

Table C-5: School of Nursing Faculty/Staff with External Funding through SPO in FY13-14 (SP PI #63)

<table>
<thead>
<tr>
<th>Faculty/Staff Member</th>
<th>External Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>McIntosh, Constance</td>
<td>Sigma Theta Tau – Beta Rho Chapter</td>
</tr>
<tr>
<td>Brand, Juanita M.</td>
<td>Indian Minority Health Coalition</td>
</tr>
</tbody>
</table>

Exernal (FY 14) ($129,134)
(Proportion of Faculty Participating: 45% - 5 tenured/tenure-track out of 11)

Brand, Juanita M. (Principal), Ohmit, Anita (Co-Principal), Caine, Dr. Virginia A. (Other), Cardwell, Teri L. (Other), Poe, Doug (Other), Staples, Joshua (Other), "An Examination of Attitudes, Beliefs and Behaviors related to Vaccination and Testing practices for Seasonal Influenza and Viral Hepatitis B & C in Native American Populations residing in Indiana," Sponsored by Indian Minority Health Coalition, External, $23,084.00. (July 2013 - June 2014).
Proposal #: 539-13
Grant Account Number: G9000368A

IRB #: 594786-1

Hodson Carlton, Kay, Sweigart, Linda, and Bishop, Derron. “Health Professionals Team Up! Connect: A study of virtual gaming to increase teamwork competence,” Sponsored by Indiana University Health, submitted May 30 2014 ($94,050)

McIntosh, Constance Elaine, "Utilize School Nurse Focus Group to Explore School Nursing Needs R/T Children with Autism Spectrum Disorders (ASD)," Sponsored by Sigma Theta Tau - Beta Rho Chapter, $1,500.00. (November 2013 - November 2014).
Proposal #: 254-14
Grant Account Number: G9000413A

Internal ($4,000.00)
(Proportion of Faculty Participating: 27% - 3 tenured/tenure-track out of 11)

Gregg, Shawnte Renee (Principal), Sponsored by ASPIRE, BSU Sponsored Programs Office, Internal, $1,500.00.

McIntosh, Constance Elaine (Principal), Sponsored by ASPIRE, Sponsored Programs Office Internal, $1,500.00. (September 2013 - September 2014).
## Appendix D: 2012-2017 Strategic Plan Progress Report

### SON

<table>
<thead>
<tr>
<th>PI #</th>
<th>Baseline*</th>
<th>GOAL for 2017</th>
<th>YR 1</th>
<th>YR 2</th>
<th>YR 3</th>
<th>YR 4</th>
<th>YR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>YR 1</td>
<td>FY13</td>
<td>YR 2</td>
<td>FY14</td>
<td>YR 3</td>
</tr>
<tr>
<td>12</td>
<td>1 (RN to BS)</td>
<td>Maintain</td>
<td>Have articulation agreement with IVY Tech Community College</td>
<td>Continue articulation agreement with IVY Tech Community College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>0</td>
<td>Maintain</td>
<td>Zero undergraduate and graduate Scholarship/Award</td>
<td>Zero undergraduate and graduate Scholarship/Award</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>0</td>
<td>3 (1 article; 2 presentations)</td>
<td>Zero articles and presentations</td>
<td>Zero articles and presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>30</td>
<td>Maintain</td>
<td>24 students/5 projects</td>
<td>74 students/13 projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>190.6</td>
<td>Up by 20%</td>
<td>Enter 2012-13 Annual Report Value</td>
<td>TBD by June 2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Limited response 15 employers</td>
<td>Up by 15%</td>
<td>Department sent employer surveys (low employer contact information from alumni 1yr survey)</td>
<td>Collaborated with Institutional Effectiveness; Summer Assessment grant to evaluation EBI Map-Works (benchmarking assessment)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>12</td>
<td>Maintain</td>
<td>14</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>100% (CAST)</td>
<td>Up student research engagement</td>
<td>100% related professional experiential learning experiences; research engagement challenge based on structured curriculum</td>
<td>100% related professional experiential learning experiences; research engagement challenge based on structured curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>8 Faculty (3 EB, 13 NLP, 1 NA)</td>
<td>SON up number of faculty by 2 in each category</td>
<td>3 faculty – editorial boards; 4 faculty honors/awards</td>
<td>5 faculty – editorial boards; 3 faculty honors/awards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>2</td>
<td>SON up by 8-10 DNP student presentations</td>
<td>2 DNP student presentations</td>
<td>4 DNP student presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>0</td>
<td>SON: 10 presentations; 7 publications</td>
<td>4 presentations; 2 publications</td>
<td>4 presentations; 2 publications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>$0</td>
<td>$2,000</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>Need CAST Data from EE and/or OIE (Jen Bott)</td>
<td>Up number admitted to DNP</td>
<td>7 DNP students admitted, only 6 started, January 2013</td>
<td>8 DNP students admitted January 2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>3</td>
<td>Maintain 3 National recognitions</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>N/A</td>
<td>SON Maintain current programs</td>
<td>SON Maintain current programs</td>
<td>SON Maintain current programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PI #</td>
<td>Baseline*</td>
<td>GOAL for 2017</td>
<td>YR 1 AY 2012-13 FY13</td>
<td>YR 2 AY 2013-14 FY14</td>
<td>YR 3 AY 2014-15 FY15</td>
<td>YR 4 AY 2015-16 FY16</td>
<td>YR 5 AY 2016-17 FY17</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>---------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>0</td>
<td>SON: 50% of course on-campus and 50% online.?</td>
<td>Majority of baccalaureate courses have minimal number of online modules; two required course total online</td>
<td>Majority of baccalaureate courses have minimal number of online modules; two required course total online</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>100% SON 100% 2 required non-clinical nursing courses online</td>
<td>SON 100% 2 required non-clinical nursing courses online</td>
<td>SON 100% 2 required non-clinical nursing courses online</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>FY12 = $76,118 3 YR. Ave. $61,187</td>
<td>Maintain</td>
<td>$9,445</td>
<td>$24,584</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>30 (JA- 12; P-13)</td>
<td>25 (JA-12; P-13)</td>
<td>11 JA, 1 book chapter; 16 P national/international</td>
<td>7 JA, 5 book chapter; 18 P national/international</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>Need to increase number of tenure-track faculty</td>
<td>6</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>Enter DEFINED value</td>
<td>Zero proposal submission total more than $25,000</td>
<td>1 proposal submission total more than $25,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>95</td>
<td>0 SON: Establish Advisory Board 2015-2016 (community leaders, alumni etc.)</td>
<td>zero</td>
<td>zero</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>Enter DEFINED value</td>
<td>Department sent alumni surveys 1 yr and 3 yr (low return)</td>
<td>Collaborated with Institutional Effectiveness; Summer Assessment grant to evaluation EBI Map-Works (benchmarking assessment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>97</td>
<td>Community clinical agencies – experiential experiences (varies each semester): UG ~ 25-30; Grad ~ 100 (in-state; out–state; military international)</td>
<td>Enter DEFINED value</td>
<td>30 undergraduate and 328 graduate community clinical agencies (≥1000 agency contracts)</td>
<td>30 undergraduate and 328 graduate community clinical agencies (≥1000 agency contracts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>98</td>
<td>28 Counties</td>
<td>Maintain</td>
<td>Maintain</td>
<td>Maintain</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>