

EVALUATION TEAM REPORT ON THE ACCREDITATION REVIEW
OF THE BACCALAUREATE PROGRAM IN NURSING
AT
GOSHEN COLLEGE

COMMISSION ON COLLEGIATE NURSING EDUCATION
ON-SITE EVALUATION: March 18-20, 2002
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Introduction

This report presents the findings of the evaluation team from the Commission on Collegiate Nursing Education (CCNE), the accrediting body devoted exclusively to the evaluation of baccalaureate and graduate degree programs in nursing, regarding the Bachelor of Science in Nursing program at Goshen College and its compliance with CCNE's standards for accreditation. This review constituted the initial evaluation of the nursing program for accreditation by CCNE. The program was granted preliminary approval by CCNE in 1998.

Goshen College was founded in 1894, and is governed by the Mennonite Board of Education. Goshen College offers 36 majors and 36 minors in its baccalaureate degree programs. Most of the degrees are Bachelor of Arts degrees with the nursing program offering a Bachelor of Science in Nursing degree (BSN). There were a total of 806 full-time students and 105 part-time students with an additional 73 students in the Division of Adult and External Studies in Fall 2001. Goshen has 83 full-time and eight part-time faculty members. Eighty percent of these are of the Mennonite faith or an affiliate.

Goshen College was last accredited by North Central Association of Colleges and Schools (NCA) in 1995, with the next visit scheduled for 2005. It has maintained accreditation with NCA since 1941.

Goshen College is located at the southern edge of Goshen, Indiana. The college has ample classroom and office facilities. It is constructing a new music building with planned completion in 2002. It also has a multi-use recreation fitness facility; a Multicultural Education Office; a library that houses an extensive collection of historical documents about Anabaptists, Mennonites, and related groups; and an Environmental Learning Center with fields, forest, bogs, and meadows. The Marine Biology Laboratory in Layton, Florida provides a permanent home for the marine-biology program. Goshen College also has a center in Sarasota, Florida that offers a variety of programs for adults.

Goshen College prides itself on its involvement in international education. The three major types of programs involve (1) Study-Service Term (SST) that fulfills the general education requirement, (2) overseas educational opportunities offered by Goshen College in cooperation

with other organizations, and (3) international student program offered by the Multicultural Education Office.

The Department of Nursing (DON) opened in 1950, with a generic BSN program. The first class graduated in 1953. In 1993, an advanced placement option for RN's was redesigned and resides in the Division of Adult and External Studies, with nursing faculty developing and maintaining the curriculum. At present, 62 students are enrolled in the baccalaureate program with 52 in the generic track and ten in the completion track. There are seven full-time faculty members in the DON. The Indiana State Board of Nursing last approved the BSN program in 1995; the next state review is not scheduled.

The team was afforded full cooperation in its efforts to assess the programs and to verify the self-study document. The team would like to take this opportunity to thank the program for its hospitality and consideration during the on-site evaluation.

Meeting of CCNE Standards

While visiting the campus in Goshen, Indiana, the evaluation team had an opportunity to interview school and university officials; program faculty, students, and alumni; and community representatives. The team reviewed information in the self-study document and in the resource room, as well as other materials provided at its request. In addition, the team also observed classroom and clinical activities. The following assessments were made regarding compliance with the *Standards for Accreditation of Baccalaureate and Graduate Nursing Education Programs* by the BSN program at Goshen College.

STANDARD I. PROGRAM QUALITY: MISSION AND OVERNANCE

The mission, philosophy, and goals/objectives of the program should be congruent with those of the parent institution, should reflect professional nursing standards and guidelines, and should consider the needs and expectations of the community of interest. The faculty and students of the program should be involved in the governance of the program and in the ongoing efforts to improve program quality.

This standard is met for the baccalaureate program.

I-A. The mission, philosophy, and goals/objectives of the program are congruent with those of the parent institution and are consistent with the professional nursing standards and guidelines for the preparation of nursing professionals.

Compliance

Baccalaureate:

Yes

Rationale:

When reviewing the self-study document, evidence of congruence between the mission of Goshen College and the nursing unit was clearly presented. Both focus on providing education in a community of faith and learning. The program outcomes of the nursing program flow directly from the Goshen College outcomes. Table 1.1 in the self-study document demonstrates this congruence. Both the president and the dean confirmed the fit of the two philosophies. They stated that the motto of Goshen College is "Culture for Service," and that the nursing program fits into the heart of this motto. They said that nurses educated at Goshen College are caring,

competent servant leaders. Students come to Goshen College with a strong work ethic and strong values, and the program develops them into professionals. Nursing faculty stated that they modeled the nursing philosophy after the college's philosophy. They believe that graduates are unique because of the integrative experience that they receive. The emphasis on liberal learning and service permeates both general education and nursing courses.

The nursing program chose ANA's *Standards of Practice*, AACN's *The Essentials of Baccalaureate Education for Professional Nursing Practice* (1998) (*Baccalaureate Essentials*), and ANA's *Code of Ethics* as the professional standards and guidelines. These were evident in different aspects of the curriculum. For example, ANA's *Standards of Practice* serve as the framework for the clinical evaluation tool.

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

Compliance

Baccalaureate:

Yes

Rationale:

The mission, philosophy, and goals and objectives are reviewed every three years as part of the systematic plan of evaluation. A variety of individuals from the community of interest are surveyed. Data are analyzed and changes made based on the systematic review. An example of change was the development of two new clinical courses, one in home health care and one in gerontology, based on feedback from the community of interest.

At two luncheons, both alumni and nurse leaders from local clinical agencies all indicated that they review the curriculum and feel very comfortable in calling faculty with any concern. They stated that their feedback is openly received. The Advisory Committee members shared that they meet twice a year, and that the agenda includes feedback and suggested changes.

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

Compliance

Baccalaureate:

Yes

Rationale:

All documents reviewed accurately reflected the mission, philosophy, and goals of the program and the college. Some of the documents reviewed included the College Catalog, Nursing Student Handbook, and the Goshen College Student Planner/Handbook.

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

Compliance

Baccalaureate:

Yes

Rationale:

Nursing faculty are involved in both the governance of the nursing unit and the college. All nursing faculty are members of the Nursing Curriculum Committee and one other nursing committee. They also are the decision making body for the program. Students are involved in the Student Nursing Association, and one from each class participates in the Curriculum Committee. Students indicated that they have opportunity for input. They evaluate each course at its completion. They also may serve on committees. They said that the schedule and workload make committee work difficult. Another method of input for change is the mock convention. Students said that they debate issues, and that some of the resolutions are forwarded to the nursing faculty for action.

Faculty are involved in at least one college committee. Faculty stated that they also serve on a variety of ad hoc committees. They said that Goshen College likes to process things and has multiple committees. They said that in the past, there were even more committees. The director of the nursing program is a member of the Academic Council with other department directors.

The president and the dean both shared their respect for the nursing faculty, especially the director. They said nursing faculty are active on faculty and administrative committees. One nursing faculty member is chair of the Rank and Tenure Committee. The director was elected to the dean's advisory committee, demonstrating the college faculty's respect for her.

**STANDARD II. PROGRAM QUALITY:
INSTITUTIONAL COMMITMENT AND RESOURCES**

The parent institution demonstrates ongoing commitment and support. The institution makes available resources to enable the program to achieve its mission, philosophy, goals/objectives and expected results. The faculty, as a resource of the program, enables the achievement of the mission, philosophy, goals/objectives and expected results of the program.

This standard is met for the baccalaureate program.

II-A. The parent institution and program should provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission and philosophy of the program.

Compliance

Baccalaureate:

Yes

Rationale:

The main emphasis of Goshen College is excellence in teaching and learning. The faculty believe that excellence in teaching and learning is central to the success of each student at Goshen College. They stated that tenure and promotion decisions are made with teaching weighed the heaviest. The majority of their day is spent in teaching or preparing to teach. Faculty workload for the college is 24 semester hours per year. The year includes two semesters and a short May term.

There is support available for scholarship and practice. All college faculty receive up to \$500 per year. Nursing faculty have an additional resource in two endowments that can be used for continuing education. Faculty have attended a variety of specialty and professional nursing meetings, both locally and nationally. They have also attended nurse educator conferences.

Faculty indicated that it is very difficult to practice in clinical settings during the school year. For example, one said that she practices during vacations and breaks; another, who is a nurse practitioner said that she has to practice to keep up her license. In the past, she had worked out an agreement where practice was part of her workload, and the agency paid the college directly. She changed jobs but thought that the college would be willing to redo such an agreement.

Service is also emphasized, especially in light of service to the church. Many spoke of the commitment of all Goshen faculty to service. The SST is faculty led and is exciting for faculty as well as students. They grow in their understanding of another culture and develop an appreciation for all the gifts that they have. Students and alumni shared stories of how their SST experience was life changing. They said that they had a different worldview as a result. Employers indicated that this is a strength of the program. The students often can communicate in another language, an invaluable skill in this day and age.

II-B. Resources are sufficient to enable the program to fulfill its mission, philosophy and goals/objectives, and these resources are reviewed, revised and improved as needed. Academic support services are improved and upgraded on a regular basis to meet program needs.

Compliance

Baccalaureate:

Yes

Rationale:

Resources were found to be adequate to meet the goals of the college and the nursing program. The physical resources are as described in the self-study document. Classroom space may need to be examined if the number of nursing majors increases. Faculty and the director are already strategizing options.

The budget and faculty salaries were reviewed on site. The budget for the nursing program is one of the largest departmental budgets on the campus. The budget seemed adequate to support the nursing program. There is flexibility in the budget to move money within the non-compensation area. The budget includes dues for professional organizations.

The faculty salaries are comparable to other like institutions in the midwest. The vice-president of finance said that they have been studying similar institutions and benchmarking salaries. He said salaries in the academic area have risen over six percent per year in the last few years, with full professor's salaries having risen the most. This includes salaries for nursing faculty.

The computer resources are state of the art. There are multiple computer laboratories around campus containing over 95 computers. New computers are installed each year. The used

computers are rotated to faculty and staff, so no one has a computer more than four years old. The entire campus is wireless so that students in the residence halls and faculty in their offices or classrooms can be connected to the Internet. Off campus students have dial-in capabilities.

Faculty have access to Blackboard,TM common calendar, and multiple other Information Technology (IT) products. The IT department offers one-on-one education for faculty and staff, and orientations for students are on the Web. Some of the computer laboratories are opened 24/7 with assistance available until midnight. On Friday and Saturday nights, they close at 8:00 PM.

Fifteen of the classrooms across the campus have fixed video projection and computing capabilities. Almost all classrooms have Internet access. Digital video camera and DVD production capabilities are available. Everyone has the ability to publish his or her own page on the web as part of Goshen College Web page. Students indicated that they use computers extensively. They go onto the Web pages to download the accepted interventions for clinical and validate the use of them on individual patients. One student stated that the IT capabilities are beyond his comprehension.

The library is in the center of the campus. Multiple data sources that are useful for nursing students and faculty are available, including CINHALL in electronic format, Academic Search Elite, and MEDLINE. Some of these databases have full text articles. Nursing students and faculty frequent the library, they also utilize the computer connections to databases. The library belongs to PALNI, which is a 25-college consortium of private colleges in Indiana. They said that it usually takes up to two weeks to obtain materials, but with a courier system that operates twice weekly, they sometimes receive materials in two days.

The evaluators verified the collection of books and periodicals. There is a yearly utilization of periodicals that is shared with nursing faculty to help in deciding which journals to maintain and which to eliminate. Some of the books on the shelves were dated in the year 2000, and some were from 1980's. Students indicated that they are able to find current relevant articles and books for the papers and projects. Hours that the library is open were verified. Daily, it is open 7:30 am to 11:00 pm, closing at 5:00 pm on Friday. On the weekend, it is open Saturday 12:00 pm to 6:00 pm and Sunday, 1:00 pm to 11:00 pm. The library budget has remained stable over the last years so that the actual portion has decreased because of the decrease in student

enrollment. A complicated formula is used to determine departmental budgets, and student numbers are the major portion of the formula.

Students receive orientations to the library throughout the nursing program. The librarians work with the nursing faculty to present in-services that are pertinent to the student's learning. At present, there are five librarians for a 4.4 FTE. Study areas are available on all three floors of the library.

Students were very aware of the assistance available to them in the Learning Resources Center (LRC). Some indicated that they use the writing center and the peer tutors. Other assistance available includes, special accommodations for students with special needs, student mentors, specialized instruction, faculty support, information on learning styles, one-on-one support, proactive intervention whenever possible. The director of the LRC stated that she is working with the director of nursing and the chemistry teacher to create an early alert system to assist struggling students in chemistry. The director of the LRC has also been of assistance in the development of the two nursing success courses.

Students also have access to the career center. The center helps students write resumes, do mock interviews, and prepare for graduate school. The director of the center said that he does not see many nursing students because there are many jobs available. He is willing to help any student.

Students also have access to short term counseling and health care. A nurse practitioner is available in the wellness center. Students stated that they use the health center and enjoy the nurse practitioner as a role model.

The clinical resources are adequate for the program to meet its outcomes. There is a positive relationship among the nurse administrators, staff nurses, nursing faculty, and nursing administration. For example, at Goshen Hospital and Home Care, Goshen College students are the only students doing clinicals. Faculty can negotiate for the most applicable clinical situations. Students were excited about the wide variety of learning opportunities. They all take call for a week during their nursing care of the child-bearing family, so they are assured direct experience during deliveries. They also follow a client through the process and attend the birth whenever it takes place. In the home care rotation, students deliver care in the home. The first week they

accompany the nurse, but on future visits they are the caregiver. The primary nurse and the instructor are on pager and readily available.

II-C. The chief nursing administrator is qualified to lead the program in its pursuit of accomplishment of the mission, philosophy, goals/objectives and expected results.

Compliance

Baccalaureate:

Yes

Rationale:

The director has extensive experience in nursing education with over nine years as administrator of a BSN program at two different colleges. She seems well connected with deans and directors in Indiana, as well as nationally. She demonstrated an ability to create a vision for nursing programs and to assist faculty in moving to actualize the vision. The director is well respected for her leadership abilities by the nursing faculty and the college administration. They had high praise for the job she in performing. She is master's prepared in psychiatric nursing with a minor in nursing education. She does not have any course work towards a doctorate.

II-D. Faculty members are qualified and sufficient in number to accomplish the mission, philosophy, goals/objectives and expected results of the program.

Compliance

Baccalaureate:

Yes

Rationale:

There are a total of seven faculty who teach 63 students. Adjunct faculty are used when numbers in clinicals exceed the recommended numbers. Adjunct faculty also teach in some of the BSN completion courses. All faculty are at least prepared at the master's level with one having a doctorate and another two working on theirs. All faculty have teaching experience with all but two teaching for Goshen College over ten years.

Five of the seven faculty earned their BSN from Goshen College. Their master's degrees are from seven different universities. The areas of concentration of the master's degrees are in psychiatric-mental health, medical-surgical, family, and pediatric nursing. Faculty have experience in all the disciplines of nursing from pediatrics to gerontology, from critical care to home care. Faculty teach in the areas of their education and practice.

A theme heard from current students and alumni is that the faculty are caring and competent. They appreciate the availability of the faculty both during school time and after hours.

II-E. The faculty roles in teaching, scholarship, service and practice are identified clearly and correlate to the mission, philosophy, goals/objectives and expected results of the program.

Compliance

Baccalaureate:

Yes

Rationale:

The faculty are hired to teach with some expectation for service and scholarship. Rank and tenure decisions are made with teaching having more weight. Faculty indicated that they understand the focus of teaching, and that is one reason they enjoy working at Goshen. They also know and respect the Mennonite Church affiliation. Nursing faculty are active both in church activities and professional nursing activities. These are listed in the appendix of the self-study document and validated while on campus.

II-F. Documents and publications accurately reflect resources available to the program.

Compliance

Baccalaureate:

Yes

Rationale:

All documents reviewed accurately reflected resources available to the program. Documents included *Goshen College Catalog*, *Nursing Student Handbook*, and *Goshen College Student Planner and Handbook*.

**STANDARD III. PROGRAM QUALITY:
CURRICULUM AND TEACHING-LEARNING PRACTICES**

The curriculum is developed in accordance with clear statements of expected results derived from the mission, philosophy, and goals/objectives of the program with clear congruence between the teaching-learning experiences and expected results. The environment for teaching, learning, and evaluation of student performance fosters achievement of the expected results by the students.

This standard is met for the baccalaureate program.

III-A. The curriculum is based upon clear statements of expected results for students derived from the mission, philosophy and goals/objectives of the program.

Compliance	Baccalaureate:	Yes
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Rationale:

The curriculum is based on clear statements of expected results, and course objectives are derived from the mission, philosophy, and program outcomes of the baccalaureate nursing program. The expected results are identified in the self-study document and the *Goshen College Nursing Student Handbook*. The relationship among course objectives and the college outcomes and the department outcomes is illustrated in Table III-A in the appendix of the self-study document. In addition, review of course syllabi; papers/projects; discussions with the Advisory Council, faculty, alumni, and students; and class/clinical visits supported these relationships. For example, when the evaluation team visited NURS 205 – Nursing Success II, students were working to develop test-taking skills with the expected results of increasing retention and of ultimate success on NCLEX-RN. When the team visited NURS 410 – Senior Seminar, students were presenting a class about the importance of involvement in politics and other policy setting groups. They were also reminded that their individual plans for NCLEX preparation were due in two weeks.

Individual course objectives and teaching-learning activities clearly relate to program outcomes and facilitate student achievement of the expected results of the curriculum. Alumni, students, and faculty reported that involvement in professional organizations is stressed, and several

commented on the value of the mock convention as well as the cultural components of the curriculum.

III-B. The baccalaureate nursing curriculum builds upon a foundation of the arts, sciences and humanities which is essential to professional nursing. The master's curriculum builds on the competencies of baccalaureate graduates and focuses on advanced nursing roles.

Compliance

Baccalaureate:

Yes

Rationale:

The nursing curriculum builds upon a foundation of the arts, sciences, and humanities. Basic students must have eight credit hours of a foreign language, and cross-cultural experiences are essential components required in the curriculum for all students. As an example of the integration of the arts into the nursing curriculum, basic students in NURS 210 – Introduction to Professional Nursing and completion students in NURS 331 – Evolution of Nursing and Personal Planning are required to examine the artwork of Hollis Sigler, an artist who expressed her experiences with breast cancer through her painting.

Examination of course syllabi revealed that written papers are required in almost every course, and that presentations are required in many courses. Chemistry, anatomy and physiology, microbiology, sociology, and developmental psychology must be completed prior to taking upper division nursing courses. Nursing courses for the basic and completion students utilize concepts from these courses. For example, review of course syllabi and class visitation revealed that NURS 212 – Holistic Client Assessment and NURS 332 – Holistic Client Assessment use principles from anatomy and physiology and developmental psychology.

III-C. The curriculum, teaching-learning practices and teaching environments foster behaviors consistent with professional nursing standards and guidelines.

Compliance

Baccalaureate:

Yes

Rationale:

The curriculum, teaching-learning practices, and the teaching environments for the basic as well as the completion student foster behaviors consistent with professional nursing standards and guidelines. The relationship between the *Baccalaureate Essentials* and the curriculum for the basic student is clearly demonstrated in the self study document. Examination of the curriculum for the completion student also demonstrated that it is related to the *Baccalaureate Essentials*. For example, professional values are reflected in course objectives for NURS 331 – Evolution of Nursing and Personal Planning, NURS 447 – Issues Seminar, RELN – Foundations of Christian Faith, and NURS 439 – Health Care Ethics.

Core competencies are reflected in course objectives for NURS 332 – Holistic Client Assessment, NURS 333 – Nursing Research I, NURS 334 – Advanced Communication Skills, NURS 438 – Community Health Nursing, and NURS 443 – Nursing Research II. Core knowledge is reflected in course objectives for NURS 331 – Evolution of Nursing and Personal Planning, NURS 336 – Enhanced Nursing Practice, BIOL 335 – Pathophysiology Seminar, NURS 437 – Cross-cultural Aspects of Health and Illness, NURS 439 – Health Care Ethics, and NURS 449 – Leadership in Nursing.

Role development is reflected in course objectives for NURS 331 – Evolution of Nursing and Personal Planning, NURS 333 – Nursing Research I, NURS 438 – Community Health Nursing, NURS 443 – Nursing Research II, and NURS 449 – Leadership in Nursing. In interviews, alumni, employers, staff on clinical units, and the advisory council validated that students and graduates demonstrate the competencies of the *Baccalaureate Essentials*.

ANA's *Code of Ethics* and *Standards of Practice* were clearly evident in the course objectives for the basic and the completion students. Table 3.2 in the self-study document demonstrated the relationship between the *Standards of Practice* and course objectives. Review of course syllabi and student papers/projects validated evidence of the *Standards of Practice* and the *Code of Ethics* throughout the curriculum.

Visits to the classes and clinical units validated that the teaching/learning practices and the teaching environment foster behaviors consistent with the *Baccalaureate Essentials*, the *Standards of Practice*, and the *Code of Ethics*. Faculty were observed using creative, interactive strategies in the classroom. For example, in NURS 405 – Psychiatric/Mental Health Nursing, the

faculty member used a "drug game" to stimulate thinking and discussion about psychotropic medications. In NURS 307 – Adult Health Nursing, the faculty member reviewed an exam with students using a question/discussion format and then used clients from the previous weeks' clinical experiences to discuss diabetes. Students were encouraged to respond to questions and to ask questions. Course objectives and student papers/projects clearly demonstrated progression throughout the curriculum. For example, two objectives in NURS 307 – Adult Health Nursing are 1) implement the nursing process in providing safe nursing care to adult clients and families experiencing changes in health status, and 2) communicate effectively with individuals, families, and the health care team. In comparison, two objectives in NURS 406 – Acute Care Nursing are 1) use the nursing process in a holistic manner to meet the needs of clients/families with major changes in health status, and 2) interview therapeutically using a variety of sign systems when impaired communication is identified in interpersonal relationships.

III-D. Curriculum and teaching-learning practices consider the needs and expectations of the community of interest.

Compliance

Baccalaureate:

Yes

Rationale:

In interviews, the Advisory Council, alumni, students, and employers confirmed that the program director and faculty are responsive to their needs and expectations. Members of the Advisory Council stated that they have input into the curriculum. For example, one member of the Advisory Council discussed how he had worked with the faculty and the program director to facilitate a leadership experience in the psych/mental health setting. Minutes of the February 5, 2002 Curriculum Committee revealed that scheduling of the junior level clinical exam would be changed to the May term because students expressed feelings of being overwhelmed because of all the papers and projects due near exam week during Spring Semester. The curriculum and scheduling of classes for the completion students take into account their needs as working adults.

III-E. Curriculum and teaching-learning practices are reviewed on regularly scheduled intervals to foster ongoing improvement.

Compliance

Baccalaureate:

Yes

Rationale:

As reflected in the minutes of the Curriculum Committee, monthly meetings are held, and the curriculum and teaching-learning practices are reviewed. For example, on February 5, 2002, the course description and objectives for NURS 406 – Acute Care Nursing were revised. On January 15, 2002 the course objectives for NURS 212 – Holistic Client Assessment were revised to eliminate duplicated content. The minutes of October 23, 2001 reflected use and review of the systematic plan of evaluation.

III-F. The curriculum is sequentially and logically organized to facilitate student achievement of expected results.

The baccalaureate nursing curriculum incorporates content and learning experiences essential to practice in professional nursing.

Compliance

Baccalaureate:

Yes

Rationale:

Review of the suggested plan of study and the BSN completion track requirements in the appendix of the self-study document demonstrated that the baccalaureate nursing curriculum incorporates content and learning experiences essential to the practice of professional nursing. A core of general education requirements is expected along with supporting courses in chemistry, anatomy and physiology, microbiology, nutrition, developmental psychology, and sociology. The basic program has 43 hours of nursing courses, while the completion program has 33 upper division nursing credits. Employers repeatedly praised the quality of the graduate especially in relation to their critical thinking, values, and cultural sensitivity.

III-G. Academic policies related to students are fair, equitable, published and are reviewed and revised as necessary to reflect ongoing improvement.

Compliance

Baccalaureate:

No

Rationale:

Academic policies related to students appeared to be fair and equitable, but they are not published, reviewed, and revised as necessary. For example, the catalog indicates which nursing courses have a clinical component, but there is no indication how the credit hours are distributed between class and clinical. In the biology department, the distribution of credit hours between class and laboratory is inconsistent and unclear for some courses. The course descriptions for the basic and completion students do not accurately reflect the equivalency between the tracks and the rationale for the differences in credit hours. Faculty are able to articulate this information, but the published course descriptions do not convey the relationships.

The nursing student handbook indicates that all nursing students are required to be members of Goshen College Nursing Students' Association, but the completion students stated that they are not required to join. The process for clinical warning is clearly described in the nursing student handbook, but the opportunity to pursue a matter beyond the nursing department through the grievance procedure is not included. In fact, students did not seem to be aware of the grievance process beyond the department, but they have not needed to use the process.

III-H. Academic policies are justifiable. Academic policies relate to and support the mission, philosophy and goals/objectives of the program and institution.

Compliance

Baccalaureate:

Yes

Rationale:

The academic policies are justifiable and relate to the mission, philosophy, and objectives of the program and institution. The values placed on faith and service are reflected in the study-service term and cultural course requirements.

**STANDARD IV. PROGRAM EFFECTIVENESS:
STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS**

The program is effective in fulfilling its mission, philosophy, goals/objectives and expected results. Satisfactory student performance reflects achievement of the expected results by the students in congruence with the mission, philosophy and goals/objectives of the program as well as with professional nursing standards and guidelines. Alumni satisfaction and the accomplishments of graduates of the program attest to the effectiveness of the program. Faculty accomplishments in teaching, scholarship, service and practice are congruent with the mission, philosophy and goals/objectives of the program and with professional nursing standards and guidelines. Program effectiveness reflects ongoing improvement. Program integrity is reflected in documents and publications concerning the program.

This standard is met for the baccalaureate program.

IV-A. Student performance is evaluated by the faculty and reflects achievement of expected results. Grading policies are defined and consistently applied.

Compliance	Baccalaureate:	Yes
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Rationale:

Course syllabi consistently identified the method(s) of evaluation and the weighted grading scale for the each course. Syllabi defined the grading policies for each respective course. A variety of methods are used to evaluate student performance that vary per course based on the course level and objectives. Examples of student papers, student portfolios, and clinical checklists provided evidence of faculty's critique of students' work and validated consistent application of grading policies. Students indicated that evaluation tools reflect the outcome criteria defined in the course syllabi, and that grading is "fair and equitable."

A standard clinical evaluation form is used for 300 and 400 level clinical courses. The form is based on ANA's *Standards of Practice* and serves as a guide for ongoing evaluation throughout the course. If a student is not meeting course objectives, an individual plan of action is designed in accordance with policies outlined in the nursing student handbook. The plan of study is sent

to the student each semester. The plan is also available via computer and is reviewed with the student by the advisor each semester. The signed clinical evaluation form and major written assignments were in the student portfolios.

Policies regarding student progression and criteria for continuation in the program are outlined in the nursing student handbook and college catalog. Students demonstrated knowledge of the grading policies and were familiar with the nursing student handbook. All students receive an updated nursing student handbook every year. They also receive E-mail updates and notices sent via campus mail from faculty/college regarding any changes/additions during the academic year. Students indicated that progression policies are consistently applied.

IV-B. Surveys and other data sources to collect information about student, alumni, employer satisfaction and demonstrated achievements of graduates provide evidence of program effectiveness. Data gathered about demonstrated achievements include, but are not limited to, graduation rates, NCLEX scores and job placement rates.

Compliance

Baccalaureate:

Yes

Rationale:

The DON is committed to an ongoing systematic review of the basic BSN and BSN completion programs. Assessments are completed at regular intervals and provide extensive data about student, employer, faculty, and alumni satisfaction with the program and the achievement of expected results. The survey data are collected and analyzed by InterEd, Inc. The summary of the surveys is reported in the *Annual Integrated Nursing Report*. There was evidence that faculty review the data and determine if curriculum changes are justifiable.

The overall alumni satisfaction rate on the survey was 89 percent. Verbal and written comments by alumni were very positive regarding the quality of the program, support provided by faculty, and pride in being a Goshen College graduate.

Employer satisfaction was rated as 2.71 on a 3-point scale. In conversations, employers indicated high satisfaction with the quality of students. Employers also indicated they prefer hiring the Goshen College graduates because they are above average communicators, have a strong sense of values and culture, and are good critical thinkers. The graduates were also

Teaching, practice, and service are supported by promotion, tenure, and sabbatical criteria. Summative evaluations occur years one, three, and five, two years before eligibility for sabbatical, and when a faculty member is recommended for promotion in rank and tenure, Accomplishments of the faculty reflect the five qualitative criteria described in the faculty handbook. Faculty contributions to college, academic discipline, community, society, and personal faith are well documented.

IV-D. Records of student satisfaction/formal complaints are reviewed as a part of the process of ongoing improvement.

Compliance

Baccalaureate:

Yes

Rationale:

Student evaluations of faculty and courses are completed at the end of each course. Verbal comments by students indicated that faculty are accessible, treat students with respect, and listen to student opinions and concerns. Students indicated that they are not hesitant to approach faculty with their concerns or complaints, and that these are usually handled informally with the faculty member. If unable to resolve with the faculty member, students are comfortable going to the department director with their concerns. Junior and senior students were somewhat familiar with the Student Affairs Committee of the Goshen College Nursing Student Association (GCSNA) as an avenue for dialogue and problem solving. The GCSNA process is described in the nursing student handbook.

Goshen College has a Grievance Committee for differences that cannot be resolved via informal avenues or via GCNSA Student Affairs Committee. The grievance process is not described in the catalog or the nursing student handbook. There is a separate brochure that describes the policy and procedure, but students were not knowledgeable about the grievance policy.

IV-E. Current documents and publications distributed accurately reflect student performance and satisfaction, as well as faculty accomplishments (i.e., truth in advertising).

Compliance

Baccalaureate:

Yes

Rationale:

The DON publications accurately reflect the programs and the accomplishments of faculty. Student performance and satisfaction are reported in a consistent manner, and publications are updated on a regular basis. Newspaper articles reflect the numerous service projects that students and faculty have implemented in the community.