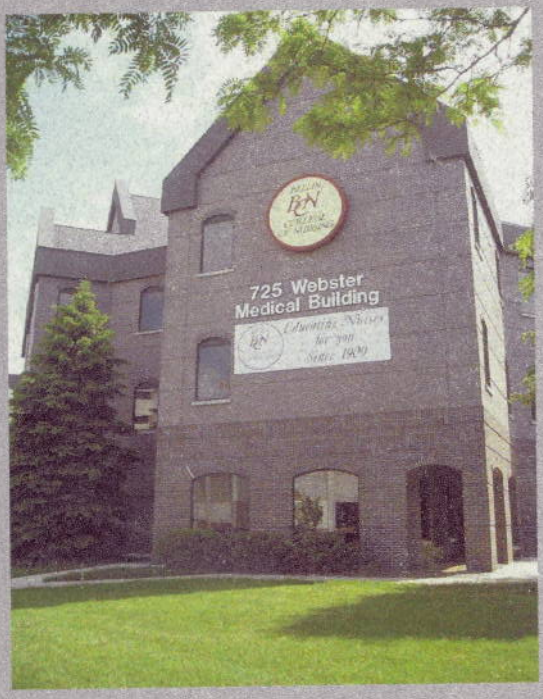

Bellin College of Nursing

Spring 2004

The Higher Learning Commission

North Central Association of Colleges and Schools

Self-Study Report for Continuing Accreditation

Bellin College of Nursing

Self-Study Report for Continuing Accreditation

Presented to

The Higher Learning Commission,
a Commission of
the North Central Association of College and Schools

Spring 2004

Volume I

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Self-Study Introduction

Bellin College of Nursing has prepared this self-study report in application for continued accreditation by the Higher Learning Commission. As part of this process, the College is seeking a change of status to implement a graduate program to grant a Master of Science in Nursing degree. This self-study will follow a traditional format of providing evidence that the College has responded to concerns expressed from previous Commission visits, has fulfilled the Commission's 24 General Institutional Requirements, addressed the five evaluative criteria for accreditation, and has provided evidence of a comprehensive plan to institute the new Master's program. The purposes of this self-study were as follows:

1. To validate that the College meets the criteria for accreditation.
2. To review the mission and purposes of the College.
3. To analyze the effectiveness and adequacy of the academic programs, support services, facilities, financial resources, governance, administration, and the Assessment of College Effectiveness Plan within the context of the College Mission, Purposes, and Values.
4. To analyze the level the College has achieved in the assessment of student academic achievement;
5. To identify major changes which have occurred since the 1994 visit and the impact of those changes on the College;
6. To use the self-study as an opportunity to revitalize a culture of continuous improvement in the College and to refine the process used to assure implementation of improvement strategies;
7. To describe the College's response to the suggestions and concerns of the 1994 visiting team and to the change request visit in 1996;
8. To review the progress on implementation of the Strategic Plan; and
9 To seek approval for the granting of a graduate degree in nursing.

Guided by the leadership of the Steering Committee, under the direction of Assistant Professor, Kathleen Zellner, this report has been prepared by administration, staff, and faculty.

Members of the Steering Committee include: Teresa Halcsik, Vice President; Patricia Swinford, Dean; Deborah Lidbury, Associate Professor; Christine Vandenhouten, Assistant Professor and Assessment Facilitator; Nancy Norman, Registrar; and Donna O'Brien, Director of Development. Joyce McCollum, President, serves as an ex-officio member. Input was gathered from all existing departments, committees, and constituencies to provide an in depth review, reassessment, and in some cases, revision of key components of the College. Student input was provided through committee participation and completion of assessment tools. Through this process of vigorous self-evaluation, the College has been able to more clearly identify its strengths and challenges and formulate a plan to take the College into the future. Bellin College of Nursing is seeking continued accreditation by the Higher Learning Commission and approval to offer a Masters in Nursing Program.

Historical Overview and Accreditation History

Bellin College of Nursing (hereafter referred to as "the College" or "BCON") has a long, rich history and a distinguished reputation as an excellent educational institution. Initially called the Deaconess Sanitarium Training School, the three-year diploma program was founded in 1909, just one year after the establishment of the hospital by the same name. In 1925, the School's name was changed to Bellin Memorial Hospital School of Nursing when the hospital's name was changed to Bellin Memorial Hospital, in honor of its founder, Dr. Julius Bellin. Beginning in 1955, the School of Nursing began what has become a long and successful affiliation with the University of Wisconsin System when for the first time, students enrolled in course work at the University of Wisconsin, Extension campus. When the University of Wisconsin-Green Bay (UWGB) was chartered as a four-year institution in 1968, nursing students started taking their 41 liberal education credits on that campus. A curriculum revision implemented in the Fall of 1980 increased the number of required university liberal education credits to 46. The 1,339 graduates from the diploma nursing program had earned an excellent reputation for the program through their outstanding success on the licensing examination (a requirement for the practice of professional nursing) and the clinical competencies they have exhibited in professional nursing practice.

In 1974, the administration, faculty, the Advisory Committee to the School and the Board of Directors of Bellin Memorial Hospital began to look at the future of the nursing education program. National and state studies in nursing, conducted at that time, concluded that the Baccalaureate Degree in Nursing (BSN) would be needed for the practice of professional nursing in the near future. A 1979 Statewide Study on Nursing and Nursing Education in Wisconsin found that northeastern Wisconsin had the second lowest rate of registered nurses per capita (1:245) in the state. The area also had the lowest percentage of baccalaureate prepared nurses (11.2% out of 2,056 employed nurses). A recommendation of this study was that a BSN program be developed in Green Bay.

In 1981, the College began studying alternatives that would include cooperation with another institution of higher learning in Wisconsin. Of the six higher education institutions contacted regarding participation in a cooperative venture, five indicated a strong interest. Following a one-

year period of study, two proposals were developed for a joint degree program. At that point, a third type of arrangement surfaced and contacts were made with a number of free-standing, specialized institutions of nursing including Bishop Clarkson College of Nursing in Nebraska and Mennonite College of Nursing in Illinois. Both institutions had just received candidacy status with the North Central Association of Colleges and Schools Commission on Institutions of Higher Education (NCA-CIHE). The specialized program model quickly surfaced as the best model after which to pattern the College. Consultation with the Wisconsin State Board of Nursing, the National League for Nursing (NLN) and the NCA-CIHE reinforced this decision. Subsequently, the Director of the School and the faculty recommended this alternative to the Advisory Committee to the School and to the Bellin Hospital Board. The recommendation called for the phase-out of the diploma program and the implementation of a four-year baccalaureate nursing program, with the degree being granted by Bellin College of Nursing. The Bellin Memorial Hospital Board of Directors approved the proposal on April 18, 1983. In November 1983, the Board of Directors passed a resolution creating the Bellin College of Nursing Board of Trustees.

On September 20, 1983 the Wisconsin Board of Nursing granted the School approval to plan the baccalaureate program and the name of the school was officially changed to Bellin College of Nursing. The program received final approval from the State Board of Nursing in February 1989. The College received Candidate for Accreditation status from the NCA-CIHE in August 1985. Continued candidacy status was granted in August 1987 and initial accreditation was granted in January 1989.

In April 1989, an accreditation site visit by the National League for Nursing (NLN) occurred resulting in an eight-year accreditation award. A four-year progress report was submitted to the NLN in August 1993 and reviewed by their Board in October 1993. Accreditation was continued, and reaffirmed in 1997, with renewal due Spring 2005.

As the baccalaureate program was developed, a more formal relationship was established with UWGB to provide the liberal education component of the program. A Letter of Agreement and Operational Plan were developed between the two institutions to clearly delineate responsibilities and shared services. While UWGB continues to be the primary provider of liberal education for the

College, letters of agreement have also been established with three other degree granting institutions (Lakeland College, Sheboygan, WI; Silver Lake College, Manitowoc, WI; and College of Menominee Nation, Keshena, WI), to better serve the needs of students and to facilitate enrollment opportunities. All letters of agreement will be on display (HIST-1). Students continue to have the option of taking their liberal education course work on other campuses as long as credits are equivalent to the courses required.

The College continues to evolve in response to enrollment and employment opportunities. In 1996, the College sought and received NCA-CIHE approval to offer the RN/BSN track of the baccalaureate program at a satellite site (Chippewa Falls, WI) in cooperation with Lakeland College. While the assessment conducted by Lakeland College identified a need for such a program, adequate student enrollment did not occur and this program was never offered.

As part of an ongoing curriculum revision, an accelerated transfer option was developed in 1997 in order to meet the needs of more educationally diverse students. This option facilitates those students who have completed most of their liberal education courses, to complete the nursing program in 21 months. In 2001, a sophomore transfer option was developed to further enhance enrollment and to allow students who have completed one year of the required liberal education courses to enter the nursing program and complete the Bachelor of Science in Nursing (BSN) in a summer session and three academic years. The freshman nursing courses are offered online during their initial summer session and then students are integrated into the traditional sophomore class. This allows other transfer students to complete these courses and then matriculate as sophomores in the fall academic semester.

In 2002, a decision was made to pursue accreditation with the Commission for Collegiate Nursing Education (CCNE) accreditation which is associated with the American Association of Colleges of Nursing (AACN). This accreditation review was successfully completed in Spring 2003, and in October 2003 the College was awarded the maximum, five-year accreditation with no requirements.

In May 2002, a needs assessment, conducted by an independent marketing research firm, identified a significant need for graduate nursing education in the region. The Bellin College of

Nursing Board of Trustees gave approval to plan the graduate program in November 2002, and in July 2003 a decision was made to move forward to establish a Master's Degree in Nursing with emphasis on nursing leadership with administrator and educator tracks.

Bellin College of Nursing has provided nurses for this region since 1909 and has a distinguished history in Northeast Wisconsin. Since the initiation of the baccalaureate nursing program, over 600 students have graduated. The College has demonstrated responsiveness to the changing trends in health care and the needs of the community. It will continue to grow in anticipation of the needs of the communities it serves.

Response to 1994 NCA Self Study Concerns:

1. The potential for closed classes at the University of Wisconsin-Green Bay possesses serious consequences for the academic progression of Bellin students.

In the 1994 NCA self study (p. 125), the College identified one of its goals as: "Expansion of liberal education supplier base: explore adding college affiliations." The College approached this goal seriously and has since entered into cooperative agreements with three institutions not only for the purpose of providing liberal education courses but also as a recruitment strategy. Agreements with Lakeland College, Sheboygan, WI (outreach campus in Green Bay); Silver Lake College, Manitowoc, WI; and College of Menominee Nation, Keshena, WI were initiated and are ongoing. Silver Lake College has been an especially strong partner in preparing students to enter BCON's nursing program. Lakeland College has worked closely with the College in providing additional courses to meet the statistics and diversity requirements in the curriculum. As of Summer 2003, the College of Menominee Nation has opened an outreach campus in Green Bay. Additionally, the College has strengthened its relationship with the University of Wisconsin Colleges, which are locally-owned, liberal arts transfer institutions. As demonstration of the success of these relationships, 51 of our current 193 students took courses at either the College of Menominee Nation, Lakeland College, Silver Lake College, or one of the University of Wisconsin Colleges prior to enrollment at BCON. Sixty-three of our currently enrolled students are taking at least one course at one of the institutions during this current academic year (Appendix RTC-1, Student Numbers at Alternate Campuses).

Strong relations continue with the administrative and academic personnel at UWGB to assure access for BCON students. As an example, additional biology labs were created for summer sessions in 2002 and 2003 to accommodate the increased numbers of BCON students taking this course during the summer. A second example of this collaboration occurred when UWGB changed their freshmen admission orientation program in Spring 2003. The College's Vice President was actively involved to assure that students were given early registration consideration for course selection and to assure that important science courses and their respective labs would be available.

2. **The continuing education program should be re-evaluated in light of the current program and market demands.**

The College is not currently involved in offering regular continuing education courses and has had limited success in the continuing education market. Prior to 1996, the College had a faculty member assigned part-time to facilitate continuing education offerings. Despite numerous planned events, attendance remained very low, and the program was not cost-effective. Consequently, a decision was made to discontinue the formal continuing education program. In 2001, using feedback from local nursing leaders and staff who indicated strong interest, two courses, both with very timely topics, were developed and marketed with little enrollment response. One was to be taught in the traditional classroom style but with creative scheduling that was thought to be responsive to the market. The other was an online course intended to meet student needs for any time/any where learning. Neither course drew adequate enrollment. The only course that has experienced success is the Certified Nursing Assistant course which is provided intermittently in response to community need. Even though the College is not currently offering continuing education courses, the intent is for periodic market testing for different types of program and delivery systems.

3. **With the recently tightening job market and an enlarging BSN alumni base, Bellin College of Nursing should develop a formalized placement service to aid present and former students in career development.**

Since 1994, health care has changed dramatically and job opportunities have been widely available. When information regarding job opportunities is received by the College, the student is notified via an all student memo and/or the notice is posted on the job opportunities bulletin board at the College and the information is placed in the monthly Student Newsletter. When the job market is tight for nurses, the College hosts a Job Fair and invites representatives from health care institutions within a 100 mile radius to attend. One strategy to improve job placement services occurred with the 2003 BCON Web-page redesign. The College has now added a job placement page where jobs are posted with links to major health care providers. The College actively supports recruitment efforts of regional employers by working with them in scheduling open houses, dinners, and other recruitment activities at times when graduating seniors are most likely able to attend.

The College has as a goal that 70% of all new graduates will have jobs within four months of graduation. Job placements are tracked annually as part of the Assessment of College Effectiveness (ACE): College Outcome Achievements/Patterns of Employment (Display RTC-1). The job placement rates since the inception of the baccalaureate program are identified in Table RTC-1. The College's goal has been met every year. The data collected regarding the practice setting of each graduate is referred to the Program Satisfaction Work Group of the Curriculum Committee. Employment opportunities continue to be plentiful; furthermore, the U. S. Department of Health and Human Services is projecting a shortfall of nurse graduates by the year 2010. Bellin College will continue to monitor job placement trends and maintains close working relationships with potential graduate employers.

Table RTC-1, Job Placement Rates*

Class of	Placement by Graduation	Not Seeking Employment at Graduation	Employed within Three Months
2003	86%	2.3%	88.3%**
2002	97.4%	2.5%	—
2001	92.5%	2.5%	—
2000	85%	6%	92%
1999	93%	—	—
1998	71%	—	89%
1997	62%	—	90%

*Goal statement is 70% of new graduates will be employed at four months post graduation.
** 11.4% non-response

4. The present physical facility is strained to meet the current needs and is inadequate for future demands of a program as quality conscious as Bellin College of Nursing.

In response to the need for more space, the College actively pursued various alternatives to meet those needs. In 1994, BCON was able to lease approximately 19,000 square feet of space in a five-year old building that previously housed the Bellin Psychiatric Center. Architects were

consulted and the first floor was remodeled to accommodate classroom, lab, and office space. Remodeling and restructuring of that space has been on-going, and in 1997 an additional 2,400 square feet of space was created with the addition of a second floor over the area that had been a gymnasium. This provided the College with two additional classrooms with seating capacities of 30 and 48. Space continues to be evaluated as part of the ACE Plan and it is a component of the current Strategic Plan.

A space utilization work group was created in Spring 2002 to review current and future space needs. Survey data were collected from students, staff, and faculty. Recommendations for priority needs were made based upon survey data. Given continued growth in enrollment, exploration into the most efficient use of current space as well as future needs continues. Criterion 2H describes continued assessment and development of space to support the College's expanding needs.

Response to Advice and Suggestions:

1. **A cohesive, college-wide plan for the acquisition, maintenance and upgrade of both computer hardware and software would be worthy of consideration.**

In response to the recommendations from the 1994 study, and in order to keep pace with the technological advances taking place in education, the College formed the College Information Technology (CIT) subcommittee of President's Council to continuously review and update an organized plan for meeting the technological needs of the college. This committee is comprised of representatives from administration, faculty, staff, and the Learning Resource Committee (LRC). As a result of their continuing efforts, all faculty and staff have individual personal computers (pc's), with networked printers located in a central area and the ability to access a multi-functional copy machine from their pc's. The student computer area has been updated and organized to take best advantage of the space, and all computers are currently internet accessible with word processing capabilities. All classrooms have been upgraded to make web-access and PowerPoint capabilities available. Upgrade and maintenance of this equipment is shared by a portion of the Registrar's workload, which is devoted to technology, and the skills lab facilitator or outsourced to local computer service technicians through a service agreement.

2. **A mechanism could be explored to facilitate doctoral preparation as a key element of faculty development.**

Bellin College has a goal of 25% of doctorally-prepared faculty. A half-time sabbatical was proposed and Board approved in 1992. For those faculty currently enrolled in doctoral programs, academic teaching schedules have been adjusted to allow for travel and course attendance. The Dean continues to serve as mentor for faculty who indicate an interest in pursuing doctoral education. There are now two full-time and one adjunct doctorally-prepared educators on faculty; two faculty are doctoral candidates having completed all but their dissertations; and two additional faculty are enrolled in doctoral programs. The percentage of doctorally-prepared faculty will increase following the implementation of the graduate program, benefitting both the baccalaureate and the master's degree programs.

3. **The college may wish to continue with its feasibility study for evaluation of a major capital campaign, and a planned giving program might be included as a part of the ongoing development program.**

In 1995, an Endowment Campaign for operations successfully raised $2.2 million with an additional $2 million as a matching gift from Bellin Health System. The purpose of this endowment drive was to discontinue the College's dependence on an annual subsidy from Bellin Health System. Six $100,000 gifts in the operational endowment carry names of nursing professorships. Earnings from these funds are applied toward faculty salaries in named areas (e.g. Cardiovascular Professorship). Building on the named professorships created in the Endowment Campaign, annual professorships were established through which gifts are used directly to offset faculty salaries in named areas. At this time, two annual professorships have been funded with gifts of $10,000 each which complements the donors' endowed professorships.

One of the goals from the 2003-2005 Strategic Plan is long-term financial security for the College. The Plan is designed to increase efficiencies, broaden our donor relationship base, and diversify revenue streams within a framework that combines traditional and non-traditional strategies. A Capital Campaign is being considered within this Plan.

The Legacy Society was created after a year-long effort to identify those individuals who have included Bellin College of Nursing in their planned gifts. Nineteen individuals and/or couples became founding members and are included on our Legacy Society donor wall, which was unveiled at the College's Annual Appreciation Reception in the Spring of 2003.

In addition, the College has created *"Tea Time,"* an event held once or twice a year, in which select individuals are invited to enjoy refreshments and hear a presentation on a subject of interest presented by a faculty member. It is designed to cultivate donors and planned gifts, expand our relationship base, and premiere our faculty.

4. **A revision, which includes editing and simplification, of the faculty handbook would be useful.**

In 1992, the Faculty Handbook was in printed form, cumbersome to use, and difficult to maintain. A concerted effort was made to streamline the Handbook, and in 2000, it was placed

online, thus eliminating the need for hard copies. By Fall 2002, all policies had been updated, and a decision made at that time to combine both the Staff and Faculty Handbooks into one electronic document. This was completed in January 2003. Hard copies of the Faculty/Staff Manual (revised) are available in the Faculty/Staff Resource Room and the Main College Office (Enclosure RTC-1).

5. Lines of communication and reporting channels of upper level administrators should be evaluated.

In 1995, the Noel-Levitz Center was contracted to evaluate the structure of administration and student services. The purpose of the consultation was to evaluate current reporting relationships, staffing, and workloads. There were several recommendations that resulted from this evaluative process and were considered, along with faculty and staff input, as the structure and reporting relationships were redesigned in 1997. Prior to the change, there were two vice presidents, one for academic affairs and one for student services. A decision was made to have one vice president, essentially the chief operating officer, who reported to the president. The vice president was assigned responsibilities for operations excluding those of the Development office, the budget process, and strategic planning. The Dean, or chief academic officer, became accountable to the Vice President. These changes were designed to allow the President to focus on fund raising and promoting the College within the community.

Response to 1996 Focused Visit to Establish an Off-Campus RN-BSN Program:

The purpose of the 1996 focused visit was to seek approval to offer a RN-BSN program in collaboration with Lakeland College of Sheboygan at its Chippewa Falls, Wisconsin site. Enrollment was not sufficient to begin the off-campus program and it was not implemented. Most of the concerns and advice from that visit were directly related to that program.

Concerns

1. **The college does not have in place sufficient data to predict adequate numbers to launch the new program.**

Lakeland College had done a survey, and Bellin College of Nursing had done focus groups in the Chippewa Falls area and visited facilities that employed nurses as well as the Associate Degree Program. Competition from a college in the western Wisconsin region that decided to bring an established RN-BSN program to Chippewa Falls at the same time more than likely contributed to the low enrollment.

2. **Staffing plans for the new program have not been clearly defined by the college.**

The program was not implemented.

3. **The college's higher education milieu needs to be enhanced by increased faculty preparation at the doctoral level; expanded scholarly activity, and improved faculty credentials would better meet the expectations and needs of the RN student.**

The College continues to work on increasing the number of doctorally-prepared faculty. This was addressed in the Response to Advice and Suggestion from the 1994 Comprehensive Evaluation and throughout the self-study document. The level of scholarly activity of the faculty has been expanded considerably since 1996 and will evidenced in the self-study and in the vitae of faculty on display for the visit.

Advice and Suggestions

The five items under this heading all relate directly to the planned Chippewa Falls RN-BSN program that was not implemented.

General Institutional Requirements

Mission

1. The college has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.

The mission statement is published in the College Catalog (Enclosure GIR-1) and is updated regularly as part of the ACE process. Criterion One details the process of the current Mission Statement development to address the introduction of a Master's Degree in Nursing program.

2. The college is a degree-granting institution.

The College has offered the Bachelor of Science in Nursing degree since the first collegiate class graduated in May 1988. Bellin College of Nursing, as part of this accreditation report, is seeking a change of status to include the offering and granting of a Master of Science in Nursing degree.

Authorization

3. It has the legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.

Bellin College of Nursing was approved to plan and implement a baccalaureate program in 1984. Full approval to operate as a collegiate institution and to grant the Bachelor of Science Degree in Nursing by the State of Wisconsin Board of Nursing occurred in 1989. The Board of Nursing does not review graduate programs. Because the College began operating before January 1, 1992, the graduate program does not need the State of Wisconsin Educational Approval Board review.

4. It has legal documents to confirm its status: not-for-profit, for profit, or public.

Bellin College of Nursing, Inc. is a not-for-profit, 501(c)3 institution which is verified in the Articles of Incorporation and the Federal and State Tax Exempt Notification Form (Appendix GIR-1).

Governance

5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

The Bellin College of Nursing Board of Trustees is the policy-making body of the College, deriving its delegated power from the Board of Directors of Bellin Health Systems, Inc. The Bylaws of the Board of Trustees (hereafter referred to as the "Trustee Bylaws") describe the Board of Trustees' power in and responsibility for decision making regarding College goals, purposes, strategic plan and policies (Appendix GIR-2, Trustee Bylaws). The Board meets regularly eight times per year and additionally as necessary to provide direction.

6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to ensure the integrity of the institution.

The governing board of the College is composed of individuals with a wide range of expertise, business, and community involvement (Appendix GIR-3, Members Experience). Member composition includes leaders from the Green Bay business community and higher education, as well as members representing health care and Bellin Health Systems (hereafter referred to as "Bellin Health"). The Bylaws state that not more than one-third of the Board membership may also be members of the Board of Bellin Health, the parent institution. Administration participates in Board meetings in an advisory capacity.

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

The President of the College, Ms. Joyce McCollum, is the Chief Executive Officer of the College and reports to the Board of Trustees. Ms. McCollum was appointed on June 21,1988. At the beginning of the Fall 2003 academic year, Ms. McCollum announced her intention to retire from the President's position as of Summer 2004. A Search and Screen Committee has been appointed by the Board of Trustees.

8. Its governing board authorizes the institution's affiliation with the Commission.

The governing board of the College recognizes and supports the continuing efforts in the accreditation process. The Board approved continuing its affiliation with the Higher Learning Commission at its February 2002 meeting. Board members are appraised regularly of accreditation

activities and take an active role in maintaining that affiliation. Dr. Charles Ihrke (retired professor from the University of Wisconsin-Green Bay) is the Board Liaison to the current Self-Study Steering Committee.

Faculty

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

All regular faculty hold graduate degrees from accredited institutions which are appropriate to their teaching responsibilities. Two full-time faculty and one adjunct faculty hold doctorates, two faculty members are at dissertation status and two faculty are enrolled in doctoral programs. The remaining 13 full-time and seven adjunct faculty hold Master of Science in Nursing degrees.

10. A sufficient number of faculty are full-time employees of the institution.

The faculty is comprised of 15 full-time and two part-time members and one full-time and seven part-time adjunct faculty members. The over all ratio of faculty to students is approximately 1:12.

11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs.

All faculty participate in the development and evaluation of the institution's educational program. All faculty are members of the Curriculum Committee which plans, implements, and evaluates the curriculum. The assessment of student academic achievement is a function of the Curriculum Committee. Faculty representatives also participate on the Enrollment Management Committee which is responsible for recruitment and selection of students.

Educational Program

12. It confers degrees.

Bellin College of Nursing confers the Bachelor of Science in Nursing degree. At this time, the College is applying for change of status to confer a Master of Science in Nursing degree.

13. It has degree programs in operation, with students enrolled in them.

The College has a current baccalaureate enrollment of 206 students (Fall 2003). The Master of Science in Nursing degree will not admit students until approved by the Higher Learning Commission.

14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

As described in the mission statement, the primary educational program offered by the College leads to the Bachelor of Science in Nursing. A Master of Science in Nursing degree program is proposed, and the College is seeking a status change with the commission to that effect.

15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the program.

The College currently offers the Bachelor of Science in Nursing which is a traditional degree title associated with a four-year course of study in nursing. To graduate, a student is required to complete 129 semester credits, 65 in liberal arts, and 64 in nursing. The Master of Science in Nursing degree will also be a traditional degree title associated with advanced preparation of nurses. The 38 credit program will have two areas of specialization: administration and education.

16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

The current curriculum, designed in 1994, is outcome based with a clearly defined philosophy and rationale for the liberal education requirements. These liberal education requirements provide students with a breadth of knowledge that promotes intellectual inquiry and is foundational to the nursing major. As part of the College's Assessment of College Effectiveness (ACE) Plan, the liberal education course requirements are reviewed on a regular basis and changes made accordingly. The last revision occurred in 2001 resulting in additional course choices for the Human Diversity requirement, and deletion of the course "Adult and Aging" due to similarity of content covered in the Gerontology Nursing course.

A letter of agreement is maintained with our primary partner for the liberal education component of the program, the University of Wisconsin-Green Bay. The College also maintains agreements with several other accredited, degree-granting institutions for the provision of liberal education courses.

17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

Admission practices are designed to select students with an academic background and personal attributes consistent with success in a professional nursing program. As part of the College's evaluation program, these standards are regularly reviewed and revised to conform with regional university admission practices. Bellin College of Nursing follows state, national, and federal guidelines with adherence to the American's with Disabilities Act (ADA).

18. It provides its students access to those learning resources and support services requisite for its degree programs.

Once enrolled, students attending the College are entitled to access all available learning resources. Students have full privileges at the Meredith B. and John M. Rose Library through a written agreement with Bellin Health. In addition, via a written letter of agreement, all students have access to the University of Wisconsin-Green Bay's Cofrin Library either because of concurrent enrollment for liberal education course work or as a general community member. A full range of other student services are available: a psychomotor skill practice and resource center, a computer lab, formal academic advising, financial aid seminars, tutoring, health services, and personal counseling.

Finances

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

An annual independent audit has been conducted since 1988. Official audit statements for the last two fiscal years are enclosed (Enclosure GIR-2). In addition, that same auditing agency provides audits of the financial aid office to ensure compliance with the U.S. Department of Education rules and regulations.

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

Financial documents, including budget projections and external audit reports, demonstrate appropriate use of financial resources. Minutes of Board meetings reflect financial support for other strategic initiatives such as the development of the graduate program.

21. Its financial practices, records and reports demonstrate fiscal viability.

Tuition and fees represent the primary source of funding for Bellin College. Additionally, monies generated from investments are available for scholarships and operational needs.

To increase the financial security of the College, an Endowment Campaign was mounted in 1995 which garnered an operational endowment principle of 4.2 million dollars. Annually, 5% of the average from the preceding 16 quarters of the endowment market value is used to determine the amount of the operational endowment earnings that will be utilized as revenue in the annual budget. The same method is used to determine the amount of scholarship dollars available from the Scholarship Endowment.

Over the last ten years the College, as reflected in the audits, has had excess revenue over expenses except in fiscal years 2001 and 2002. Financial resources are further explained in Criterion 2K. The College has additional restricted and unrestricted resources that are not used for operations but used on occasion for special projects. There are funds that are earmarked for faculty development and faculty educational leaves. In the current Strategic Plan, completed in the Summer of 2003, one of the initiatives is long-term financial security for the future of the College.

22. Its catalog or other official documents includes its mission statement along with accurate descriptions of its program, policies and procedures.

The College Catalog and the Student Handbook include the mission statement and descriptions of its education program and degree requirements. Information on academic and non-academic policies and procedures directly affecting students, including charges and refund policies, learning resources, admissions policies and practices, and the academic credentials of its faculty and administrators is also included. These documents are enclosed with the self-study (Enclosures GIR-1, 1F-1).

23. It accurately discloses its standing with accrediting bodies with which it is affiliated.

Accreditation, affiliation and membership status of Bellin College of Nursing are published in the College Catalog and on the College website.

24. It makes available upon request information that accurately describes its financial condition.

The audited financial report is made available upon request. In addition, an Annual Report, which includes a financial statement, is distributed to all College Board Members and major benefactors.

CRITERION ONE: The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

INTRODUCTION

Bellin College of Nursing (BCON) is an independent educational institution that is separately incorporated and is solely responsible for the educational processes. The College's Mission Statement, both current and proposed, are included below. The College Values are incorporated into the Mission Statement. The use of the College Values is demonstrated in the decision making processes that are discussed in Criterion 1C. The Nursing Program Philosophy (Appendix 1-1), which is derived from the Mission, guides the implementation of the nursing program. The Program Outcomes (Catalog, p. 7) provide the foundation for the curriculum organizing framework which is described in Criterion 3A. Appendix 1-2 demonstrates the inter-relatedness of the College Mission, Philosophy, and Program Outcomes.

MISSION and PURPOSES

The College Mission is the basis of all organizational activity. The mission describes the type of educational programs provided, the student population served, the faculty and staff committee structure, the values that drive the organization and the importance of internal and external service.

Current Mission

> Bellin College of Nursing is a private, independent, nonsectarian college that offers the Bachelor of Science in Nursing degree and both credit and non-credit continuing education courses and programs in nursing in Wisconsin. Professional nurse graduates possess a broad theoretical base of knowledge and have a high level of clinical competence. To this end, the college seeks to provide educational programs and services to women and men of diverse ages, relations, ethnic and socio-economic backgrounds and life experiences. Students are selected who possess personal and intellectual attributes and the potential necessary for them to successfully complete the education each undertakes to become skilled and principled nursing professionals, lifelong learners, and contributing members of society. The college employs a well-qualified faculty and staff who are committed to the mission and philosophy of the college and dedicated to students' growth and professional achievement. The faculty

maintain excellence in the primary role of teaching by remaining current in their areas of expertise through advanced study, clinical practice, and utilization of research. The college values of quality, humanism, creativity, self-actualization, collegiality, proactivity, and viability are rooted in the Judeo-Christian tradition and provide a framework for decision making and interactions. Faculty and staff contribute to the spirit and quality of the college community by participation in its governance and through organizational, professional and community service.

As part of the Assessment of College Effectiveness (ACE) process in Spring/Summer 2003, the Mission Statement was reviewed and revised. The goals of this revision were to create a more concise document and include the addition of the Master's degree program. As part of this process the College Values were also revised. This revision process involved all faculty, staff, and administration. The Board of Trustees has reviewed and approved the revisions. The documents are ready for distribution pending the action of the Higher Learning Commission regarding the graduate program.

Proposed Mission

Bellin College of Nursing provides nursing education with a broad theoretical base and diverse clinical experiences that contribute to excellence and leadership in the professional practice of nursing. As a private, independent, nonsectarian college in Wisconsin, Bellin College of Nursing offers a Bachelor of Science degree and a Master of Science degree in Nursing as well as credit and non-credit courses and programs in nursing.

The College serves students of diverse backgrounds who possess the academic and personal attributes necessary to complete the education and become skilled and principled nursing professionals, lifelong learners, and contributing members of a global society.

The faculty, staff, and trustees are committed to the mission, vision, and values of the College and dedicated to student development and professional achievement. The college values of excellence, integrity, community, and caring provide a framework for decision making and interactions.

Faculty demonstrate excellence in their roles through advanced study, clinical practice, and scholarship. Faculty, staff, and students contribute to the quality and spirit of the college community by participation in its governance and through organizational, professional, and community service.

The stated Purposes also provide structure for the College's activities. The current Purposes were reviewed and updated in 2003. The Purposes are:

1) To provide a nursing program which is sound and satisfying to the students with an educational outcome that meets the expectations of employers of the state.

2) To employ and retain faculty and staff who are well-qualified in their respective fields of practice and to support their further development which will contribute to the implementation of the college mission and values.

3) To provide an environment, in terms of physical facilities and values-based climate, which is conducive to the teaching/learning process and supportive of organizational activities.

4) To provide funds for the scholarship needs of students.

5) To meet selected needs for continuing education related to nursing in the region.

6) To implement a philosophy of continually improving the systems and processes of the college.

7) To provide an environment that encourages and supports service to the community by faculty, staff, and students.

As part of the revision of the Mission, a process of improvement of the College Purposes occurred in Fall 2003. The new Purposes needed to reflect the revised mission and demonstrate the impact of graduate education. These Purposes have not been published for use pending approval of the graduate program by the Higher Learning Commission. These proposed new Purposes are:

1) To provide excellent educational programs that are responsive to the community.

2) To create an intellectually stimulating environment for students, faculty, and staff.

3) To promote the advancement of nursing education and practice.

4) To contribute to the community's well-being through faculty, staff and student service.

5) To stimulate a climate of continuous improvement.

1A. Long and Short-Range Institutional Goals

Bellin College of Nursing faculty, staff, and administrators reviewed and discussed the College's Mission, Vision, and Values in May 2003. The proposed changes were presented to the Board of Trustees at a Strategic Planning Session conducted in June 2003. Across the Summer of 2003, the Board of Trustees completed the most recent strategic planning process (Display 1A-1, Minutes, 06/12/03, 08/14/03). The 2003-2005 Strategic Plan Summary (Appendix 1A-3) identifies three strategic initiatives: 1) Financial Security (managing and gaining resources), 2) Expanding Services to the Community (offering a graduate program, increasing diversity, and investigating offering a nurse-managed clinic), and 3) Capacity Development (facility needs, technology investment, program diversification and enrollment management). In an effort to keep all team members informed and involved in the Strategic Plan, and to keep the plan visible to the constituents who drive the plan, an Advancement Center, where the Strategic Plan is displayed on the wall, was designed. The Board of Trustee members were introduced to the Advancement Center at their August 2003 meeting, at which time they reviewed the work of the Administrative Team on the Strategic Plan. This Advancement Center has since become a hub of the College, best demonstrated by the College Convocation held during the opening week of the Fall 2003 semester for faculty and staff, where strategic planning information was reviewed and further input sought.

The revised Mission, Vision, and Values were approved by the Board of Trustees at their September 11, 2003 meeting. The revised College Purposes were approved at the December 11, 2003 Board of Trustee meeting. Review of the Mission, Vision, and Values by faculty, staff, administrators, and the Board of Trustees provided an opportunity for lively discussion and debate, resulting in a unified commitment to them in their final form. These groups serve as the solid foundation on which the Strategic Plan is built. The challenge lies in effectively allocating resources to address these priority goals. Engagement of Board members to actively participate in initiatives has begun. The new Advancement Center is a demonstration of the College's commitment to actualizing its Strategic Plan.

The College's Strategic Plan provides a structure for the implementation of the Mission and Purposes and is more fully described in Criterion 4D. It is reviewed on an ongoing basis by administration and the Board of Trustees.

The Strategic Plan drives the organization with responsibilities assigned to individuals, committees, and/or departments. This work is evident through minutes and through annual reports which include a list of accomplishments, completed ACE's, and goals for the next academic year. The Bellin College of Nursing College Bylaws (hereafter referred to as the "College Bylaws") (Appendix 1A-4), describe each committee, its purpose, and functions.

1B. Process Evaluation with Constituencies

The Mission, Philosophy, and Program Outcomes reflect professional standards and include the expectations of our constituencies who are defined as follows:

Internal Constituencies: students, faculty, staff, administration, and the Board of Trustees.

External Constituencies: the State of Wisconsin; students and graduates (clinical sites and employers), consumers of health care, the liberal education faculty, the members of the Interinstitutional Committees, donors, and the alumni.

There are two main processes by which College improvement decisions are made within the organization, the Assessment of College Effectiveness (ACE) Plan (Appendix 1B-5) and the Decision Profile (Appendix 1B-6). The ACE Plan is described here; the Decision Profile process is described in Criterion 1C.

The ACE Plan provides direction for the systematic evaluation of College processes and resources. It is carried out in conjunction with continuous improvement and evaluation of other processes not included in the ACE Plan. The Master ACE Plan itself has been reviewed and revised every four years since the inception of the baccalaureate program in 1984.

The underlying philosophy of the ACE process is continuous improvement. The ACE Plan is a data driven process that assesses 52 aspects of the organization on a four-year cycle. These aspects are divided into the categories of Organization and Administration, Curriculum, Faculty,

Staff, Students, Integrity, and College Outcomes. The ACE Plan provides direction regarding the expected outcome(s) and the type of methodology used for study. The expected outcomes, as listed on the ACE Plan, are reviewed and updated as part of each evaluation assignment. The following example demonstrates the implementation of the ACE Plan. A review of the Mission Statement and College Purposes occurs every two years and is the responsibility of President's Council and the Board of Trustees. The ACE: Mission and Purpose was completed in Fall 2002. No major changes were recommended at that time. However, it was noted that the College was in the process of decision making regarding offering a graduate nursing program. As plans moved forward to implement this graduate program, the mission again came under review, and changes were proposed as described earlier in this chapter.

Consideration currently given to offering a graduate program also demonstrates the College's involvement of its constituencies. During Spring 2002, the College conducted a needs assessment regarding the possibility of offering a graduate nursing program. This assessment process included obtaining input from the College's internal and external constituencies. A research firm was selected to conduct phone interviews of random samples of prospective students and employers in Northeast Wisconsin. A paper survey with similar questions was distributed to all baccalaureate alumni, currently enrolled students, and students from two associate degree programs in the area. The data were analyzed and provided clear direction that a graduate program is needed in northeastern Wisconsin. The internal constituencies of the College were queried in terms of the impact of a graduate program on faculty and staff work. The final conclusion was to proceed in developing a Masters Degree in Nursing. The data are summarized in the chapter on Institutional Change.

In addition, input is gathered through the four interinstitutional committees (Table 1B-1). The Interinstitutional Academic Coordinating Committee (IIACC) is composed of nursing faculty and representatives from the University of Wisconsin-Green Bay, where the majority of BCON students take their liberal education courses. This group acts in an advisory capacity to and from the Nursing Curriculum Committee regarding liberal education courses. Discussions also focus on the changes

Table 1B-1, Interinstitutional Committees*		
Committee	**Purpose**	**Membership**
Interinstitutional Academic Coordinating Committee	Acts in an advisory capacity to/from the Nursing Curriculum Committee and the UWGB academic departments regarding general education courses.	**From BCON:** Dean (Chair) Nursing Curriculum Committee Chairperson Registrar Nursing Department Chairpersons **From UWGB:** Faculty representatives from teaching general education courses Outreach & Extension representative Associate Dean of Liberal Arts & Sciences Chairs of Natural & Applied Sciences & Human Biology
Interinstitutional Student Services Coordinating Committee	Acts in an advisory capacity to/from the Vice President (BCON), the Student Services Committee (BCON), and the Student Service Departments (UWGB).	**From BCON:** Vice President/COO (Chair) Registrar Director of Financial Aid Director of Admissions Chair of Student Services Committee **From UWGB:** Associate Provost for Student Services Director of Financial Aid Bursar Assistant Dean for Enrollment Management
Interinstitutional Clinical Agency Committee	Serves as a mechanism for the exchange of information between the nursing program and the affiliated clinical agencies.	Nursing Department Chairpersons Dean President (Ex-officio) Faculty representatives (2) Student representatives (2) Clinical Agencies representatives
Interinstitutional Administrative Committee	Provides administrative oversight of the Agreement addressing policy issues and exchanging information on course scheduling needs.	**From BCON:** Vice President/COO Dean of Nursing (co-chair) Chairperson assigned to course scheduling **From UWGB:** Dean of Liberal Arts & Sciences (co-chair) Dean of Professional & Graduate Studies Assistant Dean for Enrollment Services

* Table reflects a newly signed letter of agreement with UWGB and has not yet been included in the College Bylaws.

in programming, course offerings, and administrative changes at the University that may affect BCON students and faculty. An example of a decision that was made as a result of this committee's input was that the College needed to continue to secure a tutor in the fall semester for students taking chemistry. This has been facilitated each semester since it was suggested in Fall 2000 (Display 1B-2, IIACC Minutes 11/09/01, 11/08/02). Also, as a result of this committee's discussions, ongoing accommodations are made by both institutions for offering a biology course in summer (Display 1B-3, IIACC Minutes 04/27/01, 04/26/02, 11/08/02, 04/25/03).

Constituency involvement is also demonstrated by the following example. In 1998, following changes in the passing scores for the Nursing Council Licensing Exam (NCLEX) and the implementation of a major curriculum revision, the College's pass rate on that exam was unusually low. In an effort to work toward our established goal of 100% pass rate, a decision was made to call together a focus group of employers of our graduates. A meeting was held in May 2001 which resulted in a list of recommendations. These recommendations were presented to the Curriculum Committee and either are being implemented or were modified as more information became available. Criterion 3E describes implementation of the NCLEX Success Plan.

An annual meeting is also held in the spring with representatives from all the community clinical agencies (see Table 1B-1 and Criterion 1D for a full description of the Interinstitutional Clinical Agency Committee). These meetings serve as a mechanism for the exchange of information about relevant institutional changes at the agencies along with clinical issues. This information is used by faculty in planning curricular changes. For example, at the April 10, 2002 annual meeting, the issue of bioterrorism preparedness was discussed as a priority within the agencies, and suggestions made for integrating this topic into the nursing curriculum. At the May 20, 2002 Curriculum Committee meeting, this issue was discussed, and a goal was made to incorporate this material into the curriculum. After consideration by the Community Health faculty, two hours of bioterrorism preparedness content were placed into the 688-406 Community Health Nursing course beginning in Spring 2003. The content was based on established priorities and directives from organizations and agencies involved at the national, state and local level with

disaster/bioterrorism/weapons of mass destruction responsibilities. The minutes of the Family and Community Health Department meeting from December 2002 document the inclusion of this content into the curriculum.

Finally, the community constituencies of the College provide considerable evaluative data through the graduate, alumni, and employer surveys. These surveys are part of the ACE: Program Satisfaction which is discussed in Criterion Three.

1C. Decision Making Processes

The College Bylaws and Organizational Structure provide clear direction regarding the roles and responsibilities of individuals and committees within the organization. The faculty, staff, and students actively participate as committee members and are involved in the decision making processes of the College and, therefore, the governance of the College. Student representation on College committees has been invaluable in providing feedback on a variety of issues. Depending on the committee, students may or may not be a voting member. Student representatives are elected by their peers annually and receive an orientation to their responsibilities by the chairperson of the committee.

The College Bylaws (Appendix 1A-4) describe in detail each committee's purpose, membership, and responsibilities. An abbreviated form of the Bylaws/Committee Structure is included in Appendix 1C–7.

The organizational structure of the College (Appendix 1C-8) demonstrates the lines of authority. The President is responsible for administering all aspects of the College and is the liaison between the Board of Trustees and the College community. This position focuses on fund-raising and the financial operation of the organization. As the Chief Operating Officer, the Vice President oversees the day-to-day functions of the College. The Dean is responsible for administering the nursing program and also provides the leadership and resources to support the curriculum, faculty and students. The additional responsibilities of each of these positions is described within the position descriptions which will be on display (1C-4). In addition, the organizational structure identifies the relationship of each member of the College team to their respective administrator.

Individuals, teams, or committees can stimulate change using the decision making and policy development processes as outlined in Appendix 1C-9 and Appendix 1C-10. The Decision Profile (Appendix 1B-6) is an effective tool for facilitating decisions affecting all aspects of the College. Key processes of the College affected by the decision are identified by the writer(s) of the Decision Profile, which is then brought to the appropriate committee and/or administrator for review and approval. Consideration of these processes as part of decision making ensures that ripple effects of the decision are considered. Once approved, the Decision Profile is submitted to the designated administrator for final approval and implementation.

An example of this process was the recommendation to move the placement of the pediatrics course from the junior year to the senior year. This Decision Profile (Display 1C-5) was approved at Curriculum Committee in January 2001 and resulted in a curriculum change which is in its first year of implementation. Anecdotal student and faculty feedback from the course as it is being implemented in its new curriculum position are very positive. A formal evaluation of this change will occur after the completion of the first year of full implementation.

A strength of this decision making process is the involvement of all parties in the decision. An area for improvement is the communication of the process outcomes or decisions. While all involved individuals/groups receive copies of the approved Decision Profile, they may not always understand or remember the implications of the decision in regard to their own work. In the case of the pediatric course example described above, not all involved groups remembered the implications of that change a year later. To facilitate process improvement, an online tracking system listing curriculum changes and when they occurred was implemented.

1D. Understanding of College Purposes by Constituencies

Continued support of the College is best demonstrated through the support generated by the external constituencies. Letters of agreement in existence with the College's educational partners demonstrate that they not only understand the purposes but are willing to align their organization and resources to support them. A letter of agreement and an operational plan is in place with the University of Wisconsin-Green Bay, the primary liberal education partner for the College (Display

HIST-1). These documents outline the role and responsibilities of both the University and BCON in the provision of the liberal education component of the curriculum and also some shared student services. Transfer agreements are in place with Lakeland College in Sheboygan, WI; Silver Lake College in Manitowoc, WI; and College of Menominee Nation in Keshena, WI. Through these agreements, students are prepared to transfer to the nursing program after completing the initial liberal education course work on these campuses. These agreements are reviewed annually by the Vice President, every four years through the ACE: Relationship with Cooperating Clinical and Educational Institutions, or at the request of the College or partner institution.

Another example that the constituencies understand the College's Purposes is the commitment shown by cooperating clinical agencies. During the 2002-2003 academic year, clinical contracts or letters of agreement existed with 36 agencies which were used for clinical experiences across the curriculum. During the Fall 2003 semester, the College used 53 clinical agencies (Display 1D-6), including hospitals, nursing homes, community agencies, and home care sites. These contracts or letters of agreement are renewed each year with the clinical facilities used by the College.

Representatives from the College and various clinical agencies meet two times a year at Interinstitutional Clinical Agency meetings, the purpose of which is to serve as the mechanism for the exchange of information between the nursing program and the affiliated agencies. The information exchanged at these meetings helps to keep both the College and involved agencies apprized of any changes in institutional structures or processes that affect students and/or faculty. Examples of matters that are or have been discussed are leadership changes, information technology updates, curricular redesign and employment trends.

The interinstitutional committees demonstrate active involvement with College constituents. The willingness of these constituencies to enter into business agreements not only demonstrates their understanding of our Mission and Purposes but also their commitment to support the same. Donors to the College demonstrate their understanding of the College Purposes through their gifts. Historically, there has been little attrition from the donor base.

1E. Informed Public

College documents and publications accurately reflect the Mission, Values, and Program Outcomes. Table 1E-1 outlines the College documents/publications and the pages where the Mission, Values, and Program Outcomes are referenced. The Mission and Values are also displayed in the College corridor near the main entrance to the College B building. All of these documents are reviewed every four years according to the ACE Plan, the most recently being in the Spring 2003. As part of this process, the documents are examined for accuracy and to ensure consistency.

The College website clearly identifies the College Mission, Values, Purposes, and Program Outcomes (Table 1E-1). Additionally, the site provides general information regarding curriculum, course offerings, admission information, financial aid, scholarships, and student organizations. The website is updated regularly to offer prospective students, alumni, and donors the latest information on campus events, links to nursing resources, and job opportunities. The strength of the website is that it is ever evolving, offering visitors new and up-to-date information about the College.

Table 1E-1, Visibility of Mission, Philosophy, and Outcomes

DOCUMENTS/ PUBLICATIONS	MISSION/VALUES	PROGRAM OUTCOMES
College Catalog	Page 6	Page 7
Student Handbook	Page 1	Page 9
Faculty/Staff Manual	Page 6	–
Website: bcon.edu	Home Page/Mission	Academics – Curriculum Page

1F. Freedom of Inquiry

The Program Philosophy creates a culture that is supportive of inquiry for faculty and students. The Philosophy states "together faculty and students develop a caring, learning environment that supports professional inquiry, futuristic planning, self-direction toward life-long learning and continued growth of a caring attitude" (see College Catalog, p.6).

Support for freedom of inquiry for faculty is demonstrated by the Faculty Rights (Faculty/Staff Manual, 2.16.1), Faculty Responsibilities (Faculty/Staff Manual, 2.16.2), and

Academic Freedom Policy (Faculty/Staff Manual, 2.16.3). The Faculty/Staff Manual will be available in both paper and electronic versions (Display 1F-7). Faculty rights state that faculty have the right to "express opinions and discuss issues of importance, to disagree without reprisal." The ACE: Rights and Responsibilities, which reviewed the policies and procedures pertaining to faculty rights, responsibilities and the grievance procedure was completed in January 2002. Based on faculty feedback, recommendations for clarification in wording and the inclusion of the academic freedom policy as part of the ACE plan were made and those changes implemented (Display 1F-8).

Support of freedom of inquiry is demonstrated in the Support Staff Rights (Faculty/Staff Manual, 3.1.3). According to the rights, the staff have the right "to express opinions and discuss issues of importance." An ACE on Staff Rights and Responsibilities was completed in Fall 2001. At that time, editorial changes were made to the staff's rights and responsibilities to provide better clarity (Display 1F-9).

The College has many mechanisms in place for students to share their satisfaction/concerns regarding the program. Several of these mechanisms include: student course evaluation, elected participation on Curriculum Committee and/or Student Services Committee, the Complaint and Grievance Policies, and the Student Opinion Survey (SOS). In addition, policies exist to fully inform students of their rights and expected behavior: Student Behavior Policy, Sexual Harassment Policy, and the Student Bill of Rights. The Graduate Survey, which is part of the ACE: Program Satisfaction, also provides the graduate an opportunity to share feedback about the program.

The student Complaint and Grievance Policies are published in both the College Catalog and the Student Handbook. (Enclosure GIR-1, College Catalog, p. 44; Enclosure 1F-1, Student Handbook, pp. 72-77). These polices, which are reviewed regularly as part of the overall ACE Plan, were most recently reviewed in Fall 2002. At that time, the corporate attorney also reviewed the policies to ensure they were consistent with current laws. In the past 20 years, only one formal student grievance has been filed; no formal student complaints have been filed.

The Student Bill of Rights, (Enclosure 1F-1, Student Handbook, p. 75), states "Students have a right to engage in a sustained and independent search for truth, utilizing good judgement."

Feedback is readily demonstrated on student evaluation of faculty teaching of courses/labs/clinicals. Students are given the opportunity to participate in the College's governance system through representation on Curriculum or the Student Services Committees. Member representatives are chosen/elected from each class and serve as a voice to give input and feedback as ideas are developed, discussed, revised, and implemented.

The Workplace Satisfaction Survey, which assesses the over all College climate, is completed by faculty and staff as part of the ACE Plan. In years past, a separate survey was given to faculty and staff, but in Fall of 2002 a joint tool, removing repetitive items, was developed and then implemented in January 2003 (see Criterion 2B for further detail regarding this process).

These examples demonstrate opportunities which help foster support for freedom of inquiry for faculty, staff, and students. An understanding and support of these purposes provides the foundation for success of the organization as it actualizes both its mission and philosophy.

1G. Commitment to Excellence

The College's commitment to excellence in both the teaching provided by faculty and the learning expected of students is best exemplified in its Nursing Program Philosophy which states:

> "We believe that a competent, self-confident, professional nurse develops from exposure to a strong theoretical base and experiential practice in a variety of settings. Because we believe that teaching/learning is a shared, ongoing process, our faculty are committed to fulfill the roles of educator, facilitator, advisor, resource person and professional role model. Together faculty and students develop a caring, learning environment that supports professional inquiry, futuristic planning, self-direction toward life-long learning and continued growth of a caring attitude."

Additionally, Program Outcome #2 states that at the conclusion of the program, the student will have demonstrated "a philosophy that encompasses commitment to learning, futuristic planning and the development of the profession in a global society."

The Proposed Mission statement (Criterion One, Introduction) describes the College's commitment to provide nursing education "that contributes to excellence and leadership in the professional practice of nursing" and that the College serves students "who possess the academic and personal attributes necessary to complete the education." The inclusion of excellence as a College

Value further demonstrates the organization's commitment to excellence since these values were identified through a total team process. The values are included in the proposed Mission Statement.

As part of the ACE Plan, administration, faculty, staff and the Board of Trustees review, refine, and implement policies and procedures designed to promote excellence in teaching and learning. A separate review of the College's Mission, Philosophy, Values, and Purposes occurs on a regular basis and reflects the College's commitment to maintaining relevance and congruence with the changing health care and education environment. The most recent review is documented in the minutes of the President's Council (Display 1G-10), Board of Trustees Executive Committee meeting (Display 1G-11), and the Board of Trustees meeting (Display 1G-12).

Recognition of excellence by students, faculty, and support staff is achieved through the use of highly visible bulletin boards in the hallway of the College, in the bi-weekly *College Connection*, through the news media, and in the Sigma Theta Tau Kappa Pi Chapter-at-large newsletter. Each year at graduation, the Nishioka Family Faculty Excellence Award is presented to a faculty member who demonstrates excellence in teaching, service and/or scholarship. Nominations for the award may be from faculty, support staff, students, or self-nomination. A multi-disciplinary committee reviews the nominations and recommends the recipient of the award.

Student excellence is demonstrated by the admission criteria, performance in meeting the program outcomes, performance on standardized assessments, and on the NCLEX exam. The Admission Criteria reflect Bellin College of Nursing's commitment to high educational qualifications. The applicant must graduate from high school with a 3.25 or better GPA, or having a 23 or better ACT, for priority admissions. Students not meeting priority admission but who have either a 21 or 22 ACT or a 2.9 GPA are reviewed for admission by the Enrollment Management Committee. Students transferring to BCON from another educational institution must have a GPA of at least 2.7 in BCON-required courses, with no grades less than a "C" beginning in Fall 2004. Demonstration of successful completion of college course work can be used to meet the academic quality criteria. In addition to educational excellence, personal and health qualifications are also identified in the admission criteria for the successful applicant. Prospective students who meet

specific criteria prior to admission are eligible for the College's merit scholarship program. Student academic achievement is described in Criterion 3B. The Lucyanna Hitch Award for Excellence, presented at graduation to the graduate who best exemplifies mastery of the five roles of the professional nurse, and the Dean's list are additional recognitions of excellence.

Finally, the continually strong performance of the College's graduates on the NCLEX is proof of the College's commitment to excellence. Since 1998, the College's pass rate has been among the highest in the state for baccalaureate programs and, over the past nine years, the mean pass rate was 92%. This is described in more detail in Criterion 3E.

Faculty demonstrate excellence in their roles through advanced study, clinical practice, and scholarship. Excellence in teaching is facilitated by the annual performance appraisal and development planning done by the faculty, in conjunction with the Dean, on a yearly basis.

The College demonstrates its commitment to supporting and promoting excellence in teaching through its faculty development program, both for on-campus and off-campus offerings. Presentations on "Educating Across the Generational Divide" were held Spring and Fall 2002 for both faculty and staff. Issues pertaining to the inclusion of "genetics" in the undergraduate curriculum were addressed through a presentation in May and August 2003. Monies are budgeted annually to facilitate faculty representation at local, regional, and national conferences both as presenters and participants. Tuition reimbursement and a sabbatical policy are in existence for those faculty pursuing certifications, both initial and renewal, as well as for doctoral study.

STRENGTHS

- Bellin College of Nursing's Mission, Philosophy and Program Outcomes are clearly articulated, consistently published, and reviewed regularly as part of the overall assessment process.
- The College's ACE Plan incorporates the principles of continuous quality improvement for the systematic evaluation of the entire College.
- The College has a clear and structured decision making process that involves all of its constituencies.

Challenges	Plan
• Recommendations from ACE Reports and Decision Profiles need to be monitored to ensure action and documentation.	• The online document that was recently created to track and document curriculum decisions will be evaluated for its effectiveness.

CRITERION TWO: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

2A. Board Governance

The Bellin College of Nursing Board of Trustees (Appendix G1R-3, Members) which is comprised of 13 members representing various segments of the community, derives its delegated powers from the Board of Directors of Bellin Health Systems, Inc. (BHS), the parent corporation of the College. The Trustees, who either hold or have held executive positions in local companies, are active or retired health care professionals, have knowledge of higher education, and use their respective expertise as a part of that governing body. Currently, four Trustees are also members of the Bellin Health System Board which provides for excellent communication between the two Boards. This membership is consistent with the Trustee Bylaws that state: not more than one third of the College Board may also be members of the Bellin Health Board. This guarantees and supports that policy-making content of College activities remains with the Bellin College of Nursing Board of Trustees.

The Power and Authority of the Board of Trustees (BOT) is defined in Article III of the Bylaws:

3.1 Power and Authority. Except as limited by the Articles of Incorporation or Bylaws, the business of the Corporation shall be managed by the Board of Trustees (which Board of Trustees shall constitute the Board of Directors in accordance with Chapter 181, Wisconsin Statutes).

The Board of Trustees shall constitute the policy-making body of the Corporation, shall have and exercise the corporate powers prescribed by the Bellin Health Board, and shall have and may exercise all of the following powers, together with other powers necessary in discharging such delegated responsibility. The stated purposes of the Board of Trustees include:

(a) To define the Corporation's policies, goals, and objectives.

(b) To establish such committees and reporting criteria as may be needed for the proper operation of the Corporation and the achievement of its goals.

(c) To recommend to the BHS Board, and to adopt subject to approval of the Board of Trustees, the annual operating and capital expenditures budgets for the Corporation.

(d) To oversee the budget of the Corporation and enforce business-like controls over expenditures.

(e) To oversee the endowed funds and other investments of the College including approving and enforcing of an investment and spending policy for invested funds.

(f) To adopt a long-range master plan for the orderly development of the Corporation's programs and services.

(g) To seek candidates for positions on the Board of Trustees and to submit such candidates for approval to the BHS Board.

(h) To grant degrees.

(I) To recommend to the BHS Board, the selection of the President/CEO of the Corporation (College).

(j) To enact rules and regulations pertaining to the faculty, student life, and curriculum.

(k) To establish procedures regarding appointments, promotion, tenure, and dismissal of faculty members.

The minutes of the Board of Trustees' meetings demonstrate that the appropriate policies and procedures have been implemented to accomplish the Board's stated purposes and objectives, including reviewing and approving the operating and capital budget, review and approval of Board nominees, and participation in strategic planning for the College.

Minutes also reflect motions on the candidates for graduation that are put forward by faculty and administration. Some of the delegated powers of the Board of Trustees relate to the rules for the Medicare passthrough dollars for Nursing and Allied Health which require that certain items be

under the watch of the institution receiving the funds. Bellin Hospital receives the funds and then passes them on to the College; for example, "to enact rules and regulations pertaining to faculty student life and curriculum." Faculty salaries are approved by the Board of Trustees as part of the budget. The Student Handbook and Faculty/Staff Manual are reviewed periodically as a whole document with the academic member of the Board perusing them on behalf of the Trustees. The Trustees do not develop the policies contained in those manuals. They do approve changes in the promotion policies and on faculty promotions, again brought forward by the faculty and administration. The Student Handbook was approved by the Trustees at the December 12, 2002 meeting (Display 2A-1, Board Minutes). The Trustees approved the Mission, Purposes, Vision, and Values of the College, but the Board of Trustees does not get involved with the curriculum other than to periodically receive an update on the outcomes of the Student Academic Achievement Assessments.

The Trustees will have their first opportunity to submit a recommendation for the next president of the College within the next few months. The current president was appointed before the College was incorporated as a subsidiary on October 1, 1988. The process is somewhat similar to the state system where the head of a college is confirmed by the system Regents. Nominees for Trustees of the College, forwarded to the Bellin Health Board for action, have always been accepted.

Article V of the Trustee Bylaws states that the Board of Trustees may establish such committees as necessary to fulfill the functions of the Board. Currently there is an Executive Committee that incorporates the responsibilities of a Finance Committee, as well as a Marketing Committee, Development Committee, and a Nominations Committee. Two ad hoc committees exist: a Financial Planning Committee, established as a result of the Strategic Plan, and a Search and Screen Committee, to oversee the selection of the next president. Committee responsibilities, also delineated by the Bylaws, were reviewed and updated in 2002-2003 (Appendix GIR-2, Trustee Bylaws, Committee Responsibilities).

The Trustees have periodically done a self-evaluation. In Summer 2001, the Trustees did the Self-Assessment for Nonprofit Governing Boards published by the Center for Nonprofit Boards.

The tool has two parts: the first assesses ten responsibilities of the Board as a whole; the second part is a self-assessment for the individual Trustee. Thirteen of the 14 (93%) Trustees completed the survey, although one or two newer members were not able to rate all of the questions. A group facilitator worked with the Board to summarize the results related to the full Board portion of the tool at the August 9, 2001 meeting. While the Board was overall satisfied with its performance, it looked for areas in which there was room for improvement. The results that the Board identified as needing some attention were categorized by the Trustees as strategic, Board development, or informational need items.

Strategic items related to the mission and purposes, strategic planning, and public relations related to enrollment and fund raising. If additional programs are added, the mission will need to be expanded, and the mission needs to be in front of the Board consistently. Key indicators need to be developed with the Strategic Plan.

Board development items included fund raising responsibilities, human resource policies, and bylaws. Although the Trustees were overall satisfied with these areas, they saw room for further development.

Informational items included risk/liability insurance, more detail about programs and services, and the President's evaluation and compensation.

The most frequently mentioned topics included increasing the enrollment (6 times) and fund raising (5 times). These topics became part of the 2001 Strategic Plan and continue in the new 2003 Plan. The results of the Self-Assessment and the minutes of the August 9, 2001 minutes are on display (Display 2A-2).

2B. Organizational Structures, Policies, and Procedures

The College Organizational Chart is outlined in Appendix 1C-8. Three positions have a direct line to the President: the Vice President, the Director of Development, and the Administration Administrative Assistant. The Dean, who is responsible for the nursing program, has a direct line to the Vice President. Through these positions the operations of the College are coordinated. Position descriptions and qualifications are referenced in section 2C. As part of the ACE process,

the Administrative Structure and Organizational Charts were most recently evaluated in January 2003 (Display 2B-1). Data were collected from the internal constituencies via a written survey. Organizational charts from similar colleges were also reviewed. It was determined that the Organizational Chart reflected the actual administrative structure and functions of the College. The following recommendations were also made:

1) that the Administrative team clarify their roles annually at the President's August Convocation;
2) that weekly administrative team meetings continue; and
3) that the tool for the next Administrative Structure ACE be redesigned to include more quantitative data.

Recommendations one and two are being implemented and have resulted in positive verbal feedback. Unless circumstances require, the next formal assessment of the organizational structure will be as described in the Master ACE Plan (Appendix 1B-5).

Annually over the last three years, the ACE: Workplace Satisfaction examining the workplace environment of the College has been completed (Display 2B-2). In January 2003, the data collection process for this ACE changed considerably. The overall survey was redesigned so that evaluative data regarding administrative positions was not reported as part of the overall Workplace Satisfaction Survey, but rather as individual tools for each of the administrative positions. Feedback regarding the administrators was distributed to them and used as a reference in their annual reviews. The top three strengths of the College noted in the survey were dedicated faculty and staff, reputation, and commitment to providing quality education and program. The top three areas for improvement were space, finances (accounting and financial viability), and technology. Improvements in each of these areas are described in Criterion 2H and 4E.

2C. Qualified and Experienced Administrative Personnel

There are three administrative positions within the College, including the President/CEO, Vice President/COO, and the Dean. The position descriptions for the three administrators can be found in Display 1C-4. The Curriculum Vitae of the administrators (Display 2C-1) demonstrate their

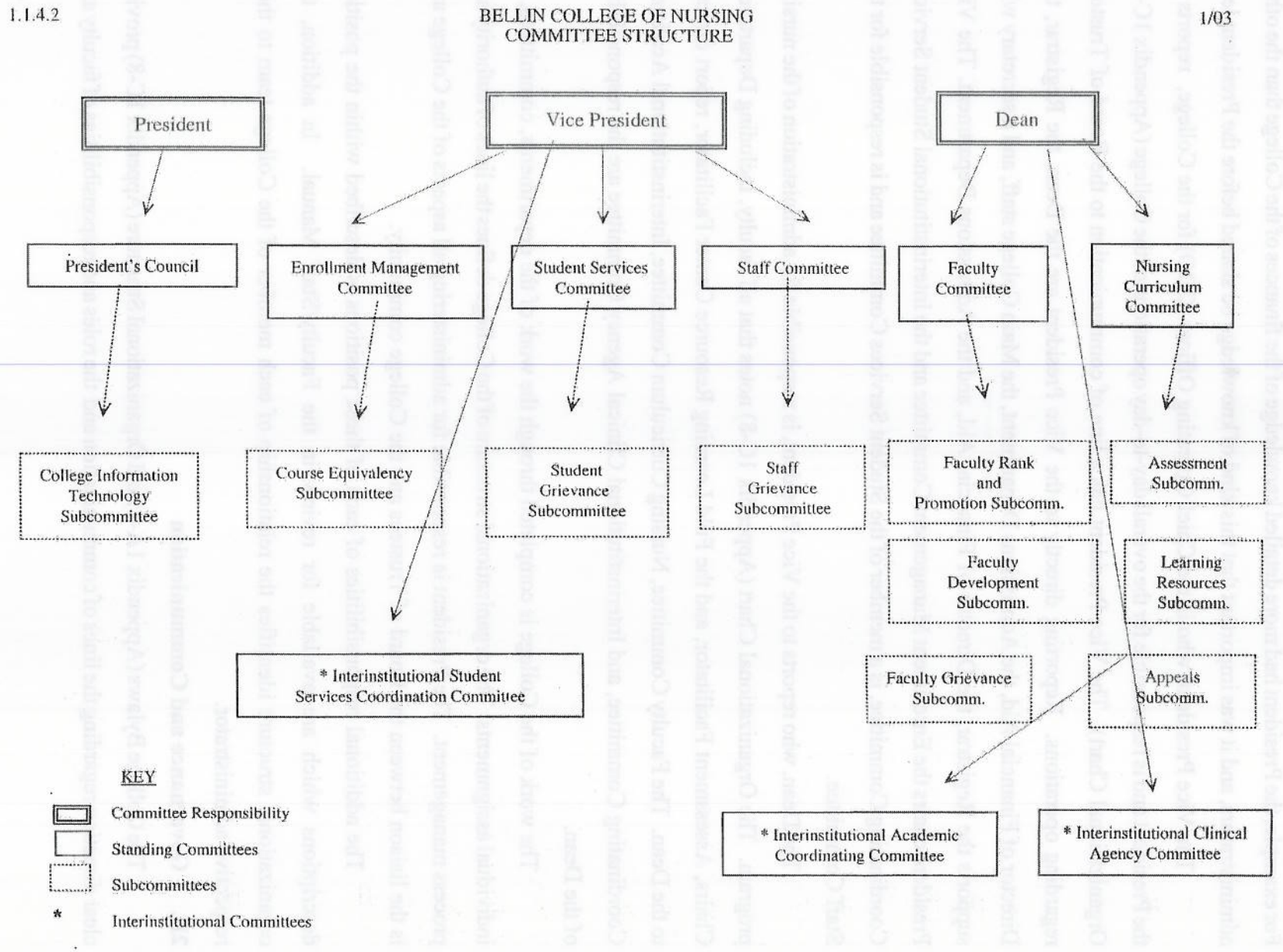
qualifications, experience, and commitment to the College and its mission. Each administrator is evaluated by the individual to whom they report. The President is evaluated annually by the Executive Committee of the Board of Trustees, the Vice President is evaluated by the President, and the Dean by the Vice President.

The President/CEO reports to the Board of Trustees and is responsible for overall administration, including overseeing public relations and fund raising. The three positions that report directly to the President as noted on the Organizational Chart (Appendix 1C-8) are the Vice President, the Director of Development and Public Relations, and the Administration Administrative Assistant. Joyce McCollum has been President and Chief Executive Officer (CEO) of the College since 1988. The President chairs the President's Council whose membership includes the Vice President, the Dean, the Director of Development, and an elected representative from both faculty and staff. The purpose of this committee is to coordinate the planning, assessment, and improvement of activities to achieve the mission and vision of the College. The functions of the Committee can be found in the College Bylaws (Appendix 1A-4). Figure 2C-1 demonstrates the relationship of the committee to the respective administrator.

During 2003, the President began to plan for her retirement. Given the challenges of the new Strategic Plan and the restlessness of faculty and staff to see the College grow in new and innovative ways, the Board of Trustees initiated a Succession Plan in August 2003. A Search and Screen Committee was appointed in October 2003 with a goal of hiring a new President by Summer 2004. The members of the committee include the members of the Executive Committee of the Board of Trustees, a Board member who is a retired faculty member from the University of Wisconsin-Green Bay, three faculty members, one staff representative, and the Bellin Health System President/CEO, who is also a Trustee (Appendix 2C-1). Minutes of the Board of Trustee meetings document this process (Display 2C-1, Executive Committee 07/29/03, 09/03/03; Board of Trustees 08/14/03, 09/13/03).

Across the 2003-2004 academic year, the Vice President and the Dean have shared in some of the responsibilities of the President in preparation for this transition. Appendix 2C-2 outlines responsibilities that are in addition to their position descriptions and are temporary assignments.

Figure 2C-1, Committee Structure



For example, the President had more detailed knowledge of the finances of the College than the other administrators, and it was important that this kind of knowledge be shared before the President left.

The Vice President, who is the Chief Operating Officer (COO) for the College, reports to the President and is responsible for the overall day-to-day operations of the College (Appendix 1C-8, Organizational Chart). The Vice President has a line of communication to the Board of Trustees regarding operations. Reporting directly to the Vice President are the Dean, the Registrar, the Director of Financial Aid, the Admissions Department, the Main College staff, and a secretary who supports the Registrar, the Director of Financial Aid, and the Admissions Department. The Vice President chairs the Enrollment Management Committee and the Interinstitutional Student Services Coordinating Committee, is a member of the Student Services Committee and is responsible for the Staff Committee.

The Dean, who reports to the Vice President, is responsible for administration of the nursing program. The Organizational Chart (Appendix 1C-8) notes that all faculty, including Department Chairs, Assessment Facilitator, and the Fuld Learning Resource Center Facilitator, report directly to the Dean. The Faculty Committee, Nursing Curriculum Committee, Interinstitutional Academic Coordinating Committee, and Interinstitutional Clinical Agency Committee are the responsibility of the Dean.

The work of the College is completed through the work of the departments, committees, or individual assignments. The organizational structure of the College defines the lines of authority and process management. The President is responsible for administering all aspects of the College and is the liaison between the Board of Trustees and the College community.

The additional responsibilities of each of these positions is described within the position descriptions which are available for review in the Faculty/Staff Manual. In addition, the organizational structure identifies the relationship of each member of the College team to their respective administrator.

2D. Governance and Communication

The College Bylaws (Appendix 1A-4) and Organizational Structure (Appendix 1C-8) provide clear direction regarding the lines of communication and the roles and responsibilities of faculty and

students in the governance of the program. The faculty and students actively participate as committee members and/or contributing members and are involved in the decision making processes of the College.

The Decision Profile and Key Processes of the College, previously described in Criterion 1C, provide direction and guidance during the decision-making process. The work described is completed by individuals within their positions or by committees. The College Bylaws outline the College committees, their purpose, and members. A brief description of each is included in Appendix 2D-1. The varied membership demonstrates faculty, staff, and student involvement in key decision making. Obtaining the student perspective has been invaluable in providing feedback on a variety of issues. Depending on the committee, students may or may not be a voting member. Student representatives are elected by their peers annually and receive an orientation to their responsibilities by the Chairperson of the committee.

The formation of the fourth interinstitutional committee is an example of communication with, and involvement of constituencies, in problem-solving and decision making. Prior to and including Fall 2003, scheduling of liberal education courses for BCON students was restricted to the timetable designed by UWGB departments. This often resulted in limited access to critical labs and courses, particularly in the sciences (biology, chemistry, anatomy and physiology, and microbiology). While placement was eventually facilitated, scheduling was usually reactive rather than proactive. In Spring 2003, earnest discussions began between the College's Vice President and the Provost and Assistant Provost from UWGB to find a mutually agreeable solution to this scheduling dilemma. These conversations identified similar issues affecting both BCON and UWGB students. As a result, the Interinstitutional Administrative Committee (IIAdC), whose function is to address policy issues and provide a mechanism for exchanging information about course scheduling needs, was formed. A group composed of representatives to this committee is scheduled to meet in Spring 2004 to begin preliminary discussions on course scheduling issues. The minutes of this meeting will be available (Display 2D-1, Minutes, IIAdC, 02/04).

Contracts and letters of agreement are used to formalize arrangements for student learning experiences. As described under Criterion 1D, there are formal letters of agreement with the

University of Wisconsin-Green Bay, Lakeland College, Silver Lake College, and College of Menominee Nation to provide the liberal education courses that support the nursing program. Clinical contracts are another example of these formal arrangements. The College facilitates the renewal of the clinical contracts each summer in preparation for the next academic year. This renewal process provides an opportunity for both groups to review the content of the contract. While changes are usually minor, occasionally a significant change is made as occurred in the Summer of 2003. The change in the federal regulations regarding privacy of patient information resulted in a change in language of the clinical contracts. Changes in those contracts are communicated to the faculty teaching in those agencies. Faculty are responsible to ensure that they and the students are meeting the expectations of the contract. Policies are in place to support faculty in this role responsibility. For example, a policy entitled "Clinical Readiness" was developed and implemented for Fall 2003. This policy clearly identifies that students are expected to be in compliance with health requirements, CPR certification, and computer training or not be allowed to attend clinical. This policy has clarified expectations for both students and faculty and has dramatically decreased the number of students not in compliance with clinical agency expectations. Both the letters of agreement (Display HIST-1) and the clinical agency contracts (Display 2D-2) are formal systems that ensure that resources are organized to support the student learning experience.

2E. Adequately Prepared Faculty

The College faculty includes the Dean, 15 full-time faculty, and two part-time faculty. All of whom hold academic rank. Three faculty members are associate professors, 13 are assistant professors, and two are instructors. Two of the faculty have doctorates, two are working on dissertations, two are enrolled in doctoral course work and the remainder have master's degrees in nursing. The College also employs eight adjunct faculty, one with a doctorate and the remaining with master's degrees. The College has worked to increase the number of doctorally-prepared faculty with a goal of 25% of faculty being doctorally-prepared. The addition of the graduate program will increase the number of doctorally-prepared faculty and will benefit both the master's and baccalaureate programs.

The faculty function in their areas of expertise. All faculty have a teaching role which includes classroom and/or clinical teaching responsibilities. Twelve (67%) faculty are certified in an area in which they teach, while two hold certificates in areas beyond their teaching assignments. Qualifications of faculty are summarized in Appendix 2E-1 and curriculum vitae will be on display (2E-2). Adjunct faculty may be assigned to classroom and/or clinical teaching as appropriate to their credentials and prior experience. There is a separate position description for adjunct faculty, which can be found on display in the Faculty/Staff Manual (p. 1.3.2.16).

Currently the faculty are all Caucasian women and do not yet mirror the student population or the community. Advertisements for open faculty positions are posted in media that reach potential applicants of diverse backgrounds. For example, advertisements have been in *The Chronicle of Higher Education*; The Sigma Theta Tau International, Honor Society of Nursing's online job site; Nursing Matters (WI); and in newspapers in Madison and Milwaukee, cities in Wisconsin with greater diversity.

Faculty come from diverse clinical backgrounds, thus possessing excellent and varied experience which contributes directly to student learning. The faculty are responsible for the quality of the nursing curriculum. All faculty are members of the Curriculum Committee which has responsibility for the development, implementation, and evaluation of the curriculum. This committee is responsible for the larger curriculum decisions while the course faculty and the teaching teams assume responsibility for decisions that are more specific to their individual courses.

In Fall 2003, the College enrolled 206 baccalaureate students and had 17.6 FTE faculty providing an overall student faculty ratio of 12:1. The Fall 2002 student to faculty ratio was 10:1. Adjunct faculty have been added for the 2003-2004 academic year in order to keep clinical groups of appropriate size and teaching assignments within the workload policy. Currently classroom sizes range from 18-55 students. The College consistently has small clinical groups providing the faculty sufficient time to work with students individually and collectively. The faculty to student clinical ratio is: 1:6 for sophomores, 1:8 for juniors, and 1:10-12 for seniors. Faculty teaching assignments identifying class/clinical sizes for the past three years will be on display (2E-2).

2F. Adequate Enrollment

The population of students is drawn from the area of service identified in the Mission Statement, and serves "women and men of diverse ages, religious, ethnic, and socio-economic backgrounds and life experiences." Table 2F-1 demonstrates that inquiries, applications and enrollment have remained steady, with increases noted for years 2001-2002 and 2002-2003 as is true of nursing programs across the country. The Enrollment Management Committee met its goal of seating 90 new students for Fall 2003. Applications for traditional and accelerated options for the 2004-2005 academic year continue to exceed projections.

Table 2F-1, Inquiries, Applications, and Enrollment

Enrollment Year:	1999-2000	2000-2001	2001-2002	2002-2003
Inquiries	1,260	1,265	1,723	2,080
Applications	111	141	148	142
Enrollment:				
Four-Year Option	36	37	45	56
Sophomore Option	0	11	11	19
Accelerated Option	24	23	24	17
Enrollment Total:	**60**	**71**	**80**	**92**

While the student population is primarily Caucasian (Table 2F-2, Ethnicity), the College has made a commitment to increasing the diversity of its student body with the formation of an Enrollment Management Committee Work Group charged with developing priorities for addressing diversity issues and also increasing the number of male students within the student body (Display 2F-1, Minutes, EMC, 08/03). In Fall 2003, a survey was sent to all male BCON baccalaureate graduates and currently enrolled male students, seeking their input on mechanisms to attract and retain more males to nursing, and specifically to BCON (Display 2F-2, Survey). The data generated from that survey continues to be analyzed with the intent to make recommendations to the Enrollment Management Committee for action (Display 2F-3, Data). Additionally, minority graduates and current students will be surveyed this spring to seek input on mechanisms to attract and retain more minority students.

Table 2F-2, Ethnicity				
Student Diversity/Ethnicity	**Class of 2000 (n=151)**	**Class of 2001 (n=160)**	**Class of 2002 (n=176)**	**Class of 2003 (n=206)**
Caucasian	91.4%	94.4%	93.2%	96.2%
Male	8% (12)	7.5% (12)	5.7% (10)	4.9% (10)
Minorities (Total)	5.3% (8)	5.6% (9)	6.8% (12)	2.9% (6)
Asian	2% (3)	3.1% (5)	2.8% (5)	1.9% (4)
Native American	2.6% (4)	1.25%(2)	1.7% (3)	0.5% (1)
Hispanic/Latino	0 (0)	0.625% (1)	1.1% (2)	0.5% (1)
African American	0.7% (1)	0.625% (1)	0.6% (1)	0 (0)
Other:				
Pacific Islander				
Non-resident alien			0.6% (1)	
TOTAL: Male/Minority	**12/8**	**12/9**	**10/12**	**10/6**

Previous efforts to increase the diversity of the student population included: a transfer agreement with College of Menominee Nation (CMN); a partnership with the Green Bay Schools Health Care Academy which is centered in the Green Bay East High School, the public high school with the greatest student diversity; facilitation of high school counselors' awareness of the Gates Scholarship for minority students (two applied, one recipient); participation in the development of a grant proposal to support the movement of disadvantaged students through the health education career ladders; and the waiver of application fees for financially disadvantaged students (waiver of fees request annually over the last three years). Within the last four years, 19 students from CMN have inquired, 9 applied, and 5 were admitted. Of the 5 CMN students who applied and were admitted, 2 never enrolled, 1 enrolled and then withdrew, 1 is a current sophomores, and 1 will be an accelerated student in Fall 2005. Since 1996, 80 East High School students have inquired about the BCON program. Within the last two years, the time the partnership has been in place, 28 (80) students have inquired or 35% have inquired within the last two years.

Although total enrollment has increased, the enrollment of males and minority students has decreased over the last two years. Thus, diversity of students will continue to be a focus of the College via the Strategic Plan.

2G. Effective Student Services

All students are provided with services and opportunities to support their learning experience. Support services include the assistance of the Director of Financial Aid, Registrar, academic advisors, and the health office nurses. In addition, the student organizations provide leadership opportunities and social interactions.

The student organizations are Student Senate and Bellin Student Nurses' Association (BSNA). All students are members of Student Senate and each class elects representatives who participate in decision making related to student life and school social activities. BSNA is available for students to join and provides opportunities for professional development and community involvement on the local, state, and national levels. This group regularly provides speakers on topics of interest to nursing students and all members of the student body are invited. There are approximately 35 active members, three of whom also hold offices at the state level in the Wisconsin Student Nurses' Association. BSNA has won an award for "Best Community Health Project" for three consecutive years. The 2000-2001 award was given for projects related to organ and tissue donation; 2001-2002 award was for diabetes education; and the 2002-2003 award was for a project focusing on spinal cord injury prevention.

Student services are assessed for effectiveness on a regular basis. The Student Opinion Survey (SOS), administered through the American College of Testing (ACT) and completed every three years as part of the College's ACE plan, is a mechanism that facilitates students' ability to give suggestions and feedback regarding non-academic issues. This ACE: Student Services assesses areas related to health screening, counseling, food service, registrar, financial aid services, and student activities. The survey also collects information regarding the complaint and grievance policies. The ACE is currently in progress and will be on display (2G-1). The last review in 2001 concluded that

there was overall satisfaction by the students who had utilized the service areas with health services (4.07 on a 5-point scale with 84.49% satisfied or very satisfied), personal counseling (3.89 on a 5-point scale with 77.80% satisfied or very satisfied), UWGB housing (3.83 on a 5-point scale with 77.19% satisfied or very satisfied), BCON food service (3.45 on a 5-point scale with 57.89% satisfied or very satisfied), UWGB financial aid (3.88 on a 5-point scale with 75.49% satisfied or very satisfied), billing and fee payment (3.76 on a 5-point scale with 77.20% satisfied or very satisfied), registration process (4.0 on a 5-point scale with 92.80% satisfied or very satisfied), transcript request procedure (3.79 on a 5-point scale with 78.80% satisfied or very satisfied).

Three services showing significant improvement from the 1997 ACE: Student Services were college transit system, BCON financial aid services, and transcript request procedure. Of the 23 services evaluated, the mean score was 3.70 on a 5-point scale, demonstrating overall satisfaction with services. Areas for improvement were student health insurance program (1.0 on a 5-point scale), parking facility and services (2.33 on a 5-point scale), veteran services (3.0 on a 5-point scale), and availability of UWGB courses at a time you can take them (3.0 on a 5-point scale).

Since the ACE was completed, students are now assigned to a designated parking lot that has frequent shuttles versus searching for a parking space in four lots. The student health insurance will be addressed in the future if there is a growing utilization of the services. The score of 1.0 on a 5-point scale was based on the utilization and evaluation of one student. The new Interinstitutional Administrative Committee, previously described in 2D, will be addressing the future availability of UWGB courses at times that support the nursing course schedules. At this time, veteran services are initiated at UWGB, and BCON merely verifies enrollment. Currently we provide this service to one student and will review the 2003 data for improvement (Display 2G-1, SOS).

Additionally, students also indicated satisfaction with available financial aid information prior to enrollment (100% of respondents were satisfied) and during enrollment (84.8% of respondents were satisfied or very satisfied). Data documenting what percentage of student financial needs are met can be found in Criterion 2K, along with information regarding scholarships and the merit scholarship program.

2H. Adequate Facilities

The College is located in a single building within the medical corridor that includes two hospitals and multiple clinics. The first floor and portions of the second floor are leased and consist of approximately 19,000 square feet on the first floor and approximately 2,400 square feet on the second floor. The remainder of the space within the building is utilized by clinics and departments owned and operated by Bellin Health. While the facility is very attractive and functional, there is a growing need for additional space.

The physical facility is evaluated regularly as part of the ACE Plan. The most recent evaluation, reported in March 2003, included a survey of faculty, staff, and students (Display 2H-1, ACE: Resources and Facilities: Physical Space). With growing enrollments challenging currently available space, a Space Utilization Workgroup was formed to address space needs. The following concerns were identified from a survey distributed to all College personnel: size of current classrooms in accommodating upcoming classes; staff office space in the Admissions Department; the availability and number of meeting and conference rooms; increasing needs in the Fuld Learning Resource Center (FLRC) areas as student enrollments increase; and lack of on-site storage space. Students, faculty, and staff reported general overall satisfaction with all the other areas of the college physical facility. As a result of the findings of the ACE and the Space Utilization Workgroup, rooms have been re-designated and re-configured to serve the changing needs. Changes that were made since the completion of the ACE and the Space Utilization Workgroup include:

1. re-configuration of the skills lab to double the psychomotor skill area and study practice areas;
2. development of the Advancement Center to focus strategic planning work and to be used as conference space;
3. movement of the faculty/staff resource room to be adjacent to assessment data room to facilitate access to the data by Assessment subcommittee members;
4. re-design of the admissions office; and
5. the addition of one faculty office space.

The issue of adequate space is also being addressed as Initiative 3, Capacity Development, in the College's Strategic Plan (Criterion 1A).

2I. Safe and Healthy Environment

The College campus as been a safe environment as is reflected in the report required by the Department of Education, Campus Crime Survey (Display 2I-1). There have been no incidents in the building or parking lots where students and staff park within the last year. The building entrances are secured for faculty, staff, and students by a special electronic pass card, with a code that informs security who is entering the building, on what day and time. Security guards make rounds throughout the building at designated intervals ensuring the building and classrooms are secure. A safety pamphlet is distributed to students twice a year with information regarding campus security: a telephone number to call in an emergency or to report criminal activity, what to do about a bomb threat, and so forth (Display 2I-2).

Health services for students are provided by Bellin Health. Each student's file is reviewed annually at fall orientation to ensure their safety for practice. All students are required to have a drug screen at their initial orientation to the College. After admission, drug testing is only conducted if behavior indicates there may be a problem. Each semester, students are given a pamphlet relating to alcohol and drug policies. Community and Campus resources are listed on this pamphlet. (Display 2I-3). Students are eligible to use Bellin Health Connection programs and Fitness Center at a discounted cost.

2J. Adequate Resources

Two libraries are available to students: The Meredith B. and John M. Rose Health Science Library (Rose Library) in the Bellin College Building and the Cofrin Library on the University of Wisconsin-Green Bay campus. The Rose Library serves the entire Bellin Health System and includes 7,000 volumes, of which 4,000 are nursing volumes. The library is staffed by a master's prepared, full-time librarian who serves as a resource to faculty and students, and the community-at-large. The librarian also serves on the College's Learning Resources Committee (LRC). This provides an avenue for faculty and student input regarding library holdings and services. In addition to the many

current texts, the Rose Library also provides reference materials, journals, and four computers that provide access to extensive online databases. An example is Badgerlink which provides access to information resources using existing telecommunication networks and Internet connection. Through Badgerlink, a variety of healthcare databases can be accessed including current, full-text professional articles. Other databases that can be accessed are: Medline, CINAHL, ERIC, and Psych INFO. Cooperative borrowing arrangements are in place with the Northeastern Wisconsin Intertype Libraries (NEWIL) and the Fox River Valley Area Library Cooperative (FRVALC), through which most journal articles can be procured. The Bay Regional Education and Training in Health Program (BREATH), a regional education sharing consortium of five hospitals in Northeast Wisconsin, is centered at the Rose Library. This program offers a wide variety of multimedia material. All of these holdings are available for students, faculty, and staff. The library is open to students, faculty, and staff approximately 12 hours per day during the academic year, and four hours on Saturdays.

The holdings of both the Rose Library and the FLRC are evaluated by students and faculty through the ACE: Resources and Facilities - Holdings (Display 2J-1). The most recent survey in Spring 2003 indicated that the Rose Library is meeting students' information needs. Data collected demonstrated that 87% of student respondents (n=119/100% returns) and 100% of faculty (n=13/76% returns) agree or strongly agree that books and articles are available to meet their needs. Even though student and faculty satisfaction is high, these resources continue to be expanded.

The Cofrin Library at the University of Wisconsin-Green Bay (UWGB) is available to Bellin students who are dually enrolled. Faculty, staff, and students who are not currently enrolled at UWGB have courtesy library privileges. The Cofrin Library adequately supports the liberal education component of the curriculum and provides nursing literature and access to online databases.

The College Information Technology (CIT) subcommittee of the President's Council has the responsibility to support and maintain the technology systems of the College. This subcommittee was formed in 1999 in response to a need identified by the ACE: College Bylaws for coordination of the College technology system. A Technology Plan (Display 2J-2) developed by this committee directs the actions of the committee and is used as a reference in making budget decisions. The Technology

Plan continues to be revised and updated based upon the needs of the College and advancements in technology. The Plan includes strategies and time-lines for addressing faculty, staff, and student development regarding the use of technology; hardware and non-nursing software acquisition and replacement; integration of technology in the curriculum; collaborative use of information; and budget planning.

Technical support for the College is provided by support staff and a local computer support vendor. Students experiencing difficulty in the computer lab are referred to the Fuld Learning Resource Center (FLRC) assistant. Problems beyond the scope of this person are referred to the chair of the CIT subcommittee and network administrator. Faculty and staff with technical concerns are also directed to the CIT subcommittee chair. If these individuals cannot resolve the problem the external technical support provider is contacted. The College budget includes provision for blocks of technical support hours to cover the network maintenance and general repair.

The ACE: Resources and Facilities - Technology completed in 2001 (Display 2J-3), identified technology needs related to hardware, software, networking, and accessibility for faculty and students. The ACE reported that "There has been steady improvement in accessibility to technology" and specific needs for development in regard to using technology by students, faculty, and staff were identified. As a result of this ACE, the need for optimizing productivity and the usage of current software were identified as issues needing resolution. Development programs to support faculty and staff in the use of technology were designed and presented on word processing, PowerPoint, file management, and the use of specific online course software. "Technology Tips" are frequently included in the *College Connection*, the College's Newsletter, and a CIT orientation was designed and implemented as part of the new employee orientation process. Specific hardware upgrades were recommended and purchases were made in response to this. In accordance with the recent Federal Trade Commission's compliance requirements of the Gramm-Leach-Biley Act (GLB Act), also known as the Financial Services Modernization Act, the CIT Committee also addressed the development of a College Information Security Plan. This Plan describes BCON's safeguards to protect covered data and information as required by the GLB Act. Results of this survey continue

to guide the work of the CIT subcommittee and the Learning Resource Center (LRC) subcommittee in technology decisions for the College.

The FLRC includes the psychomotor skills labs, physical assessment lab, student computer lab, student study, and video viewing areas. A master's prepared nurse faculty member serves as the facilitator and chair of the Learning Resources Committee (LRC), a subcommittee of Curriculum Committee. The FLRC Facilitator is responsible for preparing and administering a budget for models, supplies, and equipment for this area as well as educational media for the College with input from the LRC Committee. The FLRC Assistant oversees the day-to-day operations of the FLRC, including ordering supplies, setting up skills lab equipment for classes and testing, maintaining the student computer lab, and directing the work of the student assistants who staff the FLRC in the evenings.

The LRC subcommittee is responsible for projecting future needs for learning resources to support the curriculum and making decisions about purchases requested by course faculty. This group also explores external funding sources and provides information about the College's technology and equipment needs to the Development Department to approach potential donors.

In prior years, much of the equipment for the FLRC was purchased with Helene Fuld Health Trust grants. Due to a change in the focus of this Trust, new supplies and equipment are budgeted as part of the overall College budget. Occasionally external funding sources such as grants and donations are received to further support the needs of this area. For example, within the last six months, two mannequins were funded by private foundations.

2K. Financial Resources to Support Educational Endeavors

The College is funded through tuition, income from its invested funds, Medicare Educational Passthrough for Nursing and Allied Health, annual contributions from donors, and from other miscellaneous sources including grants. The following are percentages of college revenue from these sources for operations of the College for the fiscal year (FY) 2004 budget:

Tuition	69.0%
Government Reimbursement	15.5%
Contributions	5.3%
Endowment/Invested Funds	8.5%
Other Revenue/Grants	1.6%

Total revenue projected for FY 2004 is $3,386,848. Total expenses excluding capital is $3,334,045, which leaves the College with some contingency funding. The following documents will provide evidence: audited financial statements, endowment/investment statements, record of donor contributions, and financial assistance to students. Revenue sources and assets, faculty salaries, and the budget process are described to further demonstrate sufficiency. College expenses are outlined in Table 2K-1. Audited financial reports for the past two years are included with this report. These reports outline revenue sources, endowed funds, investments, and expense records. The proposed budget for the graduate program is outlined in the Institutional Change chapter.

Table 2K-1, College Expenses

Budget Category	2001-2002 (End of Year)	2002-2003 (End of Year)	2003-2004 (Budgeted)
Personnel			
Faculty/Acad. Support	$ 907,986	$ 952,707	$ 1,057,600
Staff & Administration	692,218	711,109	747,001
Benefits	385,763	413,471	574,986
Operations/Supplies	735,527	815,684	954,458
Capital	41,164	38,620	84,850
Total	**$2,762,658**	**$2,931,591**	**$ 3,418,895**

The impact of the equity markets on the invested funds challenged the College to streamline the budgets for Fiscal Years 2002 and 2003. While the College has adequate resources to offer a quality nursing program, the current Strategic Plan places emphasis on growing the endowment, strengthening annual fund raising strategies, identifying additional revenue streams, and securing the College's investments so that they are impacted less by market volatility.

Early in each calendar year, budget request forms are distributed to each of the College administrators and the Director of Development. Each develops a budget proposal for their respective areas. Information is gathered from individuals with assigned responsibilities. For

example, course facilitators, FLRC facilitator and assistant, Admissions Department, Development Department, and the support services and student services areas each propose and submit budget requests associated with their respective responsibilities. In addition, each College employee has an opportunity to provide input into the budget process. After all information is gathered, a proposed budget is drafted and the administrators along with the Director of Development meet to balance the revenue and expenses. The budget is then proposed to the Board of Trustees which has final approval.

Oversight of College expenses are monitored by the Administrative Team, President's Council and the Board of Trustees. To support this oversight process, a need for onsite accounting support, customized reports, and more timely delivery of, and access to, accounting data, was identified during the 2003 strategic planning process. As a result, the individual responsible for accounting began working part-time on site at the College in September 2003. This direct access is expected to increase efficiency by reducing administrative time spent on the budget process and financial monitoring.

The College also has a strong group of donors who recognize the impact of the nursing program on the well-being of the region. In 1995, an Endowment Campaign for operations successfully raised $2.2 million with an additional $2 million as a matching gift from Bellin Health. This is discussed in more detail in the Response to Concerns.

The Faculty Committee makes annual recommendations about salary and benefits to the Dean. Faculty salaries are based on a nine month contract and are reviewed each year along with other forms of compensation. It has been the goal of College administration and of the Board of Trustees to maintain faculty salaries at the 75th percentile as found in the *AACN Salaries of Instructional and Administrative Nursing Faculty*. Appendix 2K-1 compares Bellin College of Nursing faculty salaries with those of faculty teaching in similar programs. The 2001-2002 ACE: Faculty Salary and Benefits identified that the mean faculty salaries exceeded the 75th percentile when compared to the AACN data (Display 2K-1).

A faculty salary scale, differentiating pay for academic rank and years of service and the benefit plan, will be on display. In 2001, a 401(k) option was made available to College employees which has an employer match of 1 % of the first 2 % invested. In addition to the 401(k), the College continues to make contributions to the defined benefit plan for all employees.

Table 2K-2 identifies the percentage of student financial need that is provided by the College. The College attempts to meet the majority, if not all, of the students' financial need. Additionally, the low default rate is a product of the College's commitment to assist the student in meeting their college expenses through the use of patron and private scholarships. The Financial Aid Director actively seeks information on private scholarships and publishes that information in the student's monthly newsletter and via electronic mail. Additionally, students are counseled about their loan indebtedness and their obligation of repayment of any acquired loans. The previous three years tuition and fee schedules will be on display (2K-2). Tuition for 2003-2004 is $12,672 for an entering freshman.

Table 2K-3 demonstrates the number of dollars distributed to students from a variety of scholarship funds within the last five years. There has been a 41% increase in the amount of scholarship dollars disbursed to students over this five-year period. The amount of scholarship dollars available to students is sufficient to assist them in meeting their educational expenses. A decrease in available funds was experienced in 2002-03 primarily due to market decline. The Board adopted a policy to determine the amount available for award from endowed scholarships by calculating 5% of the average market value from the previous 16 quarters to help minimize fluctuations in dollars available for awards.

Table 2K-2, Financial Support of Students

Year	Percentage of Need Met	Federal Default Rate
1999 - 2000	84%	2.1
2000 - 2001	100%	0
2001 -2002	100%	0
2002 - 2003	92%	0
2003 - 2004	89%	0

Table 2K-3, Scholarship Distributions					
Scholarship Funds	**1999-2000**	**2000-2001**	**2001-2002**	**2002-2003**	**2002-2003**
Patron Scholarships	$195,006	$212,417	$217,830	$168,131	$200,395
Merit Scholarships	31,200	31,400	37,100	46,150	58,400
Fergus Scholarship	10,000	7,500	10,000	10,000	10,000
Groendahl Scholarship	15,865	14,429	14,131	11,828	11,500
Private Scholarships	134,560	146,087	146,339	180,895	144,928
TOTALS	**$386,631**	**$411,833**	**$425,400**	**$417,004**	**$425,223**

2L. Financial Resources to Meet Purposes

The College has adequate resources to carry out its mission. Regular oversight of the operational budget and investment activities is conducted by the Board of Trustees. The "Board Monitoring and Actions Related to Invested Funds" document summarizes monitoring and actions from the minutes of both the Executive Committee and the Trustee meetings. It demonstrates Board commitment to diversification of the investments to preserve the financial integrity of the College for the long term (Display 2L-1). Annually, independent auditors report on the financial statements, the internal control over financial reporting, and compliance with requirements applicable to the College's participation in major federal programs.

On February 13, 2003, the Board of Trustees accepted the independent audit report on the financial statements, the report on internal control over financial reporting, and the compliance report on major federal programs for the fiscal year ended September 30, 2002. The compliance report indicated a Department of Education composite score of 0.4. Unrealized losses on investments negatively impacted this score for the year. Federal guidelines indicate that institutions with a composite score of less than 1.0 may need to provide a letter of credit for 50% of the institution's

federal student loans for the preceding year. The College proactively obtained an irrevocable nontransferable standby letter-of-credit from Bellin Health. The letter-of-credit expired October 1, 2003. The Department of Education composite ratio for the year ended September 30, 2003 is 5.42. The Board of Trustees reviewed the FY 2003 audit at its February 12, 2004 meeting and determined that at this time a letter of credit is no longer necessary.

The College's strategic planning sessions identified a need for a comprehensive strategic financial plan. A subcommittee made up of the Administrative Team and several members of the Board of Trustees with financial expertise, is developing a plan to address the College's future financial security. Part of the committee's responsibility will be to decrease the College's sensitivity to fluctuations in its invested funds. In addition, new revenue streams are being explored. All programs are being reviewed for improving efficiencies and cost effectiveness.

STRENGTHS:

- Well qualified faculty members.
- The College has a clear and strong shared governance structure.
- A Board that is committed to the long term well being of the College.
- Over abundance of qualified applicants seeking admission to the College.
- A strong strategic plan with initiatives that will grow and manage the College's financial resources.
- Qualified and experienced administrative personnel.
- A strong student services department that supports students as they progress through the program.
- Strong scholarship program to provide financial support to students.
- A technology plan that is in place to support faculty, staff, and students.

Challenges	Plan
• Seeking and engaging Board members who can support and move the strategic initiative along is difficult.	• Recruit additional Board members to support the new strategic initiatives.
• College revenue sources need to continue to grow.	• Continue to diversify revenue sources in accordance with the Strategic Plan.
• Even with a technology plan in place, it is challenging to keep the technological needs of the College current.	• Faculty/staff in-service programs will be offered on technical topics as needed. • Time line set for resolution of technical problems. • Hardware and software may be leased so that all would be updated at the same time. • Continue implementation of GLB security plan.

Challenges	Plan
• Growing enrollments challenge currently available space and scholarship dollars.	• Support Strategic Initiative 3, Capacity Development. • Explore new avenues of space development to meet immediate needs.
• It is difficult to find and retain qualified, doctorally-prepared faculty.	• Continue to advertise in preference for diverse, doctorally-prepared applicants when recruiting faculty. • Dean to offer development opportunities for those who are doctorally-prepared (grant writing, professional development, leadership roles). • Support current faculty as they pursue doctoral study (tuition reimbursement, schedule flexibility, educational leaves).
• Increase the diversity of the student population.	• Develop a target number for the enrollment of minority students. • Follow through with analysis of survey data with recommendations to the Enrollment Management Committee. • Expand survey to involve previous and current BCON students of diverse backgrounds.

CRITERION THREE: The institution is accomplishing its educational and other purposes.

Over its 95 year history, Bellin College of Nursing has dedicated itself to providing a cohesive program designed to prepare graduates for practice in nursing. A continuous assessment program has been developed to provide data for analysis and decision-making to institute changes within the program. Course outcomes are evaluated regularly and changes made to the curriculum that are both timely and challenging. This chapter will detail the process and implementation of the education and assessment programs.

3A. Educational Programs

Bellin College of Nursing is a specialized college currently offering a four-year, baccalaureate degree in nursing (BSN). As part of this accreditation review, the College is applying for a change of status to begin offering a master's degree in nursing (MSN). The baccalaureate program will be described within this chapter, while the proposed graduate program will be discussed in the final chapter which deals with institutional change. The baccalaureate program has been accredited by the National League for Nursing since 1989. In October 2003, the program received full accreditation from the Commission on Collegiate Nursing Education.

The BSN program is available to qualified applicants through three options: the Traditional Track, the Sophomore Transfer Option, and the Accelerated Transfer Option (Enclosure GIR-1). The Traditional Track is designed to accommodate students who apply directly from high school or who have had little or no previous college experience. Students typically will complete the program in four years or eight semesters earning a total of 129 credits of which 65 are in liberal education and 64 are in nursing.

The Sophomore Transfer Option is for those applicants who have completed a minimum of 29 liberal education credits and is designed to be completed in three years and a summer session. These students complete the two 100 level nursing courses during a summer session using a Web-based format. Prior to the start of these courses, the students are on campus for an orientation to the College and to Web-based learning. The two courses are taught online except for the lab/clinical portion of the second course which is taught in a time-compressed format on campus.

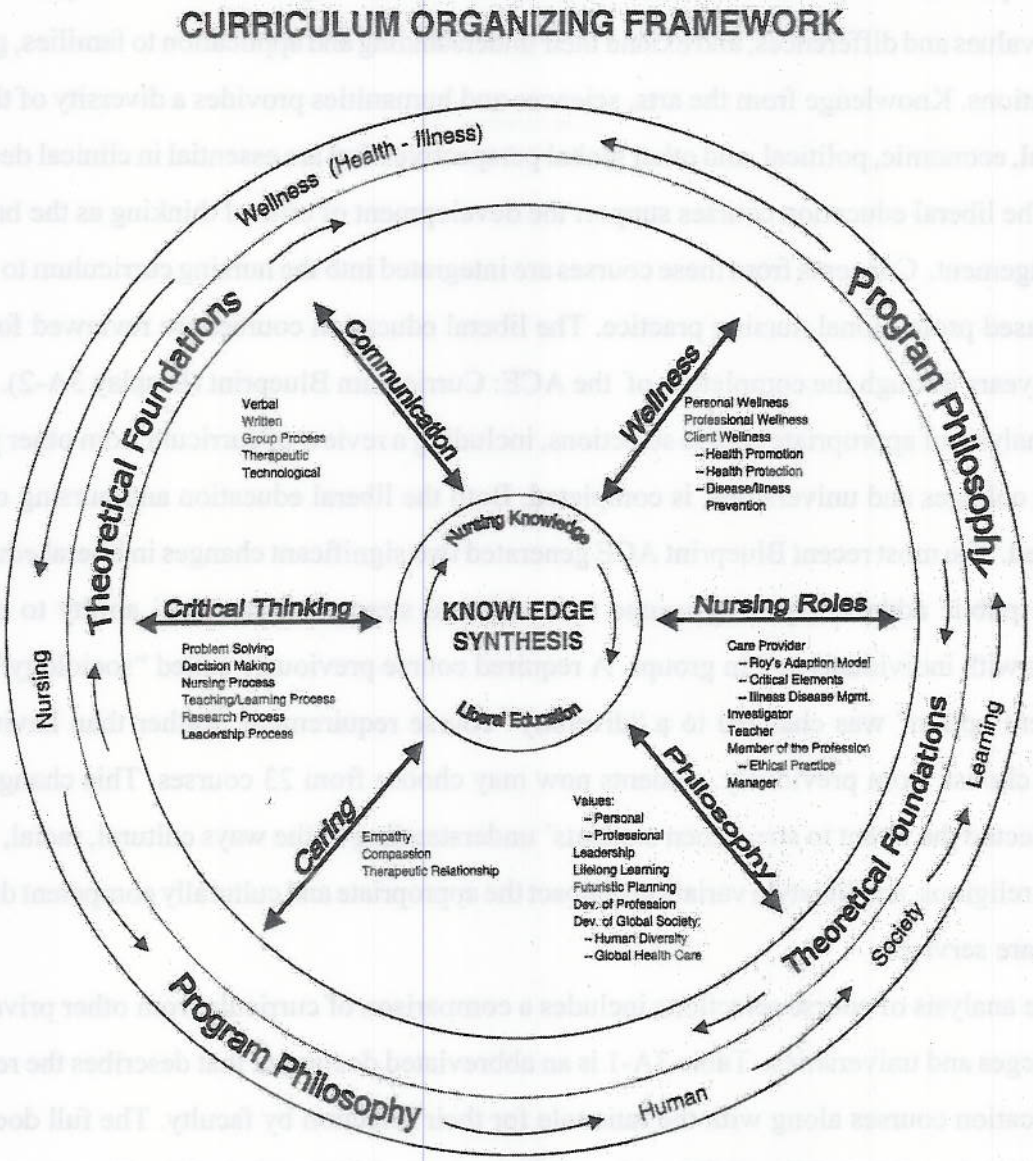
The third pathway is the Accelerated Transfer Option. This is a 21-month plan of study for those with a minimum of 47 required liberal education credits and/or prior degrees completed. Within this option, students complete the freshmen and sophomore nursing courses in an accelerated fall semester and then progress to a more traditional schedule as they complete the remainder of the program.

The Baccalaureate Curriculum

The Curriculum Organizing Framework (Figure 3A-1) serves as a blueprint to provide structure and guidance for the development and implementation of the nursing curriculum. This framework is primarily centered on the Program Outcomes and their core concepts. The dynamic process of the curriculum is represented by concentric circles in motion. The core of the curriculum is the synthesis of the liberal education and nursing knowledge. The concepts are drawn from the other Program Outcomes and, together with the sub-concepts, are integrated throughout the curriculum.

The Program Outcomes represent the knowledge essential for a baccalaureate-prepared professional nurse. Program Outcome #5 addresses nursing roles and encompasses Roy's Adaptation Model which is used as a framework within the care provider role. The theoretical foundations (Display 3A-1) are integrated throughout the content to broaden the understanding of the concepts and sub-concepts. The figure further demonstrates how the Program Philosophy supports the entire curriculum.

Figure 3A-1, Curriculum Organizing Framework



Liberal education courses such as sociology, anthropology, psychology, philosophy, and the diversity requirement challenge the student to examine personal, social, and civic values. This is expanded across the nursing courses as students are exposed to both class and clinical situations where topics such as death and dying, compliance, care for vulnerable populations, ethical issues in nursing, and professional practice issues are confronted. Students begin with a focus on personal and individual values and differences, and extend their understanding and application to families, groups, and populations. Knowledge from the arts, sciences and humanities provides a diversity of thought about social, economic, political, and other global perspectives that are essential in clinical decision-making. The liberal education courses support the development of critical thinking as the basis for clinical judgement. Concepts from these courses are integrated into the nursing curriculum to ensure a broad-based professional nursing practice. The liberal education courses are reviewed formally every four years through the completion of the ACE: Curriculum Blueprint (Display 3A-2). In this ACE, an analysis of appropriate course selections, including a review of curricula from other private and public colleges and universities, is completed. Both the liberal education and nursing courses are reviewed. The most recent Blueprint ACE generated two significant changes in liberal education courses. A public address (speech) course was added to strengthen students' ability to express themselves with individuals and in groups. A required course previously called "sociology/human development option" was changed to a "diversity" course requirement. Rather than having two courses to choose from previously, students now may choose from 23 courses. This change most clearly reflected the intent to strengthen students' understanding of the ways cultural, racial, social, economic, religious, and lifestyle variations impact the appropriate and culturally competent delivery of health care services.

The analysis of course selections includes a comparison of curricula from other private and public colleges and universities. Table 3A-1 is an abbreviated document that describes the required liberal education courses along with the rationale for their selection by faculty. The full document will be on display (3A-3, Liberal Education Philosophy and Rationale). The liberal education component of the curriculum is reflected in all Program Outcomes but specifically in Program Outcome #3 "The student will have demonstrated the synthesis of liberal education and nursing

knowledge as the basis for professional practice." Liberal education, along with nursing knowledge, provides the core for knowledge synthesis.

Table 3A-1 Liberal Education Requirement with Rationale for Selection

Components BCON Required	Credits	Course*	Rationale/Philosophy for Course Selection
I. Human Development	3	Introduction to Human Development	Provides an essential foundation to communication and relationships.
II. Psychology	3	Introduction to Psychology	Develops an understanding of behavior from psycho-physiological, cognitive, social and clinical perspectives to apply them to personal, community and professional concerns.
III. Human Diversity	3	Cross Cultural Human Development	Promotes an understanding of the ways cultural, racial, social, economic, religious, and lifestyle variations are expressed to enhance the provision of appropriate, competent care.
IV. Sociology/ Anthropology	3	Introduction to Sociology **or** Varieties World Culture	Develops an understanding of sociological and biological groups as wholes, the institutions found within them as systems, and the meanings of people in society. Help students to develop an understanding of the cultural and sociological aspects of the global community.
V. Statistics	4	Social Science Statistics **or** Introductory Statistics	Understanding statistical processes enhances the student's ability to critically think and problem solve. Since students are expected to apply research findings, it is essential that they are able to understand applied statistics.
VI. Philosophy/ Ethics	3	Introduction to Philosophy Problems in Ethics	Broadens an individual's ability to critically reflect regarding difficult issues.
VII. Communication	3 3	Fundamentals of Public Address Expository Writing	Supports students' ability to express themselves effectively with individuals and groups.
VIII. Upper Division Elective	3	A course with a 300 or higher number	Promotes synthesis of prior knowledge into an area of interest.

Components BCON Required	Credits	Course*	Rationale/Philosophy for Course Selection
IX. Business	3	Business and Its Environment	Offers the students a variety of business courses which are applicable to nursing practice within a variety of health care systems.
X. Science Requirements	4 5 5 4	Principles of Biology General Chemistry Anatomy and Physiology Microbiology	Provides essential foundation for understanding the biophysical components of nursing
TOTAL (required)	**49**		
Component BCON Electives	**Credits**	**Course***	**Rationale/Philosophy for Course Selection**
XI. Humanities	6	Art Communication Languages Music Philosophy Theater	Provides forum for the study of values, ethical principles and an opportunity to participate in joint learning activities with students from other disciplines.
XII. Social Science	3	Anthropology Economics Geography Human Development Psychology Sociology Social Work Political Science	Strengthens the emphasis on evolving trends in health care and the global society.
XIII. General Electives	7	Any course of student's choosing (except nursing)	Provides opportunity to explore other learning areas, to strengthen previously encountered areas by taking higher level courses, or to continue the development of a "minor" course of study.
TOTAL (electives)	**16**		
TOTAL (liberal education credits)	**65**		

* Courses identified are selected examples and not inclusive of all courses available for students to take. Course descriptions for the liberal education courses are provided in the College Catalog.

The University of Wisconsin-Green Bay (UWGB) is the College's primary partner for provision of the liberal education component of the curriculum. The formal letter of agreement between these two agencies will be on display (HIST-1). The liberal education requirements may be

completed on other campuses as described in the College Catalog. Currently the College has transfer agreements with Lakeland College, Silver Lake College, and College of Menominee Nation. These agreements will be on display (HIST-1).

Scholarship and Research

The College maintains vigorous intellectual activity and supports the development of new knowledge among both faculty members and students. In January 1997, the College adopted the following definition of Scholarship: "Scholarship is discovery, integration, application, and teaching that is useful to individuals, families and society." This formal definition represents the College's commitment to the attainment of new knowledge. The Rank and Promotion criteria demonstrate the integration of this definition (Display 3A-4). The Faculty also have a strong history of clinical practice. In May of 2003, the Faculty Committee adopted the AACN *Position Statement: Defining Scholarship for the Discipline of Nursing* (1999). This definition of the scholarship of practice also represents the College's strong dedication to clinical scholarship.

> Practice scholarship (*clinical scholarship)* encompasses all aspects of the delivery of nursing service where evidence of direct impact involving health care problems or in defining the health problems of a community is presented. Competence in practice (*clinical competency)* is the method by which knowledge in the profession is both advanced and applied. Practice roles for faculty in health care delivery systems may include direct care giver, educator, consultant, and administrator (Brown, et al., 1995; Norbeck & Taylor, 1998; Wright, 1993) (Display 3A-5).

The rationale for this selection was that the definition of the scholarship of practice clarifies the Rank and Promotion Criteria and will serve as a guide for the ACE Report on Promotion in Rank currently being conducted. The completed ACE with its recommendations will be on display (Display 3A-6).

The importance of the research role for professional nurses is integrated across the nursing curriculum as evidenced by Program Outcome #5 which addresses the investigator role for nurses. Beginning in early course work, students are expected to use technology and library services for literature searches and for validation of knowledge. Students are regularly introduced to research within their nursing classes as faculty share the latest healthcare advances and studies. Students are

referred to resources for continued updates, and encouraged to discuss this issue with clinicians in their clinical settings.

Faculty regularly share their own research with students. For example, several faculty have been instrumental in the integration of the nursing taxonomies into the curriculum and have presented papers and workshops at a national level on the topic (see Criterion 3F for more detail on these faculty accomplishments). Because this model is used to assist students to apply the nursing process, faculty are able to share their experience and the latest research with students. Most importantly, students are able to utilize this system as a part of their own personal professional development.

Finally, the placement of the nursing research course in the Junior year introduces students to the research process with an emphasis on the ability to adequately critique nursing research. A statistics course is a pre-requisite to the research course and provides the foundation to discuss and critique quantitative research. This experience better prepares the students to critically evaluate nursing research for practice. An example of students' application of the research process occurs in 688-402, Advanced Concepts. This course requires that while working in groups, students develop a mini research proposal. Students are expected to apply previously learned nursing research content to a topic relevant to nursing practice. They then develop a problem statement and hypothesis, choose a research methodology, conduct a literature review, and identify and describe the population to be studied. In this way, students are introduced to the practical application of research, and the importance of research-based decision-making in clinical practice is enhanced.

3B. College Evaluation and Assessment

Continuous improvement is part of the very fiber of this organization which is evidenced by its inclusion in the proposed College Purposes (see Criterion 1). The Assessment of College Effectiveness Plan (ACE) is an effective, College-wide evaluation process designed to evaluate the overall effectiveness of the College in its role of educating baccalaureate-prepared nurses. The Plan has been reviewed and updated several times, having prior names of Total Program Evaluation (TPE) and Total College Effectiveness (TCE) Plan. The most recent review will be completed in January 2004 and will be on display (3B-1, ACE: Master ACE Plan). In brief, while the plan does

stimulate continuous improvement, some aspects are very resource intensive. Consequently, some aspects of the Plan were deleted and others combined. The ACE Plan was described more fully in Criterion 1B.

The Assessment of Student Academic Achievement Plan (ASAAP), first implemented in 1993 and most recently revised in 2003, is designed to provide students with feedback for their personal learning growth as well as to provide the College with data to enhance the curriculum. The ASAAP is part of the overall Assessment of College Effectiveness (ACE) Plan. The assessment of student achievement uses several evaluation methods for each of the seven program outcomes throughout the student's course of study and post-graduation, and includes both internal and external assessment components. These components, selected for their ability to provide evidence of the students' accomplishment of the program outcomes, include: Assessment Technologies Institute LLC (ATI) Comprehensive Assessment and Review Program (CARP), the College Basic Academic Subjects Examination (BASE), the College designed Clinical Assessment Tool (CAT), and select course projects and papers. Evidence of the components is placed in a student portfolio that is maintained in a secure environment by the Assessment Facilitator.

In order to provide a means of early identification of students at-risk for being unsuccessful in the program, the Assessment subcommittee began reviewing several comprehensive nursing assessment packages for possible adoption (Display 3B-2, Minutes, Assessment, 11/19/99). A cost analysis was conducted and shared with all faculty with a request that they review content specific exams that correspond with their course content. A proposal was submitted and approved by the Curriculum Committee on November 20, 2000 to adopt the Assessment Technologies Institute, LLC (ATI) Comprehensive Assessment and Review package (CARP). The ASAAP was revised to reflect the integration of the CARP along with the BASE test and application of communication rubrics throughout the curriculum (Display 3B-3, ACE: Assessment of Student Academic Achievement Plan, 01/03).

The 2003 revision of the ASAAP reflects decreased emphasis on internal course papers and projects since data analysis suggested that course projects did not predict success on the licensure exam (Display 3B-4, Curriculum Minutes, 01/03, 02/03). These data do, however, provide evidence of students meeting the program outcomes. Faculty were asked to review those internal course projects that would support the Student Academic Achievement Plan and provide evidence of the student's progress toward the program outcomes (Display 3B-5, Minutes, Curriculum Committee, 03/11/02).

Students are introduced to the Assessment of Student Academic Achievement Plan (ASAAP) during orientation to the College. A description of the philosophy, purpose, assumptions, and student responsibilities of the ASAAP are included in the Student Handbook. Both the Student Handbook and the College Catalog state that participation in the Assessment Program is a graduation requirement.

The information generated from the ASAAP has been used to identify students at-risk for failing the National Nursing Council Licensure Examination (NCLEX). In May 1999, a statistician was consulted to analyze the data from the Class of 1998. The results pointed to data that were predictive of NCLEX success (Display 3B-6, Minutes Assessment subcommittee, 01/05/99, 02/26/99, and 05/14/99). This information was discussed in Curriculum Committee and shared with the Enrollment Management Committee because it included admission criteria as well as internal course projects and external assessment data. The data analysis resulted in the development of an NCLEX Success Plan (Display 3B-7, Minutes Curriculum, 05/21/01, 05/25/01). A recommendation was made that senior students whose cumulative nursing GPA's were less than 3.25 or whose score was below the 50th percentile on the ATI Graduate Nurse Predictor Examination (Display 3B-8, Minutes Assessment subcommittee, 04/10/02) be identified as "at risk" for not passing the NCLEX exam on their first attempt. As part of the Success Plan, these students are offered one-on-one assistance in preparation for NCLEX (Display 3B-9).

In the Class of 2002 (n=42), 93% passed NCLEX on their first attempt. Thirteen students in this class were identified as "at risk." Of these students, all but three passed on their first attempt. In the Class of 2003 (n=44), 91% passed NCLEX on their first attempt. Twenty students were

identified at risk and all but four passed on their first attempt. These data indicate that the NCLEX Success Plan is effective. The Assessment subcommittee continues its work at identifying other predictors of NCLEX success. A full description of student success on NCLEX is described in Criterion 3E.

About the Assessment of Student Academic Achievement Plan

One of the major components of the ASAAP is the ATI Comprehensive Assessment and Review Program (CARP). This program incorporates several content specific exams that correspond to nursing courses beginning at the sophomore level and continuing through graduation (See Table 3B-2, ATI Results through Fall 2003). At the conclusion of each exam the student receives an individualized diagnostic report that identifies strengths and knowledge deficits as well as comparative data to other registered nurse students across the country. The comprehensive group reports also provide data to the Curriculum Committee for comparison to a larger, national BSN student pool. Those students whose performance on these exams falls below the identified benchmark must remediate and take an unsecured content exam online achieving the necessary score. Benchmarks were set by the Assessment subcommittee after reviewing the exams as they related to the curriculum. Once the student successfully passes the unsecured exam, a copy of his/her results is submitted to the Assessment Facilitator for placement in the student's portfolio. This remediation must be completed prior to the start of the next semester. The required remediation, for those students who did not meet the BCON benchmark, fosters student mastery of the content specific to the assigned exam. In addition to the content specific exams, the Comprehensive Predictor exam, administered one to two months prior to graduation, provides students with data to assist their preparation for the NCLEX.

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ATI Comprehensive Assessment and Review Program Results through Fall 2003

Table 3B-1, ATI Results: Class Score and Percentile Rank with National Percentile in Parentheses										
Test Name / BCON Benchmark	**Class of 2002**	**V***	**Class of 2003**	**V**	**Class of 2004****	**V**	**Class of 2005**	**V**	**Class of 2006**	**V**
Critical Thinking Entrance			73.9% A		78.4% A		75.8% T 76.9% A (96)		71.7% T (77)	
Fundamentals Benchmark= 50th percentile					69.0% T (60) 75.5% A (85)	10 35	71% T (70)	20		
Maternal Newborn Benchmark= 40th percentile			66.5% T (44) 66.9% A (45)	4 5	63.9% T (30)	-10	68.5% T (44)	4		
Medical Surgical Benchmark= 40th percentile	60.9% A (60)	20	60.9% T (60) 57.2% A (45)	20 5	53.1 % T (20) 57.1% A (74)	-20 34				
Nursing Care of Children** Benchmark= 40th percentile			69.9% T (75) 70.4% A (75)	35 35	69.4% T (96)	46				
Leadership*** Benchmark= 50th percentile	68.2% T (75) 71.2% A (85)	25 35	65.8% T (60) 69% A (78)	10 28	57.7% T (48)	-2				
Mental Health Benchmark= 40th percentile	75.0% T (60) 75.4% A (60)	20 20	74.0% A (58) 74.0% T (58)	18 18	76.8% A (95)	55				
Community Health Benchmark= 50th percentile	69.2% T (85) 70.9% A (88)	35 38	69.0% A (84) 69.1% T (85)	34 35	64.4% A (94)	44				
Comprehensive Predictor Exam ******	63% T (65) 63% A (65) 52.2% Dec. Grads (40)		62.9% T (65) 63.5% A (67)		62.1% Dec. 2003 Grads.					
Pharmacology in nursing ******	61.1% T (55) 66.4% A (75) 59.3% Dec 2002 grads (52)		62.6% T (63) 63.5% A (69)		62.7% Dec. 2003 Grads.					
Critical Thinking Exit	71.6% T (50) 75.6% A (70)		70.8% (48) T							

T = Traditional Track; A = Accelerated Track

*V = variance from established benchmark. For example, the benchmark for the Fundamentals exam is the 50th percentile, the Class of 2004 T was10 points higher than the established benchmark, therefore the variance is 10.

** First class to participate in entire ATI Comprehensive Assessment and Review Program.

*** Fall 2003 students taking the Leadership exam did not take 688-403 concurrently as in past. This exam tests content from 401 & 403, therefore, the results from Fall 2003 and forward may be affected by this. In consideration of this change, the leadership benchmark beginning with Fall 2004 will be changed to the 40th percentile.

****There are no identified benchmarks for end of program assessments, however, Comprehensive Predictor performance below the 50th percentile has been used to identify students who may be at risk for failing the licensure exam (NCLEX Success Plan).

Percentile Rank reflects a value (1-99) used for ranking a student against a sample of similar students taking the exam.

NOTE: ATI made changes to the following Content Exams in Fall 2003: Med Surg, Nursing Care of Children, Mental Health, Leadership, and Community Health. In talking to them, they made several of the distractors more attractive thus making the test more difficult. Several of you noted the changes in the exam. As a result, when comparing group results Spring 2003 and prior with those from Fall 2003 and beyond, you are actually comparing apples and oranges. For example, I reran the Med surg report for the class of 2004 Traditional. The group percentile in May 2003 was 20 (based on the group mean), and now it is 52 (because the new test is more difficult, group means are lower, resulting in an elevated group percentile).

In order to facilitate curriculum improvement, an analysis of the comprehensive group reports was conducted by each of the nursing departments (Systems, Adult Health, Family /Community) during Fall 2003. This analysis resulted in a thorough review of the content exams by faculty to determine the appropriateness of the item and coverage of the topic in the curriculum prior to the point of the exam. A report to the Curriculum Committee from each of the departments indicated overall impressions and areas for curriculum discussion and /or revision (Display 3B-10, Minutes, Curriculum Committee, 10/20/03). The report generated curriculum discussions and recommendations for curriculum enhancements.

A second component of the ASAAP is the College BASE (College Basic Academic Subjects Examination) (Display 3B-11, College Base: Guide to Test Content). This exam is a criterion-referenced examination that assesses specific, clearly delineated liberal education content and skills. This exam was implemented in January 2003 for all students who completed their sophomore level courses at BCON. After the initial implementation, students take the BASE test once they complete second semester sophomore status. The BASE provides two types of test results, numeric scores ranging from 40 to 560 points with a mean of 300, and ratings that can be either High, Medium, or Low. Numeric scores represent students' familiarity with traditional subject matter (e.g. mathematics) or how well they performed on a group of closely related skills (e.g. reading critically). Numeric scores that fall between 265 and 335 represent an adequate level of skill development and knowledge base. Scores above 335 represent highly developed skills while scores below 257 suggest skills are not well developed. The skills assessed include English (reading skills, understanding literature, and writing skills), Mathematics (general, algebra, and geometry), Science (laboratory, field work, and fundamental concepts), Social Studies (history and social studies), and Reasoning Competencies (the ability to synthesize new rules, generate hypotheses, and express judgement). The BCON students' mean score was 296 indicating satisfactory level of skill development. This compares with a mean score of 294 achieved by all University of Wisconsin-Green Bay students. (Display 3B-12, Minutes Assessment subcommittee, 03/24/03 ; Minutes, Curriculum Committee, 04/21/03).

Prior to the use of the BASE Test as a means to document student competencies in liberal education core skills, the College used the Collegiate Assessment of Academic Proficiency (CAAP) tests. The CAAP Critical Thinking, Writing, and Science Reasoning tests were administered to select groups on entry to the program and at the completion of the sophomore year. The critical thinking and writing tests were administered to all graduates the week prior to graduation as part of their senior assessment activities. Student group results, with few exceptions, were at or above the national mean (Table 3B-1, ATI Results). The change to the use of the BASE Test was the result of a cost-benefit analysis that evaluated the use of ATI's CARP along with the BASE Test as a measure of student competencies in liberal education core skills. The CARP includes a Critical Thinking Entrance Examination given upon entry to the program and a Critical Thinking Exit Examination given during the semester that the student is taking their Leadership course. Faculty then lead a discussion about the interpretation of the individual student and over-all group scores. An analysis of these scores will occur beginning with the accelerated Class of 2003, the first class to take both the entrance and exit exam.

Student clinical performance is another important component of the Student Academic Achievement Plan. The faculty-designed CAT (Appendix 3B-1, Clinical Assessment Tool) is used in each nursing course that has a corresponding clinical component. Each performance category is rated using a descriptive scale that is converted to a five-point Likert Scale. The scale is applied consistently across the curriculum. In other words, faculty apply the same criteria for a rating of Independent (I) in a freshman clinical course as they would in a senior clinical course. In this way, while the tool can be individualized for each clinical course considering appropriate descriptive phrases, the rating scale is applied consistently. Data for individual students are entered into a statistical program for analysis. For example, data from the Classes of 1998 through 2002 suggested that student performance for the performance category: "Critical Thinking" improved from the sophomore year (mean=3.17) to the senior year (mean=4.42) (1=unable to perform, 5= independent). The difference demonstrates that student performance levels improve from the sophomore year to the senior year. The ACE: Outcome Achievement (Display 3B-13) demonstrates the analysis of these data. While the CAT has been fine-tuned, efforts will continue to demonstrate inter-rater reliability in the use of the tool.

The ASAAP also incorporates select course projects that demonstrate the student's mastery of the course and, therefore, of program outcomes. An example of a course project that supports Outcome #2 is a philosophy paper analysis. The students write a philosophy paper in 688-103, Professional Foundations and again in 688-403, Professional Practice Issues. During the semester prior to graduation, students complete a philosophy analysis form indicating the degree of change they experienced in their definition of the role of the nurse leader, definition of caring, commitment to learning, futuristic planning, and the development of the profession. Data analysis from these projects for the Classes 1998-2002 are reported in Display 3B-13.

Portfolio Analysis

Prior to graduation, students conduct a review of their portfolio. The portfolio contains the individual student's Content Mastery Exam results from the CARP program, results of required remediation (if applicable), BASE test results, Clinical Assessment Tools, and all grading sheets from internal course projects that are a components of the Assessment of Student Academic Achievement Plan. The students are asked to complete a portfolio analysis form and, based on the data, rate how well the evidence in their portfolio demonstrates their accomplishment of the program outcomes. The data reveal that students perceive they have met the Program Outcomes. For the Classes of 1998-2002, student self-rating of Program Outcome achievement ranged from 4.19 for Program Outcome #3, Knowledge Synthesis, to 4.68 for Program Outcome # 7, Caring (Scale = 1- Have not met the outcome to 5- Have exceeded the outcome). Faculty review performance on course projects and the student ratings of outcome achievement within the context of the overall ACE: Student Outcome Achievement (Display 3B-13).

As part of the ACE Plan, program outcome achievement is assessed annually. Aggregate student data for each class is summarized and presented to the Curriculum Committee. In addition to summarizing the aggregate results of student portfolio contents, an analysis of the data with an appropriate action plan for each element is described. Overall impressions and recommendations are identified and discussed. Examples of overall impressions include: (1) that students, with few exceptions, have successfully met the program outcomes and (2) that students, with few exceptions, have consistently performed at or above the national norm on standardized tests. The conclusions

are presented at Curriculum Committee where a discussion regarding curriculum implications is facilitated (Display 3B-14, Minutes, Curriculum, 05/03). ACE: Student Academic Assessment Plan was completed in January 2003. As a result, the plan was streamlined to provide useful data in an efficient manner (Display 3B-3).

3C. Graduate Program

A proposal for institutional change regarding the addition of a graduate nursing program is outlined in the final chapter of the document, entitled "Institutional Change."

3D. Faculty Involvement

Faculty have the responsibility for determining the award of academic credit. All faculty are members of the Curriculum Committee which is responsible for the planning, implementation and evaluation of the curriculum (Appendix 1A-4, College Bylaws). All decisions related to the curriculum are processed through this committee including the selection of courses, their sequence, and credit allocation, assessment plans, and academic policies. Specific examples that demonstrate faculty strength in this regard are (1) the decision to move the pediatric course to the senior year as described in Criterion 1C; (2) in the assessment of student academic achievement as described in Criterion 3B; and (3) in the improvement of the academic policies.

Academic policies and grading standards are evaluated every four years as part of the ACE: Promotion, Probation, Dismissal and Academic Standards. In May 2002, a survey tool was distributed to all faculty, students, administration, and select staff (Registrar and Director of Financial Aid). Information was also obtained from the University of Wisconsin-Green Bay, where most of the College's students take their supporting liberal education courses. Ninety-one percent of faculty, administration and staff respondents and 78% of student respondents (n=109/139) indicated satisfaction with the grading policies as currently written. Students identified a need for clarity regarding "D" grades as it relates to progression in the curriculum. Data analysis resulted in several recommendations, most of which were editorial to ensure that the written policies were fully explanatory. One recommendation was made to Curriculum Committee to further discuss the policy regarding D's in the required natural sciences and nursing courses. The Committee addressed this issue several times before a final decision in Fall 2002. The decision was to require a "C" or above

in all required liberal education and nursing courses. The Decision Profile (Display 3D-1) and minutes (Display 3D-2) that document this follow-up will be on display.

Additional recommendations that resulted from this ACE have been implemented, including the definitions of "satisfactory" and "unsatisfactory" in the grading system policy, the addition of lab grading criteria to the achievement policy and the clarification of the grade appeal policy. These policies and standards are now published in multiple sources including the Faculty/Staff Manual and the Student Handbook. In addition, course syllabi include the grading scale as identified in Academic Policies and any specific grading policies in effect for that course.

3E. Effective Teaching

Effective teaching is measured through the ACE process (as described in Criterion 1B) and through faculty/student evaluation of courses and teaching. Within the ACE Plan, there are several aspects that assess teaching including the ACE's on courses, outcome achievement, NCLEX Pass Rate and Program Satisfaction. At the end of each semester, students provide feedback about courses and teaching using a standardized form (Display 3E-1, Student Evaluation of Nursing Courses). These data from the latter process are incorporated into the completion of the ACE: Courses.

Measurement of the effectiveness of the curriculum and the College's educational process is conducted in a variety of ways. The ACE Plan includes an outcome specifically measuring program satisfaction (Display 3E-2, ACE: Program Satisfaction, Spring 2003). Each year, the graduating class, alumni (one and three years after graduation), and the employers are surveyed regarding their satisfaction with the program and its graduates. A work group comprised of members of the Curriculum Committee reviews the data from these surveys and shares findings as well as recommendations to the curriculum committee. In turn, the faculty members use the information to make any alterations in the program as appropriate.

Two examples are used to demonstrate improvements that resulted from this process. First, using a Likert scale of 1-4 with 4 being the highest, graduates consistently rated the items addressing "preparedness for nursing practice" at 3.4 to 3.6; "preparation for multi-disciplinary teams" at 3.3 to 3.4; "preparation for resolving conflict" at 3.2 to 3.4 and all seven program outcomes at a 3.5 to

3.8. One year alumni from 1998 to 2000 rated these same characteristics at 3.6 to 3.3; 3.2 to 3.4; and 3.0 to 3.6 respectively and the program outcomes at a 3.3 mean. The employer ratings for the Class of 2000 had an overall mean of 3.3 for program outcomes and rated overall satisfaction with performance for this group at a mean of 3.4. Comments from employer surveys from the Classes of 1998 to 2000 reflected a need for overall improved preparation in delegation, decision making and working with larger groups of patients. Some alumni comments reflected a desire for more exposure to multiple client assignments. First year graduates, alumni and employers identified that graduates needed more experience with managing multiple client assignments and with delegation. As a result, in 1999 an additional clinical credit (45 hours, for a total of 90 hours of clinical) was added to the senior management course. This course provides multiple opportunities for students to manage a case load of clients in an acute care setting.

Second, a need for improved technological support for students was identified in several years, the most recent with the Class of 2001. The alumni for the classes of 1998 to 2000 rated "access to computer technology" at a 3.2 to 3.4; "adequate learning materials in the Learning Resource Center"at a 3.1 to 3.4; and "hands-on instruction in the Learning Resource Center at 2.9 to 3.4. Graduate surveys for Classes of 1998 to 2001 rated "access to computer technology" at 2.7 to 3.4; and "hands on instruction" at 2.9 to 3.5. Some comments from these groups reflected a perceived need for improvement in this area. As a result the student computer lab was changed dramatically over the Summer/Fall of 2002. See Display 2J-2, the Technology Plan, for examples of improvements.

The ACE: Program Satisfaction is completed each year. Complete reports and data will be on display. The data provide evidence of a high level of satisfaction with the Program among graduates, alumni, and employers. Overall satisfaction on surveys of graduates, alumni and some employers has been high with the following means: Graduates of 2001 (composite means for both accelerated groups and traditional groups) had means of 3.4 for general program characteristics and 3.5 for program outcomes; the 2000 alumni, one year after graduation had means of 3.3 for general characteristics and 3.3 for program outcomes; and employers for the same group had means of 3.3 for general characteristics and 3.4 for program outcomes.

Student performance on NCLEX is another measure of effective teaching and is reviewed annually as part of the ACE Plan (Display 3E-3, ACE: College Outcome Achievement, NCLEX Pass Rate). Table 3E-1 identifies the number of graduates each year and their performance on the NCLEX. Across the last nine years, the mean pass rate was 92%. The graduating Class of 1998 did not perform as well as prior classes, nor subsequent classes. This was the first year with a revised NCLEX that also required a higher score to pass. For BCON, it was also the first graduating class of a revised curriculum. A NCLEX Success Plan was developed and implemented as described in Criterion 3B.

Table 3E-1, NCLEX Pass Rate										
Class of:	**1994**	**1995**	**1996**	**1997**	**1997-98***	**1998-99***	**1999-00***	**2000-01***	**2001-02***	**2002-03***
1st Time Pass Rate	96%	100%	93%	96%	78%	91%	86%	90%	93%	91%
Number Testing	54	46	47	52	46	57	49	42	42	44
Number Not Passing 1st Time	2	0	3	2	10	5	7	4	3	4
National Pass (All Programs-Calender Year)	88.4%	87.5%	85.2%	85.1%	82.3%	86.32%	83.84%	85.5%	86.35%	82%
Wisconsin Pass Rate (All Programs-Calendar Year)						85.47%	86.32%	87.55%	88.53%	**

* Includes December Graduates
** Numbers Not Yet Available

Curriculum and teaching-learning practices are evaluated by both students and faculty. The College has two standardized course evaluation tools. The first, "The Student Evaluation of Course and Faculty," evaluates classroom, lab and/or clinical, and faculty teaching methodologies, is completed anonymously by students at the end of each course. Data are tabulated and returned to faculty with a copy forwarded to the Dean. The second course evaluation tool, "Faculty Evaluation of Nursing Course" is completed at least one time each academic year by the faculty who teach in the course. Using this form, faculty reflect on the current structure and process of the course, student evaluation data, and suggest improvements. Faculty evaluate the organization of the course, appropriateness of assessment tools, the teaching-learning strategies, the support of the liberal education courses, the currency of the content, and the learning environment. Complete evaluative data will be on display (3E-4). Every four years, according to the ACE Plan, the data from students and faculty course evaluations are studied for patterns and themes. Feedback has led to a number of curriculum revisions, including moving a lab/clinical course into the freshmen year, enhancing the content in the fundamental courses, moving 688-304 Nursing Care of Children to the senior year and the addition of bioterrrorism in the curriculum.

The data generated by both these evaluations are also reviewed during the annual performance evaluation conference between the Dean and individual faculty members. As part of this formal conference, each faculty member completes a self-appraisal that addresses continuous improvement in teaching, effectiveness of communication with students and colleagues, maintenance of academic rank, scholarship, and community service. The faculty member also rates progress toward their annual goals established jointly with the Dean the prior year. During the annual performance appraisal with the Dean, goals incorporating continuous improvement suggestions for teaching, scholarship, development, and service are established. This conference is an important time for providing positive feedback about accomplishment, discussing individual development, and planning the goals necessary to promote faculty growth to support the overall mission of the College.

Two other procedures are in place to support review of the teaching learning process. Students who serve as class representatives to the Curriculum Committee are invited to bring any student curriculum issues to the meetings. Students also often have the opportunity to provide

feedback to faculty through the use of "Fast Feedback" forms. This unique evaluation form was created by faculty after attending a workshop on quality improvement techniques in the classroom. This form consists of 3 to 4 questions that a student completes immediately following a class. The immediate feedback is then used to improve the course while in progress rather than waiting to get feedback at the end of the course (Display 3E-5, Fast Feedback).

Faculty Accomplishments

Faculty demonstrate a high level of accomplishment in the areas of teaching, scholarship, service, and practice. In addition, a significant number of faculty (67%) are currently certified in their area of teaching (including several faculty holding two certifications), and 60% (11) of the faculty have published a total of over 30 articles in national journals and/or books. Seventy-eight percent (78%) (14) have presented at over 70 local/regional conferences and 56% (10) of faculty have been invited speakers at over 20 national or international conferences. The College faculty are seen as leaders internationally in the area of incorporating standardized languages into a baccalaureate nursing program. Faculty research in the area of nursing curricula and pharmacology has been recognized nationally and is published in a recent issue of *The Western Journal of Nursing Research*. Significant contributions in the areas of community service have been demonstrated by 45% (8) of the faculty. Currently 72% (13) hold leadership positions at local, regional, and national levels in professional organizations. Professional external service, such as consultation, manuscript reviewing, accreditation evaluator or writing for the NCLEX has been completed by 56% (10) of the faculty (Appendix 3E-1, Faculty Accomplishments).

Rank and Promotion

The Faculty Rank and Promotion Policy and Procedure describes the academic ranks, the qualifications of each rank, and the criteria required for promotion (Display 3A-4). This policy includes the basic criteria related to teaching, scholarship, service, and practice which must be met by all individuals in order to hold a rank, and a list of sample activities that demonstrate the level required to be promoted to that rank. Faculty members use the criteria as they develop their own professional goals for each academic rank above the one they currently hold. These goals are used as the measure of success when an individual applies for promotion in rank. The Dean and members of the Faculty Rank and Promotion subcommittee are available to assist in the development of these

goals. These professional goals must be approved by the Faculty Rank and Promotion subcommittee in advance of application for promotion. It is the faculty members' professional goals that become the basis for the annual goals established during the annual performance appraisal. The appraisal process is described earlier in this document.

The Faculty Rank and Promotion subcommittee consists of elected members of the Faculty Committee. This subcommittee provides peer review of candidates for promotion. Using the criteria and the described process, the subcommittee makes a recommendation to the Dean regarding the candidate's readiness for promotion. The Dean, Vice President, and President review the candidate's portfolio and act on the recommendation. If the candidate is approved at all levels, the recommendation for promotion goes to the Board of Trustees for final decision.

The Rank and Promotion process was last assessed as part of the ACE Plan in 1999. The data revealed that "the process should not be changed at this time." Editorial and implementation recommendations were made. The ACE is currently in process and the data and analysis will be on display (3E-6).

3F. Faculty, Staff, and Administrator Development

The College provides ongoing support for the professional development of faculty, staff, and administration through development dollars and time to participate.

Faculty

Faculty development is supported by a subcommittee of the Faculty Committee. The subcommittee consists of three faculty representatives who facilitate fulfilling development needs identified by faculty. As part of the ACE Plan, this subcommittee surveys the faculty every three years to identify role development needs. Included in this survey are questions related to the types of programs that faculty would like presented, along with information regarding needs related to pursuing advanced education in the areas of certification and doctoral studies. Recommendations for professional development are summarized and are either facilitated by the subcommittee or forwarded to the Dean. The subcommittee also makes budget requests to support the development programs. A summary of recent faculty development program offerings is located in Appendix 3F-1. The ACE: Faculty Development completed in January 2003 (Display 3F-1) will be on display.

In addition to this formal mechanism for assessing faculty development needs, faculty are encouraged to submit any other suggestions to this subcommittee at any time. A recent example of this occurred when the Curriculum Committee identified a need to integrate more Web-based learning into courses and to increase the number of faculty prepared to teach in online courses. The Faculty Development subcommittee developed an interactive online course in which all faculty participated. Course assignments included reading preassigned articles and participating in online discussions related to the articles. Faculty were also asked to journal how they felt about participating in an online course. This innovative program not only provided information regarding online education but also allowed the faculty to experience what the student may feel when taking an online course for the first time. An article detailing this experience has been accepted for Spring 2004 publication in *Nurse Educator*.

The Teaching as Learning Circles (TLC's) were started to provide faculty with an opportunity to talk about their roles as teachers. As many of the faculty committees are focused on nursing and curriculum discussion, it was felt that providing informal group sessions on a regular basis for faculty to meet and discuss various teaching and learning would be beneficial. Prior to each session, an article related to teaching or the teaching role was made available for faculty to read. These sessions were facilitated by faculty and provided an opportunity to discuss recent trends and issues in the areas of higher education. Appendix 3F-2 offers a list of topics most recently addressed. Other faculty development programs temporarily replaced the TLC format for a period of time though they have been reinstated in 2003-2004.

The College has mechanisms in place to support faculty attendance at external professional programs. This support may include paid time off, classroom and/or clinical release time, and funds to cover conference fees and travel needs. The Faculty Supplement to the College Benefit Plan further describes these benefits (see Faculty/Staff manual).

Tuition reimbursement is also available for graduate course work as well as reimbursement for the cost of clinical certification or re-certification. Currently, faculty are eligible for $2000 tuition reimbursement per year toward graduate course work. Those who are pursuing doctoral study are eligible for an additional $500. There is a Board Designated Faculty Development Fund, valued

at $69,726 (9/30/03), available for faculty development needs that go beyond the operational budget. In addition to financial support, those pursuing doctoral study are provided with as much schedule flexibility as possible.

Staff

Staff in the Admissions Office, Financial Aid Office, and Registrar's Office attend state meetings and, occasionally, national meetings and conferences in their respective professions. Other support staff attend local offerings or bring someone into the College for in-services. Some are involved in their professional groups at the local and state levels.

Staff development is supported through the scheduling of at least two programs each academic year plus a Wellness Day with a team-building theme planned each summer. These programs are designed to improve work-related skills, customer service, and/or team building. The annual Wellness Day (July) has two components: (1) an on-campus educational component which takes place in the morning and (2) off-campus team-building activities centered around group activities. Past Wellness Days have included tours of area historical and ethnic sites and have included educational components related to humor in the workplace, improving customer service, improving personal wellness, and other topics.

The Staff Development ACE last completed in 2001 found that 100% of the staff (12 of 12) find that past in-services met their needs. Topics for future development programs were identified. Selection of programs occurs annually as the development needs change and as technology and work-related issues evolve.

Administrative

Funds are available to support administrator attendance in development programs and/or professional meetings. Examples of opportunities afforded through these funds include: (1) the President's attendance at the American Health Sciences Foundation Consortium meetings (a group of Presidents from similar colleges/universities) and at the President's meeting associated with the Higher Learning Commission Annual Meetings, and (2) the Dean's attendance at the American Association of Collegiate Nursing Education Annual Meetings and at the meetings of the Wisconsin Association of Colleges of Nursing. Administrator development is documented on the vitae of faculty, staff, and administration (Displays 2C-1, 2E-1, 3F-2).

3G. Student Services

The College's student services and resources are comprehensive and meet the needs of the students (See Table 3G-1). Students also enjoy the benefits of student services of the school providing the liberal education component of the curriculum (e.g. UWGB). These services are published in the Student Handbook and are addressed in Criterion 2G and 2J. As described in Criterion 2G, student services are regularly evaluated as part of the ACE Plan. The 2001 data indicated student satisfaction with the provided services (Display 3G-1). This ACE is currently being completed and the 2003-2004 data will be on display (3G-2).

Table 3G-1, Student Support Services	
Student Service	**Description**
Academic Advising	Pre-entrance advising is completed by the Director and Assistant Director of Admissions. Once the student has enrolled the Department Chairs provide the advising. Students are assigned to a Department Chair who remains that student's advisor to the point of graduation.
Fitness Center/ Wellness Programs	Student's are eligible for membership at Bellin's Health Connection at a pro-rated cost.
Guidance and Counseling	Services available include: Financial aid counseling - Financial Aid Office Performance guidance - Faculty members Personal counseling - Assistance Program and UWGB Counseling Center
Health Services	Bellin Health Office- Annual health review, vaccinations, flu shots, health monitoring, health records UWGB Health Office - Treatment of minor illnesses and injuries
Housing	UWGB housing (when dually enrolled) Housing bulletin board located on campus with recent listings
Peer Advising	Selected upperclassmen are assigned to freshmen, sophomore, and junior students to provide information about BCON and UWGB relative to activities, policies and procedures, and community resources including support and appropriate referral options.
Placement Services	Jobs bulletin board located on campus, Job Fairs held annually when job market is tight for the nursing profession. New website will also have a placement page that links people to sites (hospitals etc.) that have available jobs and it will have postings that we have received.
Student Organizations: Senate Bellin Student Nurses' Association (BSNA)	 To provide a means for all students to organize and actively participate in decision making related to student life/ school social activities. An optional organization that provides activities that focus on professional development and community involvement on the local, state and national levels.

3H. Staff and Faculty Service

As stated in the Mission statement, "Faculty and Staff contribute to the spirit of the college community by participation in its governance and through organizational, professional and community service." Position Descriptions, the College Bylaws and the Organizational Structure describe the internal service of individuals and committees that are essential to the fulfillment of the primary Mission of the College. Service and contributions to the professions and the community are identified as secondary aspects of the Mission. The ACE: Service demonstrates the extensive contributions of Administration, Faculty, Staff, and Students in community service and contributions to professional organizations. The findings from this ACE, last completed in April 2002, included: 80% of administration, faculty and staff participate in at least one community project/organization, and 93% participate in at least one professional organization. Forty-seven percent (47%) of the students responding participated in at least one community project/organization, 48% belong to at least one organization, and 39% participate in at least one internal service activity. The benchmarks set of administration, faculty and staff were met, but the goals for student participation were not. It was recommended that student participation be encouraged and that the goal and opportunity for student participation be re-evaluated during the next ACE process (Display 3H-1, ACE: Service, 05/02).

3I. Other

Research Support

The College provides support for research in two ways. First, a calculated part of each faculty's workload includes a provision for time allotted to scholarship. Specifically, 30% of faculty workload is dedicated to scholarship, service and development (Display 3I-1, Faculty Workload Policy). Second, internal funding for scholarly activities, including research, is available through the operational budget and the Faculty Development Fund. Application for funding is processed through the Dean.

External funding is also encouraged and several faculty have had success securing research grants through the local chapter of Sigma Theta Tau International. An example of recent success was the completion of a research project entitled "Teaching Separate Versus Integrated

Pharmacology Content" that culminated in the publication of the project findings in the *Western Journal of Nursing Research.*

Support for Effective Delivery of Educational and Other Services to its Community

The demand for nurses and the need to increase the diversity of the nursing profession has stimulated a focused effort to increase enrollment overall, and to work toward increasing the diversity of the student body. In 2001, the Enrollment Management Committee, in conjunction with the Bay-Lakes Council Exploring Learning Program, developed a nursing Career Club (Display 3I-2, Minutes, Enrollment Management Committee, 04/11/02). Students interested in exploring a nursing career are introduced to a variety of nursing roles and provided academic guidance in regard to the nursing major. In the 2001-2002 Career Club, there were 20 participants. Four of those participants applied to BCON, 3 were accepted, and 2 enrolled. In 2002-2003, to meet market demand, two Career Clubs were offered. The total enrollment for the two Clubs was 35 participants. Of those 35 participants, only 5 were high school seniors with the remainder underclassmen. Of those 5 seniors, 4 were accepted and enrolled at BCON and 1 enrolled in a nursing program out of state. In this year's two Career Clubs, there are a total of 41 participants of which 9 are seniors. Of those 9 seniors, 3 are accepted applicants at BCON for Fall 2004.

The Summer Camp program, also initiated in 2001, was developed primarily to increase the interest in nursing as a career and secondary effort to recruit students to BCON. The camps are designed as a three-day residential nursing camp where students have the opportunity to shadow nurses in several areas of interest, participate in skills activities, become CPR certified, and interact with nursing students as they are introduced to the diversity of the nursing profession.

In Summer 2001, 27 high school juniors participated in the Summer Nursing Camps. Eight of the 27 participants applied to BCON and 5 enrolled. Additionally, 9 participants enrolled at other colleges of nursing and 2 enrolled at colleges for pre-nursing courses. In 2002, 54 high school students participated in three summer camps. Of the 35 who responded to the query regarding future plans, 34 of the 35 planned to go into a health care career; 20 specifically into nursing and 5 enrolled at BCON. In 2003, there were 67 participants in the overnight camps and 41 participants in day camps. Currently, 11 of the Summer 2003 campers have been admitted to BCON and another is in

process. The annual query of campers for educational plans will be completed in March 2004 and will be available for review in Display 3I-3. Data from both the Career Clubs and the Summer Nursing Camps reflect that participants are entering health care career educational programs after their experience in BCON activities. Approximately 15% of the campers enroll in BCON annually..

The College is committed to increasing the diversity of its student body (see Criterion 2F for additional information on diversity). Through its transfer agreement with the College of Menominee Nation and the interest generated from the Oneida Nation, BCON has participated in education fairs offered by both of these Native American communities. Bellin College was also represented at the "American Indian Health and Science Symposium" held in Fall 2003 in Madison, WI.

Recruiters from BCON are active in providing written information through personal contact and participation in Minority Career Fairs. As an example, BCON has participated in the "Pre-College Student Leadership Conference College Fair," a career fair specifically for minority students who have excelled in high school. To date, none of the Conference participants have attended BCON. In Fall 2003, 15 students from College of Menominee Nation made a group visit to the College campus to tour, discuss needed course work, and the admission process for transfer students.

STRENGTHS:

- Together, the Assessment of College Effectiveness (ACE) and the Assessment of Student Academic Achievement (ASAAP) Plans facilitate an ongoing and systematic process for organizational and curriculum development.
- The College is committed to excellence and involves both faculty and students in the continuous reassessment of curriculum, teaching methodologies, and outcome achievement.
- The curriculum is sequentially organized, logical, and builds upon the liberal education foundation.
- The curriculum is flexible for students with diverse educational backgrounds by providing several points of entry into the program.
- Academic policies are fair, published, and congruent with the Mission, Philosophy, and Program Outcomes and are reviewed regularly as part of the ACE Plan.
- A long-term partnership exists with the University of Wisconsin-Green Bay which is the primary provider of the liberal education component of the curriculum.
- The College has had longstanding and continuous accreditation by the National League for Nursing Accrediting Commission and by the Higher Learning Commission; and recent accreditation by the Commission on Collegiate Nursing Education.

Challenges	Plan
• The Assessment of College Effectiveness (ACE) Plan can be resource intensive and requires evaluation.	• Evaluate the Plan for cost-benefit ratio.
• Limited technological and statistical resources have slowed the development and refinement of the ASAAP.	• Investigate providing dedicated personnel to support the input of data. • Continue review of data to determine those assessments of greatest implication, deleting those of minor or null worth.

Challenges	Plan
• The College's goal of 100% success on the NCLEX exam is challenging.	• Continue implementation of the NCLEX Success Plan with strict attention to identifying "at risk" qualifiers. • Explore NCLEX review course with attention to "test-taking" strategies.

CRITERION FOUR: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

INTRODUCTION

Bellin College of Nursing (BCON) has processes and resources in place to accomplish its purposes and strengthen its effectiveness. A successful assessment plan provides data upon which to make decisions. In addition, the College has demonstrated success in addressing challenges, both anticipated and unanticipated.

4A. Current Resource Base

Financial: The current financial base and the financial initiatives that are part of the Strategic Plan position the College for its future. The College is funded through tuition, income from its operational endowment, Medicare Education Passthrough for Nursing and Allied Health, contributions from donors, and other miscellaneous sources including grants. Criterion 2K and 2L outline current financial resources, expenses, budgeting process, financial support of students, and recent action taken to secure the financial future of the College. Additional fund-raising strategies are described below. The expansion of financial resources is further described in Criterion 4D, Strategic Plan, and 4E, Future Resources.

The College has established a solid foundation upon which to continue to build its donor base. With this loyal donor base as its foundation, the College has raised a total of $9.2 million since 1978. An Endowment Campaign conducted in 1995 raised $4.2 million for operational expenses for the College, of which $2 million was a matched contribution by Bellin Health. In 2001, the Louis Konop/Don Long Golf Classic was initiated and the College has enjoyed three successful years with increased revenue. In 2003, the College generated from this event a net of $46,800 to add to its operational fund.

In subsequent years, Bellin College has continued to meet and/or exceed its fund-raising goals. A challenge the College faces is to increase gifts as well as expand its donor base, in part, to replace loyal donors who have passed away. The College is committed to increasing dollars raised, as well as making new friends, and has introduced several strategies to augment ongoing activities.

The College has received in excess of $1.6 million from estate gifts. The majority of these individuals did not make the College aware that they had remembered it in their planned gifts prior to their deaths. In order to recognize these donors during their lifetimes, to identify individuals who have included Bellin College of Nursing in their estate plans, and to elevate the visibility of planned giving among our constituents, the College launched its "Legacy Society", a planned giving program, in 2002-2003 with 19 founding members (Table 4A-1, Legacy Society, Estate Gift Trends). Probate of the estate of one recently deceased Legacy Society member indicated that the College will receive approximately $30,000 to create an Endowed Scholarship in her name. An alumnus recently passed away and named the College in her estate. Though we were unaware of her designation prior to her death, her estate has directed $25,000 to the College to establish a named scholarship. Efforts to identify additional Legacy Society members continue.

Table 4A-1, Legacy Society, Estate Gift Trends

Year	Amount Received	Number of Gifts
2000-2001	$48,524	2
2001-2002	$ 8,000	2
2002-2003	$53,751	4
2003-2004*	$44,080	3

* through 1/30/04

Raising operational dollars is a challenge for the College. Several strategies have been implemented to increase revenue raised for this fund. The College hosted its first Golf Classic in 2001 and has enjoyed three successful years with increased revenue over expenses each year. Another strategy is the establishment of annual professorships to complement the endowed professorships created in the Endowment Campaign. Funds received for Annual Professorships are utilized in the operational budget during the year they are received to offset the salary expense of the faculty member teaching in the designated area (i.e. Cancer Professorship). Two annual professorships have been created to date.

A focus on soliciting equipment and capital items has been undertaken and a catalog of items is being created for use in solicitations. In recent months, two practice mannequins, one with breath

sounds, IV arms and hands, and suction gauges have been funded, while other requests are pending. A gift of $30,300 to redesign the College's website was also received. One successful solicitation resulted in a gift-in-kind of storage space when limits within the College were reached a few years ago. This gift-in-kind relationship has continued, demonstrating creative problem-solving of challenges.

Physical Facility: Although the facility in which the College is located is adequate for its current enrollment, additional space will be needed as enrollment increases. Therefore, a space utilization study was conducted in 2002-2003 which resulted in the addition of two faculty offices, the moving of the faculty resource room, and the establishment of the Advancement Center which is dedicated to activities to move the Strategic Plan forward. In addition, a rearrangement of the Fuld Learning Resource Center (FLRC) to provide another skills practice area gave students access to practice even though a lab class was being held in another portion of the Center. The Strategic Plan identifies the need for a different facility to meet the needs of increased enrollment and to bring diversity to the College revenue streams.

Human Resources: The Organizational Chart (Appendix 1C-8) which is more fully described in Criterion 2B, provides some sense of the roles and responsibilities within the organization. The number of faculty needs further definition. Currently there are 15 full-time, 2 part-time, and 8 adjunct faculty members. There is an approximate overall ratio of 12 students per each faculty member. Faculty and staff numbers and responsibilities are considered as enrollment changes and/or new initiatives begin. The addition of the graduate program demonstrates how human resources are planned as part of an anticipated change. The details regarding the faculty and staff additions are outlined in the Institutional Change Chapter.

Both the faculty and staff review their workload as part of the ACE Plan. In Spring 2002, the Workload ACE for staff was completed. At that time, a survey of the staff reflected that 50% felt that their position descriptions/work assignments were appropriate for their position, 80% felt that the reporting structure in their position description was accurate, and 30% felt that their position description was accurate. A recommendation of the ACE was to review, revise, and update the position descriptions. In Fall 2002, the Position Description ACE was completed and the position

descriptions for all College personnel, except for the President, were reviewed and revised. Both the Workload ACE and Position Description ACE will be on display (4A-1, 4A-2).

4B. Decision Making Processes

Bellin College of Nursing has multiple mechanisms in place to respond to both anticipated and unanticipated challenges. Anticipated challenges are frequently dealt with through the decision profile mechanism and ACE work groups. An example of an anticipated challenge that is currently being addressed is the increasing enrollment in the baccalaureate program and the anticipated enrollment in the graduate program and the impact of those additional student numbers on space needs. In January 2003, a cross-departmental work group was established by the Vice President to look at current and future workspace needs. This group facilitated a survey of all employees, a walk-around of the current facility, and an examination of enrollment statistics. The findings were presented to the President's Council, and the data were used in completing the ACE on Physical Space (Display 4B-1, Minutes,: President's Council, 03/03). After approval by the President, the administrative team used these data in development of the Strategic Plan.

A second example of the College responding to anticipated challenges is the development of a Master of Science in Nursing program. After surveys of graduates and completion of a market analysis, a plan for the development of a graduate program was designed. The proposed change is described in the final chapter of this document.

A final example of anticipated change was a decision profile to incorporate formal final exam days into the academic calendar (Display 4B-2, Minutes,: Curriculum Committee, 05/02; Decision Profile: Final Exam). The need to have final exam days surfaced with the addition of standardized testing into the Assessment of Student Academic Achievement Plan. With the addition of these exams, students could have more exams within a condensed period of time. This decision profile was developed to allow more study time for exams. Upon completion of the decision-making process, the final exam days were approved and implemented into the academic calendar. A copy of this policy has also been added to the Faculty/Staff Manual.

An example of an unanticipated challenge to the institution occurred when the College was faced with an unusual drop in the percentage of students passing the NCLEX licensure exam in 1998

(Table 3E-1, NCLEX Pass Rate). There were several factors identified which contributed to this drop including a change in the test design and passing score. In response, the Dean established a NCLEX work group to assess why this happened and to determine how the success rate could be improved for the future. As a result a NCLEX Success Plan was implemented with oversight through the Curriculum Committee and the Department Chairs who serve as academic advisors. This process assures consistent implementation and accountability both on the part of the College to provide timely identification of students at risk for not passing NCLEX on the first attempt and on the part of the students for follow through of the Plan once they have been identified at-risk.

A second example of a response to an unanticipated challenge was the Board of Trustees response to the recent downturn in the stock market that resulted in decreased return on investments. The Board of Trustee's Executive Committee meeting minutes demonstrate the actions that were taken (Display 4B-3, Minutes, Board of Trustee's, 04/30/02).

And, finally, a decision made based on an unanticipated challenge is the need for inclusion of curriculum content on bioterrorism. The topic of bioterrorism was discussed at an Interinstitutional Clinical Agency meeting as well as at the College's Curriculum Committee following the development of regional and national plans to address bioterrorism following the 911 attacks. A curriculum goal to track this content to determine coverage of this topic was completed in May 2002. Due to this tracking process, 688-406: Community Nursing course altered their class content to reflect more formal content on bioterrorism (Display 4B-4, Minutes, Curriculum Committee, 12/02/02).

4C. Structured Assessment Processes

The Assessment of College Effectiveness (ACE) Plan (Appendix 1B-5) is designed to assure ongoing and regular evaluation of College processes. This Plan includes the following seven categories: Administration and Organization, Curriculum, Faculty, Staff, Students, Integrity, and College Outcomes. This assessment process is more fully described in Criterion Three. The ACE process also addresses continuous quality improvement, cost control, maintenance of program integrity, and evaluation of potential proposed changes in all categories. Each ACE includes data collection and analysis, conclusions, and recommendations for improvement.

Assessment of Student Academic Achievement (ASAAP) is part of the overall ACE Plan. The process supports individual student progress and provides aggregate data to assist in curriculum decisions. The aspect of the ACE Plan is more fully described in Criterion Three. Other examples of assessment have been cited throughout the self study. For example, 1) ACE: Program Satisfaction, Criterion 3E; 2) ACE: Holdings, Criterion 2J; and 3) ACE: Workplace Satisfaction, Criterion 2B.

The ACE: Community Relations, is an example of a structured assessment process, completed in April 2001 (Display 4C-1). This ACE assesses the image of the College in the community. These data provide important background information for decisions regarding marketing and strategic planning. The collected data included both an image survey, completed by the parents of the inquiring students, inquiring students and high school counselors, and a historical look at donor contributions.

The findings of the image survey completed by the parents of inquiring students noted that 89% felt BCON had a strong reputation as a provider of nursing education. Fifty percent (50%) of the high school counselors noted that BCON had a very strong reputation while 48% noted that BCON had a somewhat strong reputation as a provider of nursing education. Fifty-six percent (56%) of the traditional students who were inquiring noted that BCON had a very strong reputation while 39.3% noted that BCON had s somewhat strong reputation. Seventy two percent (72%) of the nontraditional students, those transferring into the program, noted that BCON had a very strong reputation while 28% noted that BCON had a somewhat strong reputation as a provider of nursing education. Please note that the parents' survey utilized a rating scale different than the other surveys. However, data demonstrates that among the high majority of these constituents, the College's reputation is strong.

4D. Strategic Plan

The Strategic Plan for the College is the driving force for future planning (Appendix 1A-3). This process was also described in Criterion One. The Plan for the College is reviewed every two years with the most recent update of the Plan having occurred in the Spring and Summer of 2003. Following preliminary work by the College administration with input from faculty and staff, the

Board of Trustees engaged in a planning session in June 2003. Three initiatives were identified.

1) Financial Security. Two areas were identified including the management of current resources as well as gaining new resources.
2) Expanding Services to the Community. Included in this area are the development and implementation of the MSN program; increasing the diversity of students, staff, and faculty; and the exploration and development of a nurse-managed clinic.
3) Capacity Development. Four key areas were identified here: facility needs assessment, diversification of programs, development of a technology investment plan, and enrollment management.

As a result of these strategic planning sessions, long term financial projections for the College and financial implications of potential initiatives for revenue diversification were discussed. A committee of trustees and administration concluded that the most pressing future challenge to the College lay in providing financial stability and vitality. The impact of the market on the College's invested funds during FY 2001 and FY 2002 substantially reduced the market value of its endowment. The losses were partially recovered in FY 2003 and planning for additional revenue sources continue.

Another challenge is that the Medicare Education Passthrough for Nursing and Allied Health, received by Bellin Health, and passed on to the College, may erode and perhaps disappear over the next few years. In preparing for that potential scenario and to stabilize revenue fluctuations, the College devoted a majority of its Strategic Plan to decreasing dependence on any one revenue source through diversifying its income and maximizing the current funds of the College. Financial projections incorporate the elimination of Medicare Passthrough dollars and the addition of revenue created through the implementation of a Masters in Nursing degree program (Appendix 1A-3). New revenue streams, including development of a nurse-managed clinic and the provision and management of student housing as part of a plan for a new facility, are being explored. A graduate program is being developed to provide a service to the larger community while generating another source of revenue for the College. The development of a grants office is yet another strategy to help

with the development and implementation of new sources of revenue and programming. The Strategic Plan is prominently displayed within the Advancement Center at the College. Each aspect of the Plan has set goals, strategies, and a time-line. The Advancement Center is the hub for Board of Trustees, administrative, faculty, and staff meetings. This visibility keeps the Strategic Plan evident in every day work and provides clear directives to all constituencies and demonstrates progress towards goals.

4E. Future Resources

Financial: Efforts continue in the management of investments to assure future financial viability. The Guidelines for Invested Funds include parameters for the money managers as well as a spending policy related to the endowment funds. These guidelines, developed internally by the College's Board of Trustees after the 1995 Endowment Campaign, were conservative with about 33% of the fund in equities and 66% in fixed assets. The guidelines were gradually changed to reflect a 50-50 split between large-cap equities and fixed assets as the campaign pledges were paid and the equity market was strong in the 1990s. During the year 2000, the Trustees made a decision to engage an investment consultant for guidance in the investments and to help ensure the long term financial viability of the College. Four financial resource firms were interviewed by the Board of Trustees Executive Committee with the consulting group of Smith Barney, Inc. being chosen. The physical custody of a portion of the funds was moved to Smith Barney (Display 4E-1, Minutes, Board of Trustees, 11/09/00). The investment management consultant meets with the Executive Committee of the Trustees, President, and Vice President quarterly. Before any changes are made in the policy or in money managers, an analysis is presented by the investment management consultant on various firms and money managers. Options are reviewed and a selection is made by the Executive Committee of the Board of Trustees which a recommendation going to the full Board. Changes in the investment policy also go to the entire Board of Trustees for action. An example of financial diversification was: in November 2000, the Trustees voted to diversify the portfolio to include small- and mid-cap growth and value investments as well as a small foreign investment percentage. The most recent investment change was in March 2003 when the Trustees decided to move the large-cap dollars invested at a local trust department within a bank to a broader S&P 500

Index Fund to provide an investment that would have a narrower range of risk. The investment policy will be available as an exhibit (Display 4E-2, Minutes, Board of Trustees, 02/13/03).

In the early years of the endowment, the spending plan was in the 7% range. As the College matured and Trustees looked at the long term picture for the College, the goal was to decrease spending to 5% of the market value for both the operational and scholarship portions of the endowment or funds treated like endowments. The amount for both areas was at 5% for FY2002 and FY2003. These activities demonstrate the Board's action to secure the College investments. As part of the Strategic Plan described earlier additional revenue streams are being developed.

Physical Facility: While the facility in which the College is located is adequate for its current enrollment, additional space will be needed as enrollment increases and the masters program is developed. As described in Criterion 2H, a space utilization study was done in 2002-2003 which resulted in several adjustments to managing the current use of space. The Strategic Plan identifies the need for a larger facility to meet the needs of increased enrollment and to bring diversity to the College revenue streams.

Human Resources: Adjustments in human resource needs is dependent on the results of process improvement, increasing enrollment, and/or new initiatives. As part of a major process improvement regarding the accounting process, a decision was made to physically move an individual responsible for College accounting within Bellin Health to the College proper. The goal of this improvement is to enhance communication and give the College better control over its accounting and financial processes.

Climbing enrollments will result in the addition of faculty and some support staff. It is expected that two additional faculty will be hired for 2004-2005. Staff numbers were increased by 0.5 FTE in Fall 2003 to provide increased support to three key areas: Admissions, Registrar, and Financial Aid. As part of the graduate program initiative, additional positions are proposed, specifically a director, faculty, and staff support. The Institutional Change Chapter more fully describes the additions.

Technology Resources: Technology resources are more fully described in Criterion 2J and it includes discussion of the Technology Plan (Display 2J-2). Recent technological additions to the College include computer overhead projectors in each of the classrooms and an expanded server to increase speed and security (firewall). Important goals that are under consideration include:

1) hiring a part-time technology support person;
2) integrated software among admissions, academic advising, registrar, financial aid, and development; and
3) connectivity between home computers and the College network.

The College is currently in the process of developing strategies to meet these goals.

STRENGTHS

- The College's future plans are driven by a visible and accessible Strategic Plan.
- The College's decision making processes can effectively respond to anticipated and unanticipated challenges.
- Continuous improvement and evaluation processes which include input from all of the College's constituencies, provide meaningful data for student, faculty, and administrative planning.

Challenges	Plan
• The ACE process is complex and in some instances duplicative.	• The ACE Master Plan is being revised to assure the most efficient means of continuous improvement for all processes.
• Meeting the technology and funding needs to remain competitive for the next generation of students.	• Additional technical support, development, and training is planned to address both undergraduate and graduate program needs. • Explore an integrated software program to increase efficiency of the admission, registration, financial aid, and academic advising processes.
• Financial vulnerability of a small, private education institution that is subject to investment volatility and enrollment swings and facing the potential demise of Medicare Education Passthrough for Nursing and Allied Health.	• Emphasis on financial stability in the Strategic Plan. • Diversification of investments. • Development of new revenue streams.

CRITERION FIVE: The institution demonstrated integrity in its practices and relationships.

INTRODUCTION

The proposed Mission Statement, as described in the Institutional Change Chapter, reflects the newly identified values of the College which will not be published until the new Mission is approved through the accreditation process. However, it is important to recognize how highly the College values integrity. Bellin College has chosen as its values: Excellence, Integrity, Community, and Caring. These values form the basis for all College activities and relationships. The second value, Integrity, is further defined as "honest and ethical behavior." This chapter will illustrate how BCON implements the educational program with integrity.

5A. Handbooks Describing Institutional Relationships

The Student Handbook and the Faculty/Staff Manual clearly describe policies and procedures that facilitate the learning experience for students and the employment experience for the faculty and staff. The complete Handbook and Manual are included with the self-study materials. The Student Handbook is updated annually with paper copies being distributed to each student during the fall orientation. At that time, updates and/or new policies are reviewed with students to remind them of available resources and possible actions (e.g. the Grievance Procedure). Work is underway to integrate the Student Handbook into the College website in order to increase access and efficiency in communicating changes in policy.

The Faculty/Staff Manual is primarily an online document, though there are some paper copies available in resource areas. The document is reviewed and updated regularly as a result of the ACE process. Plans are underway to convert this document to a Web-based tool, with faculty/staff access rights. This is expected to occur within the next year.

5B. Resolution of Disputes and Grievance Procedures

Students have avenues for registering complaints such as appeal of grades and dismissal. Policies and procedures for handling these situations are clearly explained in the Student Handbook (pp. 28, 31, 72-77) and are referenced in the College Catalog (pp. 40, 42). Students may make an

informal appeal regarding grades of projects, papers, tests, and courses directly to the faculty involved or use the formal Grade Appeal Policy.

There are two other procedures by which a student may resolve a concern, the Complaint Policy/Procedure and the Grievance Procedure. The Grievance Procedure is used when a student feels their student rights have been violated (Student Handbook, pp. 72-74). The Complaint Policy/Procedure is used to resolve any complaint that is not addressed in other policies/procedures (Student Handbook, pp. 76-77). In addition, students who are dismissed from the program because of poor academic performance may use the "Appeal of Termination" policy (Student Handbook, p. 31). This policy provides for individual review by a subcommittee of the Curriculum Committee. Students have availed themselves to the grade appeal policy and the termination appeal procedure (Display 5B-1, ACE: Grievance and Complaint Procedure, 08/19/02). In the past 20 years, only one grievance has been filed.

Sexual harassment of any kind is not tolerated and the students are given clear direction regarding how to register a complaint if this occurs (Student Handbook, p. 109). Expectations of student conduct and policies regarding drug and alcohol are clearly described in the Student Handbook (pp. 69-71). Every effort is made to protect student rights and to be clear about their responsibilities.

There are separate faculty and staff grievance procedures which are explained in the Faculty/Staff Manual (Enclosure RTC-1, section 2.17). A Grievance subcommittee is elected each year by the Faculty Committee and the Staff Committee. The Grievance Procedure is evaluated as part of the ACE: Faculty Rights and Responsibilities and the ACE: Staff Rights and Responsibilities. In Fall 2001, faculty responded that policies are fair and comprehensive (Display 1F-9, ACE: Faculty Rights and Responsibilities, 01/02). Staff responded that there was a need for changes in the Rights and Responsibilities which were edited into the document. The Grievance Procedure was reported to be satisfactory.

5C. Non-discrimination and Affirmative Action Policies

Bellin College of Nursing has a "non-discrimination policy" that reads: "It is the policy of Bellin College of Nursing to be nondiscriminatory because of race, color, creed, nation and ethnic

origin, religion, age, sex, marital status, or handicap in the admission of students, in student programs, and in employment of College faculty and staff." This policy is published annually in College Catalog (pp. 13, 46) and in local newspapers.

Bellin College of Nursing works to attract and increase the number of enrolled minority students. Efforts are ongoing within the Hispanic and Hmong communities to reach students eligible for matriculation into the nursing program. The College regularly provides information about its program and admission options for publication in a newsletter published for the Hispanic community and works with the Green Bay Diocese in the recruitment of Hmong and Hispanic students. In addition, nursing pamphlets from Johnson & Johnson, published in Spanish, are handed out at career fairs to those who are interested and whose first language is Spanish. The College's Enrollment Management Committee (EMC) has one of its goals for 2003-2004 as "the development of one new strategic initiative to increase enrollment and diversity." A work group, composed of both faculty and admissions representatives, has been formed to look closely at enrollment and minority admission issues, and to develop a plan to address those issues. This is more fully described in Criterion 2F. Student, faculty, and staff diversity is also an initiative in the 2003 Strategic Plan.

5D. Transcripts

The academic transcripts clearly reflect student academic achievement. The transcript legend located on the back of the transcript provides a clear and concise explanation of the various elements of the student's academic record. ACE reports evaluating transcripts and the transcripting process include: Curriculum ACE for Records and Reports and Academic Standards and the Student ACE for Registrar/Financial Aid Services which addresses policies addressing compliance with federal regulations and guidelines of higher education in the maintenance of academic standards (Display 5D-1, 5D-2, 5D-3).

The College's Registrar is a member of the Wisconsin Association of College Registrars and Admission Officers (WACRAO) and its national organization, the American Association of College Registrars and Admission Officers (AACRAO). Both of these organizations are a source for current information on a wide range of issues involving student records and transcripts. The College Registrar annually attends local conferences which provide the ability to stay abreast of current

regulations and practices in this area. Additionally, the Registrar has attended conferences at the national level as budget permits.

Past and current publications from AACRAO, to which the College subscribes, have focused on the need to reconcile two competing demands: the need to provide accurate information promptly to various constituencies and the need to safeguard privacy. These publications emphasize privacy implications and current issues such as recording academic and disciplinary actions on transcripts; use of Social Security Numbers, name changes; transcription of nontraditional work; major features of the USA PATRIOT Act, with a list of Federal Right to Privacy Act (FERPA) and other resources; and the increasing impact of electronic standards for data interchange. The College has revised its policies and practices to address these security issues. A presentation regarding FERPA issues was provided to faculty and staff in Fall 2003. Faculty were instructed on its policies and the implications of noncompliance.

Student academic records are secured in locked files with limited access. A secured network drive is only available to faculty and the Registrar for tracking of student academic difficulty and disciplinary actions. Our current administrative software for records and registration is restricted by user and access codes. Academic files are maintained under the control and supervision of the Registrar. A Protection of Rights and Privacy of Student Records Policy is found on page 104 of the Student Handbook. This policy describes student accessibility rights to their records and transcripts.

5E. Fairness in Advertising

Several institutional publications describe the College and is operations. These include: Audits, College Catalog, Student Handbook, Sigma Theta Tau, Kappa Pi Chapter-at-Large Newsletter, media releases, newspaper articles, faculty publications, marketing materials, College website (http://ww.bcon.edu), Annual Report, and Student Newsletters (Display 5E-1). They are available to prospective and current students, enrolled students, and the general public upon request. All official publications are reviewed for accuracy by faculty and appropriate staff, as well as by the Office of the Vice President. Media releases are viewed for accuracy by the Development and Public Relations Department. As part of the College's ACE Plan, College publications are reviewed and

revised to determine if they are comprehensive, understandable, usable, consistent, accurate, and consistent with agency requirements. The ACE: Official Publications was completed in Fall 2003. This is an oversight process to ensure all documents are accurate and consistent (Display 5E-2).

5F. Ethical Institutional Relationships

The letters of agreement with cooperating educational institutions have been described in Criterion 1D and 2D in terms of their importance and in Criterion 5I in terms of their process. Similarly, the process of clinical contracts is described in Criterion 5I. There are strong relationships with these cooperating agencies which is evidenced by the longevity and strength of these relationships. All documents will be on display.

5G. Shared Resource Support

The library service is the primary shared resource. The Meredith B. and John M. Rose Health Science Library (Rose Library) in the Bellin College building serves the entire Bellin Health System and includes 7,000 volumes, of which 4,000 are nursing volumes. The library is open to students, faculty and staff approximately 12 hours per day Monday through Friday and four hours on Saturdays. The library is staffed by a Master's prepared, full-time librarian who serves as a resource to faculty and students. The librarian also serves on the College's Learning Resources subcommittee. This provides an avenue for faculty and student input regarding library holdings and services. Continuing financial support for this service is part of the annual BCON budget. Criterion 2J more fully describes the Rose Library. Bellin College of Nursing and Bellin Health have a written, general agreement that outlines the other services that the College purchases from the System (Display 5G-1).

5H. Institutional Integrity with Student, Business, and Intercollegiate Relationships

The College has two student organizations, Student Senate and the Bellin Student Nurses' Association (BSNA). Descriptions of these organizations can be found in the Student Handbook, Faculty/Staff Manual, and the College Catalog. The Bylaws for Student Senate and Bellin Student Nurses' Association are in the Student Handbook (pp. 142-159).

The College does not participate in intercollegiate athletics. Students dually enrolled at BCON and UWGB are eligible to participate in athletics and intramural sports at UWGB. Students

also have the opportunity to participate in recreational sports offered on the UWGB campus and in the community.

Students who meet the criteria for membership are invited to join Sigma Theta Tau, Inc. (STTI), International Honor Society of Nursing. An informational meeting is held whereby students receive information about the goals and aims of the organization. The advantages of membership in the organization are discussed in 688-403: Professional Practice Issues, as well as, informally with faculty who are Sigma Theta Tau members. Information about STTI; the Chapter Key Award, which honors chapters who excel in membership recruitment, publicity, programming, and professional and leadership development; banner; and a copy of the most current STTI newsletter are prominently displayed in the hallway of the College.

5I. Monitoring Contractual Agreements

Several processes are in place to ensure that contractual agreements with the various educational partners are in place. The Assessment of College Effectiveness (ACE) Plan and operational processes ensure that agreement letters and contracts are reviewed on a regular schedule. Several examples are used here to demonstrate these processes. First, there are annual contracts that are reviewed and negotiated each year with the clinical agencies. This process provides an opportunity for both parties to renew their commitment to the educational process and to ensure that the terms of the agreement are being implemented. These contracts will be available for review during the visit.

In addition, as part of the ACE Plan, relationships with cooperating educational institutions are reviewed every four years. This ACE: Relationships with Clinical Agencies and Education Institutions was most recently completed in Spring 2004 and will be on display (5I-1). As part of this process and after considerable discussion, the Letter of Agreement between the University of Wisconsin-Green Bay and Bellin College of Nursing was updated. The most notable difference that resulted from this review process was the creation of the Interinstitutional Administrative Committee (IIAdC). Unlike other interinstitutional committees that focus on the academic and student service aspects of the partnership, this new committee will focus on larger administrative concerns such as letter of agreement, enrollment caps, and scheduling processes. This new change demonstrates the strength of this continued partnership.

The educational partnerships with College of Menominee Nation, Lakeland College, and Silver Lake College are also reviewed as part of the above ACE process. The benefits of these agreements are described earlier in relationship to the curriculum and student diversity (Criterion 2D). These examples demonstrate the types of contractual arrangements that we currently have with both educational institutions and health care agencies.

STRENGTHS

- All printed material clearly addresses the rights and responsibilities of faculty, staff, and students and reflects the practices subscribed by Bellin College.
- The College adheres to and values ethical standards in the maintenance of its student records and its continued assessment of these processes.
- Faculty and students are committed to the student organizations which provide services to the College and the community.

Challenges	Plan
• Maintenance of institution privacy and security of records with increasing use of technology and web-based information	• Continue implementation of GLB security plan (see Criterion 2J and Criterion 2 Challenges and Plan). • Update of network file server with additional hardware firewall protection
• Faculty/Staff Manual is cumbersome in current online format	• Conversion to a web-based tool for 2004/2005.

A Request for Approval of Institutional Change

INTRODUCTION

Bellin College of Nursing was established in 1909 as the Deaconess Sanitarium Training School offering a three year diploma in nursing. The school was renamed the Wisconsin Deaconess Training School in 1912 and then, in 1925, as Bellin Memorial Hospital School of Nursing. In September 1983, the school officially changed its name to Bellin College of Nursing and in 1984 admitted its first class of students into a four-year program culminating in a Bachelor of Science in Nursing (BSN) degree. Since 1988 the College has granted over 600 BSN degrees. This chapter will provide the information and documentation to support a request for authorization that the College offer a Master of Science in Nursing (MSN) degree.

1. The Proposed Change

The College is requesting authority to develop and implement a Master of Science degree in Nursing. The Commission's Policies relevant to this change include Policy I.C.2.a. - a change in mission or structure, and Policy I.C.2.b. - a change in educational offering.

The College Mission, Philosophy and proposed Program Outcomes reflect professional standards and the expectations of our internal and external constituencies. The proposed Graduate Program reflects our responsiveness to these constituencies who have been instrumental in identifying the need and type of graduate nursing education, in seeking our involvement in addressing these needs, and in participating in assessments and discussions toward approval of and implementation of a graduate program.

Expected outcomes of this proposed change address a greater responsiveness to the educational needs of Registered Nurses for achieving a graduate nursing education and to employers needing advanced practice educators and administrators. The College will experience enrollment growth through the addition of a new program and financial growth through increased tuition dollars. Currently the undergraduate program enrolls two hundred students most, who pursue their education on a full-time basis. Anticipated enrollment capacity in the graduate program will be one hundred thirty students in four years. It is anticipated that the graduate students will pursue their education

as part-time students, since they will be employed Registered Nurses with multiple responsibilities. Increased numbers of students in this program also provides for the financial growth and greater revenue stability for the College. Projections for the financial growth demonstrate that the program will be self-supporting in three years and will generate a significant source of revenue within four years. [Appendix, CHG 1]

In the Spring/Summer of 2003, as part of the Assessment of College Effectiveness (ACE) process, (described in Criterion 1B) the Mission Statement was reviewed and changed to include the addition of the proposed Master's degree program. The proposed mission is addressed in Criterion 1 and will not be published until after the program is approved.

By adding the graduate nursing program, the degree offerings of the College will double with one undergraduate and one graduate nursing degree. The addition of a graduate program expands and diversifies the number and types of students served. The College plans to expand the undergraduate enrollment to a class size of approximately seventy students per class in response to the community's need for nurses.

The graduate program will be phased in over four years, with a student capacity of one hundred thirty students enrolled on a part-time basis. It is expected that the students in the graduate program will be adult learners, part-time students, employed as Registered Nurses, with multiple responsibilities. Line 1 on the budget sheet [Appendix, CHG 1] identifies the anticipated number of students that can be accommodated in the program each year. Section 7 of this chapter describes the curriculum, the delivery options and the supportive services for the program.

2. Factors Leading the Institution to Undertake the Proposed Change

The College participates in ongoing institutional planning and reviews its Strategic Plan every two years, with the most recent update in the spring and summer of 2003. Each of the three initiatives identified in this recent plan address the value and need for the graduate program in nursing. These initiatives include expansion of services to the community, financial security and capacity development. Refer to Criterion 4D. for discussion of the relationship between the proposed change and ongoing institutional planning.

On January 10th, 2002, the Executive Committee of the Board of Trustees responded to a Decision Profile [Display, CHG 1] submitted by the Vice President, Dean and Graduate Program Task Force (faculty work group for the graduate program) to conduct a needs assessment for the development of a graduate nursing program. The following methodology was used to conduct the needs assessment:

1. The Leede Research Group, Manitowoc, Wisconsin, was contracted to collect data via telephone interviews with health care employers and prospective students. Focus of the phone interviews included specific questions regarding the need for a graduate nursing program and how to deliver the program [Display, CHG 2].
2. A written survey was distributed to Bellin College of Nursing (BCON) Graduates, BCON students, and students of two Associate Degree Nursing Programs. The focus of the written survey again included questions regarding the interest in completing a graduate degree in nursing, teaching delivery method and the preference for program specialty [Display, CHG 3].

In addition to the constituencies surveyed for the Graduate Program Needs Assessment, the Community Advisory Committee was intimately involved in providing input to assess this change. Membership on the Community Advisory Committee consists of Administrators, Educators and Practitioners from area hospitals, long term care facilities, education institutions, community health departments and providers of care [Display, CHG 4].

The data collected through both the Leede Research Group market analysis and the paper interview conducted by BCON are summarized in Appendix CHG 2. The need for a graduate program in nursing was clearly identified by all groups and is discussed in Section 7 with the description of the curriculum.

3. Necessary Approvals Obtained

The Board of Trustees approved the Decision Profile [Display, CHG 5] request of November 2002 for continued planning of a Masters Degree in Nursing. The request was submitted to the Board of Trustees in response to the External Communities of Interest (employers and prospective students) and the Internal Community of Interest (faculty and staff through the Graduate Task Force

[Display, CHG 6], Undergraduate Curriculum Committee [Display, CHG 7], Faculty Committee [Display, CHG 8], and Faculty/Staff Forums. Further approval was granted by the Board of Trustees to continue with the development of the program and for posting the position for the Director of the Graduate Program (pending HLC approval) at their Executive Committee meeting on January 13th, 2004 [Appendix, CHG 3].

External approvals are in place. The Wisconsin Board of Nursing (BON) does not hold jurisdiction over programs that are post-graduate. Therefore, authorization from the BON is not available or required. The BON has been informed of the implementation plan and has sent a letter acknowledging this plan [Display, CHG 9].

The Wisconsin Educational Approval Board oversees for-profit, postsecondary schools (except cosmetology and real estate); out-of-state non-profit colleges and universities; and in-state non-profit institutions incorporated after January 1, 1992. Because of prior standing, the College does not need such approval from this Board [Display, CHG 10].

The Commission for Collegiate Nursing Education (CCNE) accredits the baccalaureate program and will be requested to accredit the graduate program. CCNE requires that the focus visit for accrediting the graduate program be made in coordination with the first graduating class. This visit is tentatively scheduled for Spring 2006.

This document, in conjunction with the scheduled comprehensive visit, is the mechanism for seeking authority from the Higher Learning Commission to grant Bellin College of Nursing authorization to grant a graduate degree in nursing.

4. Impact of Proposed Change on Challenges Previously Identified

Challenges/concerns identified by the Commission as part of the last comprehensive visit are in the History Chapter of this self-study document. The challenges do not directly relate to the proposed change, except perhaps the fourth challenge that identifies the concern over the physical facility. While the College has since moved into a different facility (1994) that has expanded their physical capacity, space issues continue to be evaluated as a part of the College's Strategic Plan. Plans for delivery of the Graduate Program include compressed scheduling for face-to-face classes and internet delivery. The face-to-face classes will be held in blocked hours, in the late afternoon

or evening, one day per week. This is not a time of high usage of the current classrooms by the undergraduate students and has the potential to provide for a higher rate of utilization of the existing classrooms.

The Advice and Suggestions offered by the Commission as part of the last comprehensive visit also lend themselves to comment regarding the proposed change. Technology issues are being addressed by the College as identified in Criterion 2J. In addition, budget projections for the Graduate Program include the hiring of a half-time Technology Support Person to be shared with the undergraduate program. This will allow faculty and students, including those participating in the online courses, to have access to expertise and assistance regarding technology issues on a regular basis.

Since faculty in the graduate program will be doctorally-prepared, the overall percentage of faculty who are doctorally prepared at the College will increase. The addition of a graduate program has the potential for attracting more doctorally-prepared faculty to the College as it provides additional opportunities for teaching and scholarly activity. The College's Plan for seeking additional Endowed Chairs and Professorships will also have a positive impact on the attractiveness of employment.

5. Plans for Implementing and Sustaining the Proposed Change

As part of the Assessment of College Effectiveness (ACE) process, planning for implementing and sustaining a graduate program follows the systematic process identified for any new initiative of the College. Considerations and actions in this process are included in this section.

On January 13th, 2004, the Board of Trustees Executive Committee approved the Position of Director of the Graduate Nursing Program, pending approval of the Higher Learning Commission. The responsibilities of this position are outlined in the Position Description found in Appendix, CHG 4. In the meantime, an Interim Director has been appointed to take the lead in moving the development of the program forward in conjunction with the Graduate Task Force and the Graduate Curriculum Committee.

The Interim Director of the Graduate Program holds a Ph.D. in Higher Education from the University of Iowa with cognate areas in Curriculum and Instruction and in Nursing. She has a

Master of Science degree from South Dakota State University in Adult Health Nursing Educator Track and a Master of Education Degree from the University of Georgia. She has experience in developing both undergraduate and graduate programs and has taught both graduate and undergraduate curriculum development courses. Additionally, she has taught courses in the traditional classroom as well as through various distance education modalities. Her curriculum vita is included in Appendix, CHG 5.

Other members of the Graduate Task Force have highly diverse educational credentials including a Ph.D., EdD., two candidates for the Ph.D., and a Clinical Nurse Specialist. They are experienced in the curriculum development process, including evaluation of instruction, and assessment of learning. They represent a variety of clinical practice areas, have been active in diverse scholarly endeavors, participate in a variety of professional organizations, and have done extensive community service. The Curriculum Vitae of the Graduate Task Force Members will be available in the Display Room [Display, CHG 11].

Once the program is approved, faculty for the graduate program will be appointed. They will be doctorally-prepared in nursing or a discipline closely related to the areas of assigned teaching. Since the program is to be launched as a part-time program of study, in addition to the Director there will be a half-time faculty equivalent assigned to teach in the graduate program in the first year, and one and one-half full-time equivalents (FTE's) in the second year. By the third year of the program, there will be three and one-third faculty FTE's assigned to the graduate program. By the fourth year, five FTE's will be assigned. This number is based on a projected number of enrolled students and will be adjusted in response to actual enrollment. It is planned that at least three of the current faculty will teach, on a part-time basis, in the graduate program after participating in faculty development opportunities. Further, it is anticipated that the graduate program will draw doctorally-prepared faculty to the College, thus increasing the overall credential mix for the baccalaureate program.

The Administrative Structure of the College is addressed in Criterion 2B, and Appendix 1C-8 depicts the organizational chart. Pending authorization by the HLC to offer a graduate program, this change is identified in the proposed Organizational Chart found in Appendix, CHG 6. The

Director of the Graduate Nursing Program will report to the Dean of the College, but will be directly responsible for the development, oversight and administration of the graduate program. This will include separation of graduate and undergraduate decision making responsibilities in such areas as admission and enrollment management, curriculum development and evaluation, expectations for faculty development, including evaluation with the use of internal and external peer review processes.

The College addresses the effectiveness of Student Services in Criterion 2G. Expansion of these services to address the needs of the graduate students is planned. Budget projections include adding additional support staff and learning resources [Appendix, CHG 1]. A Time Line [Appendix, CHG 7] has been developed with target dates for addressing the inclusion of these services into the overall development of the program. These will include, but not be limited to, the expansion of hours for student support services, advising, financial aid and library hours. Students will be able to access information and advisors in person or online. Student services will be assessed for effectiveness on a regular basis as part of the ACE process.

Financial resources to support the institution's current educational endeavors are addressed in Criterion 2K. Audited financial reports for the past two years are included with the report and are addressed in Criterion 2K. They include revenue sources, endowed funds, investments, and expense records. The budget for the proposed change, adding a master's degree program, is presented in Appendix, CHG 1. This budget identifies that the program should be self-sustaining by year three of implementation and a significant source of revenue for the College by year four of the program.

At the present time, funding for the graduate program designates tuition as the only revenue stream. However, the College has requested donor funding of a grant writing position that has the potential of increasing revenues through grants and extramural support. Two of the graduate task force members are working on pursuing a Health Resources and Services Administration (HRSA) grant from the US Department of Health and Human Services. Solicitations from private foundations and donors to sponsor an Endowed Chair and Endowed Professorships for the graduate program are also planned.

6. Strategies to Evaluate the Proposed Change

The measures the College will use to document the achievement of its expected outcomes are part of the Assessment of College Effectiveness (ACE) plan [Appendix 1B-5]. It is designed to assure on-going and regular evaluation of College processes. Following approval of the graduate program, aspects assessing processes and outcomes related to the new program will be integrated. Expected outcome measures of the graduate program will include program satisfaction of students and employers, number of graduates from the program, and contributions to the fiscal solvency of the College.

The Assessment of Student Academic Achievement Plan is being developed along side the MSN Curriculum. The framework for the Plan will identify the graduate program outcomes and evaluation items that will be used to identify evidence of achievement for each outcome across the Program. The Plan is being designed to provide students with individual feedback on their development, and to provide the College with data to improve and enhance the curriculum. It is expected that all students will have internal assessment components selected from course requirements that will demonstrate evidence of the student's accomplishment of the program outcomes. It is anticipated that in addition to specific course projects identified as evidence of the program outcomes, the students' practicum performance will also include measures of evaluation evidence about the accomplishment of the outcomes. External evidence measures have yet to be determined, but may include student achievement on American Nurses Credentialing Center (ANCC) advanced practice certification exams, or other advanced practice certifications awarded at the graduate level from recognized organizations. Evidence of the components will be placed in a student portfolio that is maintained in a secure location by the Assessment Facilitator.

Students will be introduced to the Assessment of Student Academic Achievement Plan during orientation to the Program. The Graduate Student Handbook will be used as a reference during orientation. As with the undergraduate program, both the Student Handbook and the College Catalog Addendum will state that participation in the Assessment Program is a graduation requirement. Both of these documents are identified on the Time Line [Appendix, CHG 7] for development completion upon receipt of HLC approval.

As a component of finalizing their Leadership Integration Project, the student will do a formal portfolio analysis to rate the accomplishment of the program outcomes. Individual analysis results will then be aggregated to analyze group/class data as a measurement of curriculum effectiveness. The Graduate Curriculum Committee will review all student achievement data to evaluate curricular integrity and plan continuous improvement.

7. The Proposed Graduate Program

A. Planning Initiatives to Mount the Graduate Program

Through a series of task force meetings and collection of information from faculty and support staff, identification of initiatives necessary to mount the graduate program are being addressed. This is an evolving document that includes initiatives in the following categories: admissions, academic considerations/curriculum, finance, policies, recruitment and marketing, faculty/staffing needs and a general miscellaneous category. Persons responsible for taking the lead on drafting the information related to each initiative, [Appendix, CHG 8], as well as a time line for completion [Appendix, CHG 7] have been developed.

B. The Curriculum Plan

The core of the nursing curriculum is leadership. The Graduate Task Force reviewed data from the initial program needs assessments in regard to perceptions and interest for a focus of a graduate program. The group also surveyed the literature about graduate programs, reviewed the focus and content of other programs within the State, reviewed governmental and accreditation documents projecting the need for future nurses prepared at the graduate level, and solicited recommendations from the Graduate Community Advisory Committee about a program focus. It became clear that regardless of the setting or role a graduate prepared nurse might be in, leadership is and will be an expectation of their role. The specific program outcomes [Appendix, CHG 9] were developed to articulate the broad base of leadership qualities graduates will have. As courses are developed, faculty will continue to build sound leadership principles, both broad and setting-specific content, and a vision for global social responsibility into both the course content, and the practicum experiences offered to students.

Determining which tracks to offer around the leadership focus required considerable discussion by the Community Advisory Group [Display, CHG 4] and the following internal constituents before a final decision was made; Graduate Task Force [Display CHG 6], Undergraduate Curriculum Committee [Display CHG 7, and the Faculty Committee [Display, CHG 8]. While the data clearly identified that nurse practitioner was the number one preference of the prospective student group, the employer group ranked it as third. Given the tight market for nurse practitioners in Wisconsin and the number of schools already providing this specialty track, a decision was made to offer other tracks rather than replicating services already offered. The final decision regarding which tracks to offer was strongly influenced by the Community Advisory Group who identified that the nurse educator track must be the first offered in order to increase the number of graduate nurses each year that would be appropriately credentialed to teach in entry level nursing preparation programs. The educator track is not currently being offered in the immediate service area.

The administrator track was also highly encouraged by the Community Advisory Group and is responsive to the needs of employers. While the data demonstrates a need for a clinical nurse specialist track, there was little confidence among the faculty nor the Community Advisory Group that enrollment in this track would be sufficient to support the initial expenses of program development. A decision was made to establish the graduate program with the educator and administrator track and then add other tracks once the program was established. It is proposed that other tracks will gradually be added as resources allow and data support.

The core curriculum is being designed in accordance with The American Association of Colleges of Nursing's guidelines, "The Essentials of Master's Education for Advanced Practice Nursing" (1996) [Display CHG 12]. Initially the curriculum will provide for two options or tracks leading to a graduate degree in nursing, including an option for educators and one for administrators. The "Core Competencies of Nurse Educators" (2003) [Display, CHG 13] that is under development by the National League for Nursing Task Group on Nurse Educator Competencies will be used in designing the Educator Track. The Joint Position Statement on Nursing Administration Education of the American Association of Colleges of Nursing and the American Organization of Nurse Executives (1997) [Display, CHG 14] will be used in designing the Administrator Track.

The curriculum organizing framework [Appendix, CHG 10] provides structure and guidance for the development and implementation of the nursing graduate program. Concentric circles in motion represent the dynamic curricular process. This model mirrors the structure of the conceptual framework for the baccalaureate program and as such is consistent with the College mission and values. Like the baccalaureate curriculum, the masters curriculum is outcome-focused, but expects the graduate to bring both nursing knowledge and practice into their development as they move into advanced nursing roles.

The core of the curriculum is nursing leadership requiring the integration of knowledge and practice. Contributing to the core knowledge are the main curriculum concepts which represent the program outcomes: advanced nursing roles, knowledge synthesis, systems leadership, scholarship, and social responsibility. The integration of these concepts, together with prior nursing knowledge and practice, further develops the leadership role. The program philosophy [Appendix, CHG 11] provides the foundation for the entire curriculum process. The curriculum integrates leadership concepts across all courses with a focus on application, synthesis, and evaluation. At the completion of the program, the students will have broadened their knowledge regarding the health care system, their responsibility to the larger society, and the integration of advanced nursing roles [Appendix, CHG 9].

The course offerings for the first year will be a sequence of the core courses. The core courses are being developed with a clear vision of what graduates will look like based on the program outcomes. As the program outcomes were developed, the Graduate Task Force identified major concepts and content that would be expected within the program. Then the faculty aggregated logical concepts and content and eventually agreed upon course titles [Appendix, CHG 12]. Faculty are now finalizing the course descriptions and course outcomes. They will be on display during the site visit [Display, CHG 15]. At each stage of development, the decisions are brought to and voted upon at the graduate curriculum committee. The design of the curriculum along with measures for assessment of student academic achievement are progressing as planned, and will be accelerated when program approval is received.

With input from the Community Advisory Committee, Graduate Task Force, the needs assessment and all faculty and College administrators, it was decided to offer the program with two specialty options - an administrator track and an educator track. As described earlier in this section, guidelines established by the Association of Colleges of Nursing, the National League for Nursing, and the American Organization of Nurses Executives will be used to develop the curriculum. The plan for the delivery and sequencing of the courses [Appendix, CHG 13] and an academic plan for the Administrator and Educator options [Appendix, CHG 14] have been developed and are included in the Appendices section.

C. Delivery of the Program

The program will be delivered via two methods: over the internet, and in a compressed/combo option including some face to face delivery. It is our intent to begin the program as a part-time program in each of the two delivery options, and then progress to delivery as a full-time program. The program will be advertised designating this delivery plan. Courses in each of the delivery options will be scheduled for an eight week period, with one course per delivery option scheduled in one eight week period per semester. Since it is anticipated that most students will be enrolled on a part-time basis, this will provide them with the opportunity to make regular progress each semester. It also provides the opportunity for students to take two courses independent of each other in each semester if they are willing to enroll in courses delivered in each delivery modality. The course scheduling plan is included in Appendix, CHG 13.

A private consulting company, Sure Blue Studios, will be retained to host the courses on their server and provide technical support. They have hosted our undergraduate online courses for the past year. Prior to that, e-learning services from the University of Wisconsin-Milwuakee, hosted the courses. The College has experienced a high level of success in delivering entry level freshmen nursing courses online during the past three summers. Faculty teaching these courses will have participated in faculty development activities on how to both prepare and deliver on-line courses. Similar and expanded opportunities will be provided to faculty teaching in the graduate program. The budget also provides for a half-time person to be hired by the College to assist faculty and students with the support needed when courses are delivered [Appendix, CHG 1].

D. Faculty Development

The graduate task force has identified a two-year plan for the support and development of faculty teaching in the graduate program. This plan is included in Appendix, CHG 15 and identifies five categories for faculty support, including 1) attending conferences, seminars and workshops, 2) observation of other programs through field trips, 3) mentoring opportunities, 4) further development for online delivery, and 5) individual faculty development opportunities.

E. Program Assessment

Strategies for program assessment are included in Section 6 of this chapter: Strategies to Evaluate the Proposed Change.

CONCLUDING STATEMENT

Bellin College of Nursing faculty, staff, and trustees are committed to the mission, vision, and values of the College and dedicated to student development and professional achievement. To this end, the College is submitting a request for Institutional Change to request authority to develop and implement a Master of Science degree in Nursing. In support of this request, the College has undertaken a needs analysis involving various constituencies to document the need for a graduate program, has received internal approval at all levels and is appropriately situated to receive external approvals. The College demonstrates its commitment to implement this change through such actions as employing an Interim Director of the Graduate Program to provide leadership in identifying the initiatives necessary to mount a graduate program. A Graduate Faculty Task Force and Curriculum Committee are empowered to begin curriculum development and will have authority for assessment of learning outcomes. Administrative support for the provision of learning resources, hiring appropriately credentialed faculty, and support services required for the program is inherent in the progress that has already been accomplished in preparation for requesting the authority to develop and implement the Master of Science degree in Nursing. Upon approval by HLC, the College will move forward on all planned initiatives for program implementation.

Self-Study Summary

The Self-Study Report, and the supporting information in the appendices and on display, provide evidence that Bellin College of Nursing fulfills the evaluative criteria of the Higher Learning Commission. The Mission and Purposes are responsive to the internal and external constituencies and drive all organizational activity. Both the Mission and Purposes are clear and publicly stated. As part of the request for institutional change for authorization to grant a Master of Science in Nursing degree, a revised Mission and Purposes have been developed.

The human, physical, and financial resources effectively support the educational programs. Administrators are qualified and have demonstrated success in their areas of responsibilities. Faculty are well-qualified with demonstrated expertise in both teaching/learning processes and in clinical practice. Scholarship is valued and supported within the organization and recognized within the nursing community. Faculty accomplishments are extensive and include publications, research, and presentation at national conferences. There has been an increase in the number of doctorally-prepared faculty and a plan exists to continue to expand that number. One of the most effective strategies to increasing the number of doctorally-prepared faculty will be the addition of the graduate program. The graduate program will provide an environment that further challenges both students and faculty in scholarship and professional leadership.

Staff are sufficient in number and expertise to provide the support necessary for both the baccalaureate and graduate programs. Both faculty and staff will be expanded in support of the graduate program. All major organizational decisions include consideration of the need additional resources including the additional faculty and staff.

Enrollment is sufficient for the baccalaureate program. Careful planning ensures that resources continue to be appropriate to support the growing number of students both now and into the future. Student services are well planned and regularly evaluated to ensure that quantity and quality are satisfactory to the student and reflective of the College's commitment to excellence.

The baccalaureate curriculum is continuously evaluated and improved in response to constituencies and the standards of higher education and nursing. The organizing framework emphasizes the importance of the program outcomes and their integration throughout the curriculum

and the assessment of student academic achievement. The Student Academic Achievement Plan provides both individual and class composite data. Students receive individual data that identifies their current level of success and areas for improvement. The composite data provide the basis for curriculum decisions. Benchmarks of performance are set with associated action plans. The assessment plan itself has recently been evaluated and adjusted in response to the cost-benefit analysis. Composite data has demonstrated that students meet or exceed national means of standardized tests, including the assessment of the liberal education component of the curriculum.

The Assessment of College Effectiveness Plan (ACE) has been a successful method of stimulating continuous improvement within all aspects of the College including the educational programs. Regular assessments result in recommendations for change which are gradually implemented within the system. This ACE process has a long history of success and is also being continuously improved to ensure quality and cost-effectiveness.

The Strategic Plan is re-assessed every two years with the most recent revision completed during the Summer of 2003. The Plan is well-organized and is clearly moving the organization toward the future. It is displayed visually in the Advancement Center and regularly reviewed with internal and some external constituencies including the Board of Trustees, faculty, staff, and some donors. Included within the Strategic Plan is a definitive plan for managing and expanding resources, including financial, human, and the physical facility.

The graduate program, offering the Master of Science in Nursing degree, is a component of the Strategic Plan. The needs assessment has clearly demonstrated that the external constituencies are requesting a graduate program in this region. In addition to serving the community, the graduate program will also bring additional resources to the College that will enhance the quality of the undergraduate program as well. For example, the graduate program will enhance the recruitment of doctorally-prepared faculty, will result in the addition of technology expertise on campus, will expand faculty scholarship, and will contribute as a revenue stream to the overall College finances.

The Strengths and Challenges have been summarized at the close of each criterion. Of these, the major strengths of the College have been identified as:

1. A history of academic excellence;
2. The Assessment of College Effectiveness (ACE) Plan, which includes the Assessment of Student Academic Achievement; and
3. An effective Strategic Plan.

The major challenges include:

1. Long-term financial strength;
2. The need for additional physical space; and
3. The need to diversify the faculty, staff, and student populations to match the surrounding community.

Each challenge has an outlined plan of action, some of which will have been completed even prior to the accreditation visit. The Purposes of the Self-Study, identified in the Introduction, have also been met. All aspects of the College have been evaluated within the context of the Mission and Purposes. The College's actions, in response to the suggestions and concerns of prior visiting teams, have been described.

Bellin College of Nursing has demonstrated that it fulfills the evaluative criteria and the purposes of the self-study process, and petitions the Higher Learning Commission to grant continuing accreditation and authorization to grant a Master of Science in Nursing degree.

BASIC INSTITUTIONAL DATA FORMS
(Edition 7, October 2001)

The attached Basic Institutional Data Forms are designed to provide the evaluation team scheduled to visit your campus with useful statistical information. They should be completed and submitted with your Self-Study Report to the Commission and the evaluation team (see page 78 and 151 of ***Handbook of Accreditation, Second Edition***.)

Institutions submitting reports for comprehensive evaluations should complete all the Forms; institutions submitting reports for focused evaluations will be asked to complete and submit specific portions of the Basic Institutional Data Forms that are helpful in evaluating the area of focus. Please contact your Commission staff person if you have any questions concerning these Forms.

- Comparable data may be substituted for that specified in the Forms; provide notes explaining the data provided as appropriate.
- If a particular form is not applicable to your institution, please indicate with "N.A."
- SUBMIT COPIES OF THE TWO MOST RECENT FINANCIAL AUDITS. (These revised BIDs no longer contain financial schedules.)
- Information is generally requested for the current academic year (the year your institutional Self-Study Report is to be completed for submission to the Commission) and for the previous two years. To assure the accuracy and currency of data, feel free to establish different reporting periods among the Forms (the enrollment data might reflect the fall of the current academic year while the learning resources data might come from an annual summary of the previous academic year).
- It is imperative that the information reported in these forms agree with the data provided in the Self-Study Report and accompanying documents.

We know that these Forms can be awkward for institutions to use, and some of the questions may seem dated. We are in the process of revising the Basic Institutional Data Forms to bring them into conformity with developing standards of data collection at the national level, and we hope to pilot a new data collection instrument this year called the Basic Institutional Data and Documents (BIDD) with a small group of institutions. We continue to value your thoughts and observations about data collection and how to make the Forms more useful for the Commission and for institutions.

The Higher Learning Commission of the North Central Association of Colleges and Schools

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Basic Institutional Data Forms

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Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form A

ENROLLMENT TRENDS

DEFINITIONS

I. Undergraduate. This classification includes students enrolled in:

A Bachelor's degree programs.
B Associate degree programs.
C Programs leading to one-, two- or three-year certificates or diplomas.
D Clearly numbered undergraduate courses taken without a specific credential as the goal.

I **Graduate**. This classification includes those students who have attained bachelor's degrees or first professional degrees (in dentistry, law, medicine, theology, or veterinary medicine, etc.) and are enrolled in a master's, specialist, or doctoral degree program.

II **Professional**. This classification includes students who have enrolled in a professional school or program which requires at least two or more academic years of previous college work for entrance and which requires a total of at least six academic years of college work for a degree; for example, students enrolled for a professional degree in one of the following fields: Dentistry (D.D.S.), Law (LL.B. or J.D.), Medicine (M.D.), Theology (M.Div.), Veterinary Medicine (D.V.M.) Chiropody or Podiatry (D.S.C. or D.P.), Chiropractic (D.C.), Optometry (O.D.) or Osteopathy (D.O.). All students in programs that require only four or five academic years of work (i.e., only four or five years beyond high school) for completion of the requirements for the degree should be reported as undergraduate. All students enrolled in work leading to a master's degree are to be reported as graduate even though the master's degree is required in some fields, such as Library Science and Social Work, for employment at the professional level.

III **Full-Time**. Use the measure the institution commonly uses to define full time student count. Provide that formula on the top of the page.

IV **Part-Time**. Use the measure the institution commonly uses to define part time student count. Provide that formula on the top of the page.

IF THE INSTITUTION DOES NOT DISTINGUISH BETWEEN FULL-TIME AND PART-TIME STUDENTS, USE PAGE 4 INSTEAD OF PART 3 FOR REPORTING OF FULL-TIME EQUIVALENT STUDENT COUNT. PROVIDE THE FORMULA USED TO DETERMINE THAT COUNT.

VI. Other. Students who cannot be classified by level, including students enrolled in courses that do not lead to degrees.

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Basic Institutional Data Form A

PART 1 - FULL-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: BELLIN COLLEGE OF NURSING

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	2001-2002	2002-2003	2003-2004
Freshman - Occupationally oriented (Definition 1-A&B)	31	41	51
Freshman - Occupationally oriented (Definition I-C)			
Freshman - Undeclared (Definition I-D)			
Sophomore - Degree oriented (Definition I-A & B)	21	24	42
Sophomore - Occupationally oriented (Definition I-C)			
Sophomore - Undeclared (Definition I-D)			
Junior	44	41	37
Senior	40	35	40
TOTAL UNDERGRADUATE	136	141	170
GRADUATE	0	0	0
Master's			
Specialist			
Doctoral			
TOTAL GRADUATE	0	0	0
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS	136	141	170
OTHER			

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Basic Institutional Data Form A

PART 2 - PART-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: BELLIN COLLEGE OF NURSING

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	2001-2002	2002-2003	2003-2004
Freshman - Occupationally oriented (Definition 1-A&B)	5	4	5
Freshman - Occupationally oriented (Definition I-C)			
Freshman - Undeclared (Definition I-D)			
Sophomore - Degree oriented (Definition I-A & B)	13	8	13
Sophomore - Occupationally oriented (Definition I-C)			
Sophomore - Undeclared (Definition I-D)			
Junior	8	11	8
Senior	10	12	10
TOTAL UNDERGRADUATE	36	35	36
GRADUATE			
Master's			
Specialist			
Doctoral			
TOTAL GRADUATE			
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS	36	35	36
OTHER			

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Basic Institutional Data Form A

PART 3 - FULL-TIME EQUIVALENT ENROLLMENT

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: BELLIN COLLEGE OF NURSING

	Two Years Prior	One Year Prior	Current Year
	2001-2002	2002-2003	2003-2004
UNDERGRADUATE - (see definitions I.A thru D)	144	153	182
GRADUATE - (see definition II)			
PROFESSIONAL - (see definition III)			
UNCLASSIFIED - (see definition VI)			
TOTAL	144	153	182

Basic Institutional Data Form A

PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS

(e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

Identify types of enrollment reported:

	Two Years Prior	One Year Prior	Current Year
	2001-2002	2002-2003	2003-2004
TOTAL UNDERGRADUATE	11	16	19
TOTAL GRADUATE			
TOTAL PROFESSIONAL			
TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS (headcount)			
TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (FTE)			
TOTAL OTHER			
TOTAL			

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Basic Institutional Data Form B

PART 1 - STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: BELLIN COLLEGE OF NURSING

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Open Admissions Institution ? Yes No

	Two Years Prior	One Year Prior	Current Year
FRESHMAN	2001-2002	2002-2003	2003-2004
Number of applicants with complete credentials for admission to the freshman class	44	43	72
Number of applicants accepted	38	42	66
Number of freshman applicants actually enrolled	17	30	37
TRANSFER			
Number of applicants with complete credentials for admission with advanced standing (transfer)	63	94	84
Number of advanced-standing undergraduate applicants accepted	59	73	69
Number of advanced-standing undergraduate applicants actually enrolled	43	44	52
MASTER'S	N/A	N/A	N/A
Number of applicants with complete credentials for admission to master's programs			
Number of applicants accepted for master's programs			
Number of applicants actually enrolled in master's programs			
SPECIALIST	N/A	N/A	N/A
Number of applicants with complete credentials for admission to specialist programs			
Number of applicants accepted for specialist programs			
Number of applicants actually enrolled in specialist programs			

Prepare separate reports for each campus. Please add attachments and additional sheets whenever necessary.

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Basic Institutional Data Form B - Part 1 Continued

Name of institution/campus reported: BELLIN COLLEGE OF NURSING

	Two Years Prior	One Year Prior	Current Year
DOCTORAL	2001-2002	2002-2003	2003-2004
Number of applicants with complete credentials for admission to doctoral programs	N/A	N/A	N/A
Number of applicants accepted for doctoral programs			
Number of applicants actually enrolled in doctoral programs			

		Two Years Prior	One Year Prior	Current Year
PROFESSIONAL	**Report by degrees**	2001-2002	2002-2003	2003-2004
		N/A	N/A	N/A
Number of applicants with complete credentials for admission to professional programs				
Number of applicants accepted for professional programs				
Number of applicants actually enrolled in professional programs				

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Basic Institutional Data Form B
Part 2 - ABILITY MEASURES OF FRESHMAN

Name of institution/campus reported: BELLIN COLLEGE OF NURSING

Specify quarter/semester reported: FALL 2003

Are scores used or routinely collected ? **Yes** No

A. Class ranking of entering freshman			B. SAT scores for entering freshman	Verbal	Math
Percent in top 10% of high school class	19.35		Class average SAT score	N/A	N/A
Percent in top 25% of high school class	56.76		Percent scoring above 500		
Percent in top 50% of high school class	100.00		Percent scoring above 600		
Percent in top 75% of high school class			Percent scoring above 700		

C. Mean ACT scores for entering freshman			D. Other tests used for admission or placement		
Composite	22.297		Test name		
Mathematics	22		Mean or Composite		
English	21.72		Range		
Natural Sciences	22.459				
Social Studies - Reading	23.216				

Basic Institutional Data Form B

Part 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report for last full academic year)

A **Graduate Record Examination** **Range** High Low
(for total Graduate School excluding professional schools)

B **Miller Analogies Test** **Range** High Low
(for total Graduate School excluding professional schools)

C **On a separate sheet, indicate other test data used for admission to professional programs.**

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Basic Institutional Data Form B
Part 4 - UNDERGRADUATE STUDENT FINANCIAL AID
(Report for last full fiscal year)

Name of institution/campus reported: BELLIN COLLEGE OF NURSING

SOURCE OF	FUNDING	TOTAL $ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	106,922	37
	Loans	660,178	98
	Employment	9,623	7
STATE	Grants and Scholarships	107,117	50
	Loans	13,235	5
INSTITUTIONAL	Grants and Scholarships	210,584	87
	Loans	0	0
	Employment	0	0
FROM OTHER SOURCES	Grants and Scholarships	125,587	37
	Loans	59,000	12
Unduplicated number of undergraduate students aided		103	
Number of students receiving institutional athletic assistance		0	
Percentage of institutional aid for athletic assistance		0	

Part 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID
(Report for last full fiscal year)

SOURCE OF	FUNDING	TOTAL $ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	N/A	N/A
	Loans		
	Employment		
STATE	Grants and Scholarships	N/A	N/A
	Loans		
INSTITUTIONAL	Grants and Scholarships	N/A	N/A
	Loans		
	Employment		
FROM OTHER SOURCES	Grants and Scholarships	N/A	N/A
	Loans		
Unduplicated number of undergraduate students aided			

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Basic Institutional Data Form C
Part 1 - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: BELLIN COLLEGE OF NURSING

Specify quarter/semester reported: FALL 2003

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor												
Associate Professor		2	2								2	
Assistant Professor		11	11						1	7	3	
Instructor		2	2							2		
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year		1	1								1	
Number of instructional staff employed in previous academic year, but not reemployed for current academic year												

Prepare separate report for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form C

Part 1 continued- FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: BELLIN COLLEGE OF NURSING

Specify quarter/semester reported: FALL 2003

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	**Associate**	**Bachelor's**	**Master's**	**Specialist**	**Doctoral**
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year						
Number of instructional staff employed in previous academic year, but not reemployed for current academic year						

Part 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	**RANGE**	
		High	**Low**
Professor			
Associate Professor			
Assistant Professor			
Instructor			
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank			

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form C
Part 3 - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: BELLIN COLLEGE OF NURSING

Specify quarter/semester reported: FALL 2003

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor												
Associate Professor												
Assistant Professor		2	2								2	
Instructor												
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year		3	3						2	1		
Number of instructional staff employed in previous academic year, but not reemployed for current academic year												

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Basic Institutional Data Form C
Part 3 continued- PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: BELLIN COLLEGE OF NURSING

Specify quarter/semester reported: FALL 2003

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	**Associate**	**Bachelor's**	**Master's**	**Specialist**	**Doctoral**
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year						
Number of instructional staff employed in previous academic year, but not reemployed for current academic year						

Part 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	**RANGE**	
		High	**Low**
Professor			
Associate Professor			
Assistant Professor			
Instructor			
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank			

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: BELLIN COLLEGE OF NURSING
Do you have specialized libraries not included in this data. Yes **No** If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	2001-2002	2002-2003	2003-2004
A. USE AND SERVICE	N/A	1,334	518
Total use of the collection (number of books or other materials circulated annually)*	✓	✓	✓
Total circulation to students*			
Per capita student use (circulation to students divided by the number of enrolled students)*			
Total circulation to faculty*			
Per capita faculty use (circulation to faculty divided by number of FTE faculty)*			
Total circulation to Community Users			
Number of items borrowed from other libraries via interlibrary loan	1154	1154	245
Number of items lent to other libraries via interlibrary loan	483	553	94
Hours open per week	62.5	62.5	62.5
On-line electronic database searches (usually mediated by library staff)	faculty 7	faculty 8	faculty 6
Total Library staff presentations to groups/classes	6	6	4
Tours and one-time presentations			
Hands-on instruction for using electronic databases			
Hands-on instruction for Internet searching	0	0	0
Semester-length bibliographical instruction	0	0	0
B. COLLECTIONS			
Total number of different titles in collection	2868	2815	3062
Books and other printed materials **(titles)**	2659	2790	2843
Print serials/periodicals **(titles)**	209	215	219
Electronic serials/periodicals			270
Other electronic materials (except serials/periodicals)	0	0	0
Microforms	0	0	0

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*New computing system unable to differentiate uses.

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: BELLIN COLLEGE OF NURSING

	Two Years Prior	One Year Prior	Current Year
	2001-2002	2002-2003	2003-2004
B. COLLECTIONS (Continued)			
Non-print materials (e.g. films, tapes, CDs)	400	424	426
Government documents not reported elsewhere	0	0	0
Computer software	0	0	0
Number of subscribed/purchased electronic on-line databases	4	4	4
Number of CD-ROM databases available for searches by students	0	0	0
Number of subscriptions to scholarly journals	209	199	186
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff	1	1	1
Number of FTE non-professional staff	1	0	0
Number of FTE student staff	.5	.5	.5
Number of other FTE staff (please explain on attached sheet)	2 volunteers	5 volunteers	6 volunteers
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment)			
Number of publicly accessible computers	3	4	4
Estimated linear shelving space remaining for expansion			
Estimated linear feet of materials stored off-site	? boxes	0	0
E. EXPENDITURES			
For staff (exclude fringe benefits):	81524	60641	20638
Total professional staff salaries	52930	56918	18378
Total non-professional staff salaries	26749	Ø	Ø
Total student staff salaries	1845	3723	2260
For collection			
Books/other printed materials	12518	8161.03	1767.09
Print serials/periodicals	61,000	63215	63752
Microfilms	0	0	0
Non-print materials (e.g., films, tapes, CDs)	2265	2325	1244.50
Government documents not reported elsewhere	0	0	0
Computer software	0	0	0

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: BELLIN COLLEGE OF NURSING

	Two Years Prior	One Year Prior	Current Year
	2001-2002	2002-2003	2003-2004
E. EXPENDITURES (Continued)			
Access and other services Database Subscriptions	18141	24202	3092
Interlibrary loan		447.50	141
On-line database searches	0	0	0
Network membership	15	15	15
Binding, preservation, and restoration	0	0	0
Production of materials (on- or off-site)	0	0	0
Other equipment and furniture purchase/replacement			
Other operating expenses (excluding capital outlay)	2119		
Total library expenses	96058	98365.53	70011.59

F. OTHER	YES	NO
Output measures		
Does the library attempt to measure/record patron visits to the library?		✓
Does the library attempt to measure/record reference questions answered?		✓
Does the library attempt to measure/record user satisfaction?	✓	
Does the library attempt to measure/record in-library use of other resources?		✓
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?	✓	
Are there formal, written consortorial agreements for statewide or regional use of library materials?	✓	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	✓	

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

The Higher Learning Commission of the North Central Association of Colleges and Schools

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
9)621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form E
INSTITUTIONAL COMPUTING RESOURCES
Report for Current Academic Year: 2003-2004

Name of institution/site reported: BELLIN COLLEGE OF NURSING

WorldWideWeb (WWW) URL address:

A ORGANIZATION, PLANNING, AND POLICIES (Please attach an organizational chart. Include names)		YES	NO
Designated administrator(s) for institutional computing?	Currently these	X	
Designated administrator(s) for Administrative computing?	responsibilities are in	X	
Designated administrator(s) for Academic computing?	the Registrar's Position	X	
Centralized computing services?	Description		X
Formal, written, and approved technology plan?			
Technology plan linked to institutional mission and purposes?		X	
Computing resources included in institutional strategic plan?		X	
Policies on the purchase, replacement, and repair of hardware?			X
Policies on the purchase and updating of software?			X
Institutional computing responsible/ethical use policy?		X	
Institutional policies that include institutional computer issues?		X	
Institutional policies that include administrative computing issues?		X	
Institutional policies that include academic computing issues?		X	
B. FACILITIES			
Institutional network backbone?		X	
Computer labs networked?		X	
Classrooms functionally networked?		X	
Multi-media computers in labs?		X	
Administrative offices networked?		X	
Academic offices networked?		X	
Residence halls wired?			N/A

Number of non-networked computer labs — Total number of stations

Number of networked labs 1 — Total number of stations 18

Type of access?

Wired through network X — Wired Ports — Remote dial-up access

Personal computers — Internet X — Slip/ppp connection to WWW

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

The Higher Learning Commission of the
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
1)621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form E - Continued

A FUNCTIONS: ADMINISTRATIVE (Place checks where appropriate)

	Access Available To					Via	
	Students	Faculty	Staff	Administrators	Public	Direct Access	Remote Access Modem WWW
College Activity Calendar							
College Catalog							
Class Schedule							
Financial Aid		X				X	
On-line registration							
Student Academic Record		X				X	

E-mail: Intra-institution? **Yes** No Inter-institution? **Yes** No

D. FUNCTIONS: ACADEMIC	YES	NO
Computers in all full-time faculty offices?	X	
Computers in full-time faculty offices networked?	X	
All part-time faculty have access to computers?	X	
All divisional/departmental offices networked?	X	
All students required to have computers?		X
Internet access available from all faculty offices?	X	
Library access available from all faculty offices?		X
If YES, is access available to the institutions library(ies)?		
If YES, is access available to the state-wide or region-wide library system?		
If YES, is access available to other libraries?		
Library access available from all classrooms?		X
Computers integrated into instruction?	X	
Off-campus access?		X
If YES, is off-campus access available by the institutional network?		
If YES, is off-campus access available by the academic network?		
If YES, is off-campus access available by the Internet?		
If NO, plans to provide off-campus access within three years?	X	
Courses on Internet?	X	
Interactive courses in real-time (i.e., 2-way video and voice?)		

E-mail: Intra-institution? **Yes** No Inter-institution? **Yes** No

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

The Higher Learning Commission of the
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
1)621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form E - Continued

A SUPPORT and TRAINING

Number of FTE technical staff? Number of programmers?
Number of FTE training staff? Integrated with Human Resources unit (Y/N)
Name and Title of designated educational specialist?

B FINANCES/BUDGET for COMPUTING (Current Fiscal Year)

Total Annual Academic Outlay, Operating Funds: 38,032

Total Annual Administrative Outlay, Operating Funds:

Capital funds available: Academic $36,900

Capital funds available: Administrative

Amount of grants/restricted purpose funds available: N/A

Technology fee assessed? (Y/N)
If YES, amount per academic year?

G. EVALUATION	YES	NO
Formal system of evaluation by students of academic computing?	X	
Formal system of evaluation by students of administrative computing?		X
Formal system of evaluation by faculty of academic computing?	X	
Formal system of evaluation by faculty of administrative computing?		X
Systems of evaluation linked to plan to evaluate overall institutional effectiveness?	X	
Results of evaluation linked to institutional planning and budgeting processes?	X	

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

The Higher Learning Commission of the North Central Association of Colleges and Schools

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
1)621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form F
CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS
Previous Three Years

Name of institution/site reported: BELLIN COLLEGE OF NURSING

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		2001-2002	2002-2003	2003-2004

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

The Higher Learning Commission of the North Central Association of Colleges and Schools

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
2)621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form G

INTERCOLLEGIATE ATHLETICS

Name of institution/campus reported:

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions; b) student athletes identified as members of a particular team; and c) professional staff.

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership and the level of membership:

FOR MOST RECENT ACADEMIC YEAR													
NAME OF SPORT	# OF STUDENTS PARTICIPATING IN INTERCOLLEGIATE ATHLETIC PROGRAMS		NUMBER OF ATHLETIC SCHOLARSHIPS		MEAN AMOUNT OF SCHOLARSHIP		NUMBER OF SCHOLARSHIP STUDENTS COMPLETING DEGREES		NUMBER OF STAFF (Use FTE)		OPERATING BUDGET FOR INTERCOLLEGIATE ATHLETIC PROGRAMS (list current last year)		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	2001	2002`	2003

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

Bellin College of Nursing

Spring 2004

The Higher Learning Commission

North Central Association of Colleges and Schools

APPENDICES

Self-Study Report for Continuing Accreditation

Bellin College of Nursing

Self-Study Report for Continuing Accreditation

Spring 2004

Volume II: Appendices

Bellin College of Nursing

Self-Study Report for Continuing Accreditation

Spring 2004

Volume II: Appendices

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Appendix RTC-1
Student Numbers at Alternate Liberal Education Campuses

Numbers of Current Students With Prior College Transfer Courses From Designated Institutions					
Colleges:	Class 2004	Class 2005	Class 2006	Class 2007	Totals:
College of Menominee			1		1
Lakeland College	6	3	2	1	12
Silver Lake College	4		3		7
University of Wis. Colleges	14	4	9	4	31
Totals:	24	7	15	5	51

Number of Current Students - Enrolled Courses - Fall 2003 (includes Summer 2003) & Spring 2004					
Colleges:	Class 2004	Class 2005	Class 2006	Class 2007	Totals:
College of Menominee					
Lakeland College	5	15	31	2	53
Silver Lake College		1	2		3
University of Wis. Colleges	1		3	3	7
Totals:	6	16	36	5	63

1162266
Form 14

United States of America

J 13504 I 12

State of Wisconsin
OFFICE OF THE SECRETARY OF STATE

To All to Whom These Presents Shall Come:

The undersigned, as Secretary of State of the State of Wisconsin, certifies that the attached is a duplicate of a document accepted and filed in my office.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed my official seal, at Madison, on the date of filing of said document.

Douglas La Follette

DOUGLAS La FOLLETTE
Secretary of State

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ARTICLES OF INCORPORATION
OF
BELLIN COLLEGE OF NURSING, INC.

ARTICLE I

NAME

The name of the corporation shall be the Bellin College of Nursing, Inc., herein referred to as "Corporation."

ARTICLE II

TERM

The period of existence of the Corporation shall be perpetual.

ARTICLE III

PURPOSE

The purpose of this Corporation shall be:

(a) To establish, conduct and maintain a college of nursing and services and educational programs which are necessary to meet the needs of the nursing students, patients and community.

(b) To qualify as a not-for-profit corporation exempt from federal taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States Internal Revenue law, and as a public charity and supporting organization under Section 509(a)(3) of the Internal Revenue Code of

1986, as amended, or the corresponding provision of any future United States Internal Revenue law;

(c) To engage in any other lawful act or activity which may be necessary or appropriate for the carrying out and accomplishing of any of the foregoing objects or purposes, provided that such is not inconsistent with the requirements of Sections 501(c)(3) and 509(a)(3) of the Internal Revenue Code and the Regulations pursuant thereto.

ARTICLE IV

NONSTOCK

The Corporation shall be a nonstock, not-for-profit corporation pursuant to Chapter 181 of the Wisconsin Statutes.

No part of the net income of said Corporation shall ever be distributed to any director, officer or any private individual; provided, however, reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes.

ARTICLE V

PROTECTIVE PROVISIONS

No substantial part of the activities of the Corporation shall be the dissemination of propaganda, lobbying, or other attempts to influence legislation, and the Corporation shall not

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participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.

Notwithstanding any other provision of the Articles of Incorporation, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on (i) by an organization exempt under Section 501(c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended, (ii) by an organization, contributions to which are deductible under Section 170(c)(2) of such Code and Regulations as they now exist or as may be hereafter amended, or (iii) by a not-for-profit corporation under the laws of the State of Wisconsin as they now exist or may be hereafter amended.

ARTICLE VI

MEMBERSHIP

The Corporation shall have one (1) Member, North East Wisconsin Health Care, Inc., a Wisconsin non-stock, not-for-profit corporation. The power and voting rights of the Member shall be specified in the bylaws of the Corporation.

ARTICLE VII

BOARD OF DIRECTORS

The initial Board of Directors shall consist of twelve (12) persons, provided that the number of directors may be increased or decreased from time to time by amendment of the bylaws, but in

no event would be less than three (3). The qualifications for directors, the term of office, the method of election to the Board, the method of expulsion from the Board, and the power of the Board shall be specified in the bylaws of the Corporation.

ARTICLE VIII

DISSOLUTION

Upon dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended.

ARTICLE IX

PRINCIPAL OFFICE AND REGISTERED AGENT

The address of the principal office of the Corporation in Brown County is P.O. Box 1700, 744 South Webster Avenue, Green Bay, Wisconsin, 54305. The name of its registered agent is Thomas D. Arndt. The address of the registered agent is 744 South Webster Avenue, Green Bay, Wisconsin, 54301.

ARTICLE X

AMENDMENTS

These Articles shall not be amended or restated, and the bylaws of the Corporation shall not be adopted or amended by the Board of Directors without the prior approval of the Member as specified in the bylaws.

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ARTICLE XI

INITIAL BOARD MEMBERS

The names and addresses of the initial Board of Directors are:

Roger Schreiber
Schreiber Foods, Inc.
P.O. Box 19010
Green Bay, WI 54307-9010

Crystal Sandmire
201 St. Mary's Boulevard
Green Bay, WI 54301

Hedy Finne
MARCOMM
P.O. Box 11735
Green Bay, WI 54307-1735

Dr. Raymond Bachhuber
1751 Deckner Avenue
Green Bay, WI 54302

Suzan Schober Murray
Procter & Gamble
P.O. Box 8020
Green Bay, WI 54308-8020

Dr. Lee Schwartz
University of Wisconsin-
Green Bay
2420 Nicolet Drive
Green Bay, WI 54301-7001

Roger Clausen
Paper Converting Machine Co.
P.O. Box 19005
Green Bay, WI 54307-9005

Patricia Baer
3290 Vista Road
Green Bay, Wi 54301

James Coller
St. Mary's Hospital
1726 Shawano Avenue
Green Bay, WI 54303

Lucyanne Hitch
1013 South Jackson
Green Bay, WI 54301

Randy Peterson
Associated Kellogg Bank
200 North Adams Street
Green Bay, WI 54301

Mary Thomas
Odd Fellows Nursing Home
822 Grignon
Green Bay, WI 54301

ARTICLE XII

INCORPORATORS

The names and addresses of the incorporators are:

Roger Schreiber
2561 Parkwood Drive
Green Bay, WI 54304

Thomas D. Arndt
744 South Webster Avenue
Green Bay, WI 54301

1162266

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Executed in duplicate on the 28th day of July, 1988.

Roger Schreiber

Thomas D. Arndt

STATE OF WISCONSIN)
) SS.
COUNTY OF BROWN)

Personally came before me this 27th day of July, 1988, the above-named Roger Schreiber and Thomas D. Arndt, to me known to be the persons who executed the foregoing instrument and acknowledged the same.

Notary Public, Brown County, Wisconsin
My Commission: 12/1/91

This document was drafted by:

LIEBMANN, CONWAY, OLEJNICZAK & JERRY, S.C.
Frederick L. Schmidt
P.O. Box 1241
Green Bay, Wisconsin 54305

TO BE RECORDED IN BROWN COUNTY

REGISTER OF DEEDS
BROWN COUNTY
1988 AUG 15 AM 9:11
CATHY WILLIQUETTE BREUNIG
REGISTER OF DEEDS
16.00

STATE OF WISCONSIN
FILED
AUG 09 1988
DOUGLAS LA FOLLETTE
SECRETARY OF STATE

AMENDMENT TO

ARTICLES OF INCORPORATION

OF BELLIN COLLEGE OF NURSING, INC.

At a meeting of the members held at the office of the corporation at Green Bay, Wisconsin, on the 28th day of September, 1989, the following Amendment to the Articles of Incorporation was duly adopted by the sole member of the corporation, North East Wisconsin Health Care, Inc. Article III of the Articles of Incorporation shall be amended to state:

ARTICLE III

PURPOSE

The Corporation is organized and shall be operated exclusively for charitable, scientific and educational purposes within the meaning of §501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States Internal Revenue Law (hereinafter the "Internal Revenue Code"). In furtherance of such purposes, the Corporation's purposes shall be:

(a) To establish, conduct and maintain a college of nursing and services and educational programs which are necessary to meet the needs of the nursing students, patients and community.

STATE OF WISCONSIN)
) SS.
COUNTY OF BROWN)

Personally came before me this 29th day of September, 1989, the above-named ROGER C SCHOEBER and SUZAN SCHOBER MURRAY, to me known to be the persons who executed the foregoing instrument and acknowledged the same.

Notary Public, Brown County, Wisconsin
My Commission: expires 9/23/90

THIS INSTRUMENT DRAFTED BY:

Frederick L. Schmidt
LIEBMANN, CONWAY, OLEJNICZAK & JERRY, S.C.
P.O. Box 1241
Green Bay, Wisconsin 54305

THIS DOCUMENT IS RECORDED IN BROWN COUNTY, WISCONSIN.

ARTICLE IX

AMENDMENTS

The Articles of Incorporation shall not be amended or restated, Articles of Dissolution, Merger or Consolidation shall not be adopted and the Bylaws of the Corporation shall not be adopted or amended by the Board of Trustees without the prior approval of the NEWHC Board as specified in these Bylaws.

ARTICLE X

EFFECTIVE DATE

These Bylaws shall be effective when adopted by the Board of Trustees, subject to prior approval of the NEWHC Board.

Internal Revenue Service
District Director

Department of the Treasury

Appendix GIR-1 p1

P O BOX A-3290 DPN 22-2
CHICAGO, IL 60690

Date: MAR 14 1990

BELLIN COLLEGE OF NURSING INC
C/O FREDERICK L SCHMIDT
P O BOX 1241
GREN BAY, WI 54305

Employer Identification Number:
39-1620530
Contact Person:
A. BUCHEK
Contact Telephone Number:
(312) 886-1270
Accounting Period Ending:
September 30
Form 990 Required:
Yes
Addendum Applies:
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes. If you have any questions about excise, employment, or other Federal taxes, please let us know.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the

BELLIN COLLEGE OF NURSING INC

Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than $25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally $25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of $10 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed $5,000 or 5 percent of your gross receipts for the year, whichever is less. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Revenue Procedure 75-50, published in Cumulative Bulletin 1975-2 on page 587, sets forth guidelines and recordkeeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. You must comply with this revenue procedure to maintain your tax-exempt status.

If we have indicated in the heading of this letter that an addendum

BELLIN COLLEGE OF NURSING INC

applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

R. S. Wintrode, Jr.
District Director

CERTIFICATE OF EXEMPT STATUS

(Religious, Charitable, Scientific or Educational Organization)

Wisconsin Department of Revenue
Income, Sales, & Estate Tax Division

EXEMPTION CERTIFICATE NUMBER
ES 34099
DATE
08/25/89

Sales to the below named organization are exempt from taxation under the Wisconsin Sales and Use Tax Law pursuant to Section 77.54(9a) of the Wisconsin Statutes.

This certificate is valid until revoked by the Wisconsin Department of Revenue.

BELLIN COLLEGE OF NURSING INC

725 S WEBSTER AVE
GREEN BAY WI 54305

IMPORTANT:

Sales to your organization are taxable unless you furnish your supplier with the certificate number shown above.

Sales by your organization may be subject to tax.

S-204 (R. 7-92)

Revised 1/93
1/97
1/99
9/02

1.1.1

BYLAWS OF

BELLIN COLLEGE OF NURSING, INC.

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BELLIN COLLEGE OF NURSING, INC.

ARTICLE I

CORPORATION

1.1 Name. The name of the Corporation is Bellin College of Nursing, Inc. ("Corporation"). The name of the governing board of the Corporation is the Bellin College Board of Trustees ("Board of Trustees").

1.2 Place of Business. The Corporation shall have its principal place of business in Green Bay, WI.

1.3 Purposes. The purposes for which the Corporation is organized are:

(a) To establish, conduct and maintain a college of nursing necessary to meet the needs and/or criteria of the students, the community, and the regulatory bodies.

(b) To provide a quality educational program leading to a Bachelor of Science degree in nursing and a Master's Degree in Nursing and a Bachelor degree or Associate degree in other health care areas.

(c) To provide degree credit, credit and noncredit programs related to health care.

(d) To engage in any other lawful act or activity which may be necessary or appropriate for the carrying out and accomplishing of any of the foregoing objects or purposes, provided that such is not inconsistent with the requirements of §501 (c) (3) of the Internal Revenue code and the Regulations pursuant thereto.

(iii) The purchase, lease, transfer, mortgage or sale of any asset or property with a value in excess of $10,000, except with respect to transactions specified an previously approved within the Capital Budget;

(iv) Any plan of construction or remodeling involving an expenditure in excess of $10,000, except with respect to transactions specified and previously approved within the Capital Budget;

(v) Any application for a government grant;

(vi) Any general plan for the solicitation of charitable contributions or the solicitation or acceptance as a gift of any real property or any interest therein;

(vii) Any substantial change in employee fringe benefits or personnel policy;

(viii) Any other matters as may be required by law to be submitted to BHS or as to which BHS determines by resolution that submission is advisable;

(ix) Approve the selection of or removal of the President.

2.3. Meetings.

(a) Annual Meeting. The annual meeting of the sole Member of the Corporation shall be held on or about the second Tuesday of December or on such other date as the Chairman of BHS shall designate. The purpose of the annual meeting is to appoint persons to the Corporation's Board of Trustees in accordance with Article III of these Bylaws and to

(d) To oversee the budget of the Corporation and enforce businesslike controls over expenditures.

(e) To oversee the endowed funds and other investments of the college including approving and enforcing of an investment and spending policy for invested funds.

(f) To adopt a long-range master plan for the orderly development of the Corporation's programs and services.

(g) To seek candidates for positions on the Board of Trustees and to submit such candidates for approval of the BHS Board.

(h) To grant degrees.

(i) To recommend to the BHS Board the selection of the President of the Corporation.

(j) To enact rules and regulations pertaining to the faculty, student life, and curriculum.

(k) To establish procedures regarding appointments, promotion, tenure, and dismissal of the faculty members.

3.2 Number and Qualifications. The Corporation's Board of Trustees shall consist of no less than twelve (12) members, nor more than seventeen (17) members ("Trustees"). Not more than thirty-three (33%)) shall be members of the Board of Directors of BHS. Students, faculty members and administrative officers of the Corporation shall not serve as Trustees.

3.3 Term. The term of office for Trustees shall be three (3) years.

3.4 Removal. Any Trustee may be removed from office with or without cause at a regular or special meeting of the BHS Board by a two-thirds vote of all BHS directors then in office.

3.5 Vacancies. Vacancies on the Board of Trustees caused by death, resignation, or removal shall be filled at any regular or special meeting of the Board of Trustees by a majority

then in office or of the members of a committee shall constitute a quorum for the transaction of business. A Trustee shall be deemed present at a meeting of the Board of Trustees or of a committee if he or she participates by means of conference phone or similar communications equipment.

The vote of a simple majority of Trustees present at any meeting at which there is a quorum shall constitute the act of the Board of Trustees or of the committee, unless a larger vote is required pursuant to the Bylaws.

ARTICLE IV

OFFICERS

4.1 Officers. The officers of the Board of Trustees and corporate officers of the Corporation shall be Chairperson of the Board, Vice-Chairpersons of the Board, President, one or more Vice-President(s), a Secretary and a Treasurer. The Board of Trustees may appoint such other officers as the BHS Board may authorize.

4.2 Election and Term of Office. The Chairperson of the Board, Vice-Chairpersons of the Board, President, Secretary, and Treasurer of the Corporation shall be elected annually by the Board of Trustees at its annual meeting. Each officer shall hold office for one (1) year or until his or her successor shall have been duly elected. No officer other than President and Vice-President(s) shall hold the same office for more than five (5) consecutive terms.

Vacancies of any office of the Corporation occurring prior to the annual meeting of the Board of Trustees shall be filled by action of the Board of Trustees at any regular or special meeting.

4.3 Chairperson of the Board. The Chairperson shall be the senior officer of the Corporation and shall preside at all meetings of the Board of Trustees and the Executive Committee. The Chairperson shall appoint all committee chairpersons and shall be ex-officio, a member of each committee.

The Chairperson may sign all papers, orders, and documents requiring his or

ARTICLE V

PRESIDENT OF THE COLLEGE OF NURSING

5.1 Selection. The Board of Trustees shall select a President subject to the approval of the BHS Board in accordance with Paragraph 2.2 (ix) above. The President shall be the Chief Executive Officer of the College of Nursing and be responsible to the Board of Trustees.

5.2 Qualifications. The President shall be an individual of demonstrated experience in education and administration.

5.3 Duties. The Board of Trustees shall delegate to the President the necessary authority and responsibility for the administration of the day-to-day operation of the Corporation in all its activities, subject to the approval of the Board of Trustees.

5.4 Authority. The President shall devote his or her best efforts to said office. The President may sign any deeds, mortgages, bonds, contracts or other instruments which the Board of Trustees (subject to approval of the BHS Board) has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Trustees to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general shall perform all duties incident to the office of the President and such other duties as may be prescribed or delegated by the Board of Trustees from time to time.

5.5 Member of Board of Trustees. The President shall attend all meetings of the Board of Trustees, all board regular committee meetings, and special committee meetings or send his or her representative unless informed not to attend. The President shall appoint a staff person as an advisor to each of the Board of Trustees committees.

The President shall designate an individual or individuals to act in his or her temporary absence, in order to provide the Corporation with administrative direction at all times.

5.6 Salary. The salary of the President shall be reviewed and fixed annually by the

Corporation, unless liability was incurred because the Trustee or officer breached or failed to perform a duty he or she owes to the Corporation and the breach or failure to perform constitutes any of the following:

(i) A willful failure to deal fairly with the Corporation in connection with a matter in which the Trustee or officer has a material conflict of interest.

(ii) A violation of criminal law, unless the Trustee or officer had reasonable cause to believe his or her conduct was lawful or no reasonable cause to believe his or her conduct was unlawful.

(iii) A transaction from which the Trustee or officer derived an improper personal profit.

(iv) Willful misconduct.

(b) Determination of whether indemnification is required under this Paragraph 7.2 shall be made pursuant to Paragraph 7.5, below.

(c) The termination of a proceeding by judgement, order, settlement or conviction, or upon a plea of no contest or an equivalent plea, does not, by itself, create a presumption that indemnification of the Trustee or officer is not required under this Paragraph 7.2.

7.3 Written Request. A Trustee or officer who seeks indemnification under Paragraph 7.1 or 7.2, above, shall make a written request to the Corporation.

7.4 Nonduplication. The Corporation shall not indemnify a Trustee or officer under Paragraph 7.1 or 7.2, above, if the Trustee or officer has previously received indemnification or allowance of expenses from any person, including the Corporation, in connection with the same proceeding. However, the Trustee or officer has no duty to look to any other person for indemnification.

7.5 Determination of Right to Indemnification.

(v) By any other method provided for and any additional right to indemnification permitted under Paragraph 7.7, below.

(b) In any determination under Paragraph 7.5(a), above, the burden of proof is on the Corporation to prove by clear and convincing evidence that indemnification under Paragraph 7.2, above, should not be allowed.

(c) A written determination as to a Trustee's or officer's indemnification under Paragraph 7.2, above, shall be submitted to both the Corporation and the Trustee or officer within sixty (60) days of the selection made under Subparagraph (a), above.

(d) If it is determined that indemnification is required under Paragraph 7.2, above, the Corporation shall pay all liabilities and expenses not prohibited by Paragraph 7.4, above, within ten (10) days after receipt of the written determination under Subparagraph (c), above. The Corporation shall also pay all expenses incurred by the Trustee or officer in the determination process under Subparagraph (a), above.

7.6 Advance Expenses. Within (10) days after receipt of a written request by a Trustee or officer who is a party to a proceeding, the Corporation shall pay or reimburse his or her reasonable expenses as incurred if the Trustee or officer provides the Corporation with all of the following:

(a) written affirmation of his or her good faith belief that he or she has not breached or failed to perform his duties to the Corporation .

(b) A written undertaking, executed personally or on his or her behalf, to repay the allowance to the extent that it is ultimately determined under Paragraph 7.5, above, that indemnification under Paragraph 7.2, above, is not required and that indemnification is not ordered by a court under Paragraph 7.8(b)(2), below. The undertaking under this subparagraph

proceeding may apply for indemnification to the court conducting the proceeding or to another court of competent jurisdiction. Application may be made for an initial determination by the court under Paragraph 7.5 (a) (v) or for review by the court of an adverse determination under Paragraph 7.5 (a) (i), (ii), (iii), (iv) or (vi). After receipt of an application, the court shall give any notice it considers necessary.

(b) The court shall order indemnification if it determines any of the following:

(i) That the Trustee or officer is entitled to indemnification under Paragraph 7.1 or 7.2, above.

(ii) That the Trustee or officer is fairly and reasonably entitled to indemnification in view of all the relevant circumstances, regardless of whether indemnification is required under Paragraph 7.2, above.

(c) If the court determines under Subparagraph (b) that the Trustee or officer is entitled to indemnification, the Corporation shall pay the Trustee's or officer's expenses incurred to obtain the court-ordered indemnification.

7.9 Indemnification of Employees or Agents. The Corporation may indemnify and allow reasonable expenses of an employee or agent who is not a Trustee or officer by general or specific action of the Board of Trustees or by contract.

7.10 Insurance. The Corporation may purchase and maintain insurance on behalf of an individual who is an employee, agent, Trustee or officer of the Corporation against liability asserted against or incurred by the individual in his or her capacity as an employee, agent, director or officer, regardless of whether the Corporation is required or authorized to

(g) "Trustee or Officer" means any of the following:

(i) A natural person who is or was a Trustee or officer of the Corporation.

(ii) A natural person who, while a Trustee or officer of the Corporation, is or was serving at the Corporation's request as a Trustee, officer, partner, member of any governing or decision-making committee, employee or agent of another corporation or foreign corporation, partnership, joint venture, trust or other enterprise.

(iii) A natural person who, while a Trustee or officer of the Corporation, is or was serving an employee benefit plan because his or her duties to the Corporation also impose duties on, or otherwise involve services by, the person to the plan or to participants in or beneficiaries of the plan.

(iv) Unless the context requires otherwise, the estate or personal representative of a Trustee or officer.

For the purposes of this Article, it shall be conclusively presumed that any Trustee or officer serving as a director, officer, partner, trustee, member of any governing or decision-making committee, employee or agent of an Affiliate shall be so serving at the request of the Corporation.

7.13 Private Foundations. Notwithstanding the forgoing, the Corporation shall not make any indemnification which would give rise to a penalty excise tax under I.R.C. Chapter 42.

ARTICLE VIII

FISCAL YEAR

The Fiscal Year of the Corporation shall begin on October 1 and end on September

Appendix GIR-3: Board Members			
NAME	YEAR APPOINTED	POSITION	COMMUNITY ROLE
Kathleen T. Riley	1994	Chairperson; Member of Executive Committee Member of Financial Plan Committee Member of Development Committee Past Treasurer	Retired Director of Finance at Sonoco US Mills, Inc. (Retired)
Thomas E. Prust	2002	Vice Chairperson; Nominating Committee Chairperson Member of Executive Committee	Retired, Executive V P/Secretary of Alwin Manufacturing Co., Inc.
Ell L. Lee, DDS	1998	Secretary Member of Executive Committee Mutual Board Member with Bellin Health System	Oral Surgery Associates of Green Bay (Retired).
Michael (Max) Frost	1998	Treasurer Member of Executive Committee	Owner/President of Max Frost and Company, Inc.
Juliana Blank, RN, BSN	2002	Trustee Member of Development Committee	Community Volunteer.
Robert Clausen	1984	Trustee; Chairperson of the Development Committee Chairperson of Financial Plan Committee Past Chairperson; Past Treasurer	Vice President of Finance, Paper Converting Machine Company.
Charles Ihrke, PhD	1996	Trustee; Post Secondary Expert for the Board	Human Biology Professor at the University of Wisconsin-Green (Retired).
George Kerwin	1995	Trustee Mutual Board Member with Bellin Health System	President & CEO of Bellin Health Systems.
Patrick Hopkins	2003	Trustee; Chairperson of the Board Marketing Committee	Managing Partner Imaginasium, Inc.
Jeff Noeldner	2003	Trustee Member of Financial Plan Committee	CEO Midwest Expansion

Appendix GIR-3: Board Members			
NAME	YEAR APPOINTED	POSITION	COMMUNITY ROLE
Paul Umentum, J.D.	2004	Trustee	Partner, Wanezek and Umentum Law Firm
John Underwood	1996	Trustee Mutual Board member with Bellin Health System	President and CEO, Firstar Bank (Retired).
William J. Wittman, MD	2001	Trustee Mutual Board member with Bellin Health System	Bellin Health/Artwich Clinic, Internal Medicine.
Friends of the College and Trustee Emeriti			
Philip Hendrickson	1989-1995	Trustee	Retired Chairperson Krueger International
Robert E. Nelson	1985-1986	Trustee	Nelco, Inc, Retired President and Attorney of Nelson and Schmeling.
Patricia Baer	1983-1988	Past Secretary	Lester G. Wood Foundation
Lucyanna Hitch, RN	1983-2002	Past Chairperson	Community Volunteer; Actively involved with the nursing program for 31 years.

Appendix 1-1

BELLIN COLLEGE OF NURSING PHILOSOPHY 3/00

We, the faculty of Bellin College of Nursing, view humans as unique, holistic and as having value and worth. Humans are biopsychosocial-spiritual beings who use internal and external coping mechanisms in adapting to a dynamic, changing environment.

Society is a global, complex unit of people with diverse norms and values which influence health-related perceptions and interactions among humans and their environment. Society has a social responsibility to provide access to health care for individuals, families, groups, and communities.

Wellness is the potential for wholeness and well-being. A wellness lifestyle reflects positive changes as one strives to reach that potential. Individuals are responsible for their lifestyle choices. Wellness is a dynamic state represented on a continuum intersected by the health-illness continuum each having an impact on the other.

As an interactive, caring process, nursing is a profession which makes a distinct contribution to society. Having a unique body of knowledge, nursing draws from its own theory as well as from natural and social sciences and the humanities in order to diagnose and treat human responses. The goal of the nursing process is to assist individuals, families, groups and communities with health promotion, disease prevention and health protection. Nurses collaborate with clients and other health team members in working toward these goals.

We believe that the baccalaureate nurse assumes the roles of care provider, manager, investigator, teacher and member of the profession in a variety of settings. A broad-based education prepares the nurse to use critical thinking skills in order to provide quality holistic care based upon ethical, legal and professional standards. A framework of nursing evolved from theories and concepts is synthesized from this broad base.

We believe that a competent, self-confident, professional nurse develops from exposure to a strong theoretical base and experiential practice in a variety of settings. Because we believe that teaching/learning is a shared, ongoing process, our faculty are committed to fulfilling the roles of educator, facilitator, advisor, resource person and professional role model. Together faculty and students develop a caring, learning environment that supports professional inquiry, futuristic planning, self-direction toward life-long learning, and continued growth of a caring attitude.

Appendix I-2

Bellin College of Nursing

Mission/Values/Philosophy/Program Outcomes

Mission (Quotations)	**BCON Values**	**AACN Values and Philosophical statements**	**Philosophy (Quotations)**	**Program Outcomes**
Overall value statement: "The College values of quality, humanism, creativity, self-actualization, collegiality, proactivity, and viability are ..."	**Creativity**-The making of the new or rearranging of the old in a new way.	"Baccalaureate education...facilitates the development of professional values and valued-based behaviors." "Caring is a concept central to the practice of professional nursing."	"Together faculty and students develop a caring, learning environment that supports professional inquiry, futuristic planning, self-direction toward life-long learning and continued growth of a caring attitude."	**1, 2, 3, 5 ,7** ***(Refer to Appendix I-A2 for the program outcomes.)***
"...the College seeks to provide educational programs and services to women and men of diverse ages, religions, ethnic and socioeconomic backgrounds and life experiences."	**Humanism**-An attitude that reflects concern for human beings. *(continued)*	**Altruism**-Concern for the welfare and the well being of others. **Human Dignity**-Respect for the inherent worth and uniqueness of individuals and populations.	"Society has a social responsibility to provide access to health care for individuals, families, groups and communities." "We, the faculty of BCON, view humans as unique, holistic and as having value and worth."	**1, 2, 4, 5, 6, 7**

Mission (Quotations)	BCON Values	AACN Values and Philosophical statements	Philosophy (Quotations)	Program Outcomes
	Humanism continued	**Social Justice**- Upholding moral, legal, and humanistic principles. **Integrity**- Acting in accordance with an appropriate code of ethics and accepted standards of practice.	"A broad-based education prepares the nurse to use critical thinking skills in order to provide quality holistic care based on ethical, legal and professional standards."	
"Faculty and staff contribute to the spirit and quality of the College community by participation in its governance and through organizational, professional, and community service."	**Quality**- To attain excellence in all pursuits.	**Integrity**	"We believe that a competent, self-confident, professional nurse develops from exposure to a strong theoretical base and experiential practice in a variety of settings."	**2, 3, 5, 6**

Mission (Quotations)	BCON Values	AACN Values and Philosophical statements	Philosophy (Quotations)	Program Outcomes
"The College employs a well-qualified faculty and staff who are committed to the mission and philosophy of the College and dedicated to students' growth and professional achievement."	**Self-Actualization-** To function at one's highest potential.	**Autonomy-** The right to self-determination. The nurse respects patients' rights to make decisions about their health care.	"Because we believe that teaching/learning is a shared, ongoing process, our faculty are committed to fulfilling the roles of educator, facilitator, advisor, resource personal and professional role model." "Together faculty and students develop a caring, learning environment that supports professional inquiry, futuristic planning, self-direction toward life-long learning and continued growth of a caring attitude." "Wellness is the potential for wholeness and well-being...individuals are responsible for their lifestyle choices..."	**1, 2, 3, 4, 5, 6, 7**

Mission (Quotations)	BCON Values	AACN Values and Philosophical statements	Philosophy (Quotations)	Program Outcomes
"Students are selected who possess personal and intellectual attributes and the potential necessary for them to successfully complete the educational process each undertakes to become skilled and principled nursing professionals, lifelong learners, and contributing members of society."	**Viability**- alive, healthy, and evolving.	"Values provide the framework for commitment to patient welfare, fundamental to professional nursing practice."	""Wellness is the potential for wholeness and well-being." ".....learning environment that supports professional inquiry, futuristic planning, self-direction toward life-long learning and continued growth of a caring attitude."	**2, 5, 6, 7**
"...to successfully complete the educational process each undertakes to become skilled and principled nursing professionals, lifelong learners, and contributing members of society."	**Proactivity**- Optimally positioning for the future through creative action.		".....learning environment that supports professional inquiry, futuristic planning, self-direction toward life-long learning and continued growth of a caring attitude."	**2, 5, 7**
"Faculty and staff contribute to the spirit and quality of the College community by participation in its governance.:."	**Collegiality**- A firm commitment to the process of consultation and to interdependence in decision-making.	**Autonomy** **Human Dignity** **Integrity**	"Nurses collaborate with clients and other health team members in working toward these goals."	**2, 4, 5, 6, 7**

Appendix 1A-3
STRATEGIC PLAN 2003-2005

Initiative #1 FINANCIAL SECURITY Strategy A: Manage Resources	Responsible (Who)	Time Line	Measurable Outcomes
Develop Multi-Year Financial Plan Phase 1 Trustees/Pres. Meet with system CFO (July 21) Phase 2 Trustee Reps./Admin. Team develop plan CFO	Board Members President Vice President Dean Director of Development	Sept. 30, 2003	Financial Plan Developed by 9/30/03 Accounting moved internal to College by 10/03. Plan Evaluated Quarterly
Medicare "Retirement" Plan	President	Sept. 30, 2003	Plan Developed by 9/30/03 Medicare retirement-date determined by Financial Plan.
Control Impact of Market Volatility Investment Strategies Protection annually of operation & scholarship funds from Market fluctuation	Finance Sub-Committee (new strategy)	Immediate & Ongoing	Finance Sub-Committee appointed by 11/30/03 (before Annual Meeting).
Ratio Monitoring (Dept.of Education)	President, Exec. Committee of Board	Ongoing (Quarterly)	Ratio at a min. of 3 (Quarterly)
Search Out Efficiency Opportunities	Administrative Team	Ongoing	
Strategy B: Gain Resources **(1) Develop New Revenue Streams**			
Implement MSN Program	Dean & Graduate Task Force	April 2004 Fall 2004(?)	HLC Review April/July 2004 Students enrolled Fall 2004 (dependent) CCNE Accreditation 12/07
Develop a Nurse Managed Clinic	Dean & Faculty	2005	Feasibility Decision by Spring '04
Explore Offering Other Academic Programs (Including liberal education courses)	Internal Task Force	2007	Feasibility Decision by Spring '05

Explore "Being the Bank"	Board Representative/ Vice President	Spring 2004	Feasibility Decision by Spring '04
Grant Writing & Monitoring	Vice President	Consider with every Strategy.	Funding to underwrite a position by Spring 2004.
(2) New Facility to support new revenue streams & enrollment			
Facility Needs Assessment	Vice President	Spring 2004	Space needs for future identified by Spring 2004 (Needs Assessment to include: Current & Future Programs & Service)
New Building	Vice President + Board of Trustee Rep.	2007	Pending
3) Intensify Fund-Raising			
Board Commitment to fund-raising: 10 names to Development by July 21 (all Board Members) Increase Board Membership	Individual Trustees Board of Trustees Administrative Team	November 1, 2003 (before Annual Meeting of full number of Board Members by 12/03)	Names Generated by July 21, 2003 100% of Board members give by 11/1/03
Increase fund-raising visits/contacts Get message out/educate community	Trustees/Director of Development/President	Immediate + Ongoing	Fund-raising goals are met by 9/30 of each year Visits/Contacts increased to 10 a month
Increase Director of Development Visibility	Director of Development	Immediate	"When community members see Donna-they think BCON." Attends community functions 1-2x/month.

Campaign/Advancement Initiative	Initiative leaders - Community - Board Internal Team	Begin silent phase April 2004. Public phase Fall 2004	Determine need for Feasibility Study. Determine goals of initiative phases by 11/30/03. Have identified leaders by 12/3/03.
Initiative # 2 **EXPAND SERVICES TO COMMUNITY**	**Responsible (Who)**	**Time Line**	**Measurable Outcomes**
Implement MSN Program	See Initiative #1, Strategy B		
Increase Diversity of Students & Faculty/Staff	Admission Department (students), Dean (faculty), Vice President, (staff), President (administration)	Fall 2007 (students) Fall 2010 (faculty & staff)	The total % of students ethnic diversity mirrors the ethnic diversity of Northeast Wisconsin. The total % of faculty and staff diversity mirrors the ethnic diversity of Northeast Wisconsin.
Nurse Managed Clinic	See Initiative #1, Strategy B		
Initiative #3 **CAPACITY DEVELOPMENT** (Facilities, Faculty, Technology)	**Responsible (Who)**	**Time Line**	**Measurable Outcomes**
Facility Needs Assessment	See Initiative #1, Strategy B		
Technology Investment Plan	Vice President/CIT Sub-Committee	Fall 2006 (Integrated Software Operational)	Plan developed by Spring 2004. Have integrated software operational by 2005.
Diversification of Program	See Initiative #1, Strategy B		
Enrollment Management (10 year enrollment projections) Recruitment & Marketing Plan Differentiate Program Stage Plan to include new initiatives	Vice President Marketing Committee of BOT, Vice President, Admissions Rep.	Spring 2004 Spring 2004	Projecting complete Spring 2003 350 students by 2013 (from Vision) Marketing Plan: upgraded annually, (to include new initiative)

1.1.4 BELLIN COLLEGE OF NURSING ORGANIZATION

CONSTITUTION AND BYLAWS

Reviewed/Revised: Fall 1992
Spring 1993
Spring 1998
Spring 1999
Spring 2003

CONSTITUTION AND BYLAWS

I. NAME

The name of this organization shall be Bellin College of Nursing Organization. The Organization includes administration, support staff, faculty, and students.

II. AUTHORITY

Bellin College of Nursing is authorized by the Wisconsin State Board of Nursing to conduct educational programs of studies in nursing. These programs are conducted by Bellin College of Nursing which is authorized to recommend and maintain an educational philosophy, objectives, policies and procedures consistent with the mission and values of the College. Administration, faculty, and staff therefore, are responsible to plan, implement and evaluate the nursing education program under the direction of the President of the College.

The President of the College and ultimately the College Board of Trustees have the right of review and approval of all actions recommended by any committee or council of the Organization. Actions not approved may be returned for further development.

III. PURPOSE AND FUNCTIONS

PURPOSE

The purpose of the Organization shall be to plan, organize, implement and evaluate the Bachelor of Science of Nursing program in accordance with the College Mission Statement, rules and regulations of the Wisconsin Board of Nursing, and the criteria of the accrediting agencies. Under the authority of the College Board of Trustees a systematic committee structure provides for participation in decision-making by faculty, staff and students, as appropriate in matters relating to the total College functioning and its program.

IV. COMMITTEE ORGANIZATION

A. COMMITTEES

The Organization operates within a framework of continuous improvement. Consequently every member of the team is seen as an equally important contributor but with different responsibilities. The faculty and administration are solely responsible for those aspects of the College that are curriculum related.

The formal council and committees named in the bylaws act as standing committees. For ongoing committee tasks that can be accomplished by a smaller number of members, the council or committee shall appoint a standing subcommittee (e.g. Assessment Subcommittee of the Nursing Curriculum Committee). When there are one time/short term tasks that the council or committee needs to accomplish, workgroups may be established for the identified tasks and then disbanded when the task is completed. Minutes are required for all standing committees and subcommittees.

The Organization has standing committees and subcommittees that are:

1. Supportive of the overall College function:
   - President's Council
     - College Information & Technology Sub-Committee
   - Faculty Committee
     - Faculty Grievance
     - Faculty Development
     - Faculty Rank and Promotion
   - Staff Committee
     - Staff Grievance Sub-Committee
   - Enrollment Management Committee
     - Course Equivalency Sub-Committee
   - Student Services Committee
     - Student Grievance Sub-Committee
2. Supportive of the Nursing Program:
   - Nursing Curriculum
     - Assessment Sub-Committee
     - Learning Resources Sub-Committee (LRC)
3. There are three Interinstitutional committees that provide for regular interactions with supporting agencies. These include:
   - Interinstitutional Academic Coordinating Committee
   - Interinstitutional Student Services Coordinating Committee
   - Interinstitutional Clinical Agency Committee

B. MEMBERSHIP

Regular members are members elected or appointed to the committee or on the committee by virtue of their position. They are expected to attend all meetings.

Contributing members have expert knowledge and experience which is utilized in an advisory capacity. They are asked to attend all or select meetings where participation is appropriate. Any committee can add contributing members as needed.

C. ELECTION/APPOINTMENT OF MEMBERS

Faculty and staff are elected or appointed to committees or may be on a committee because of their position responsibility. Elections will take place in spring for the next academic year(s). Committee appointments will be made by Administration coinciding with the assignment of teaching responsibilities for each academic cycle. Elections for student representatives will be done at the beginning of each academic year. Committee term(s), whether elected or appointed, begin at the start of the next academic year. Members completing a term are not eligible for a second consecutive term to that committee appointment or election. In the event a person vacates a multiple year term on a committee before completion, a new appointment is made by Administration to complete that term.

Standing subcommittee and workgroup membership may be elected or appointed at the time of need following established policies and procedures related to the task or

may be appointed by the committee chair.

D. OFFICER RESPONSIBILITIES

Chairperson Duties (each Committee)

1. Develop a notebook of committee information to pass on to the next chair to facilitate continuity of the committee's function (e.g. previous minutes, Annual Report, student organization facilitator guidelines).
2. Meet with the President, Vice-President, or Dean annually to plan for the coming academic year.
3. Appoint recorder from membership
4. Prepare the agenda for each meeting following established guidelines. When possible, the agenda should be available to the membership prior to the meeting.
5. Call all regular and special meetings.
6. Preside at all meetings.
7. Appoint standing subcommittee and workgroup members and chairpersons, or facilitate election process as needed to accomplish committee functions. Determine whether workgroups keep informal notes or formal minutes. Update the master list of standing subcommittee and workgroup chairpersons and members.
8. Facilitate the election of students as members.
9. Function as ex-officio member of all standing subcommittees and workgroups.
10. The Chair only votes when there is a tie in a membership vote. The Chair is free to express ideas and information regarding the topics at hand.
11. Instruct and guide the recorder in the preparation of special reports.
12. Prepare the annual report for attachment to the minutes. Submit the annual report to the appropriate executive.
13. Submit decision profiles with recommendations to the Dean/Vice President/President.
14. Facilitate ACE assignments.
15. Regularly report committee activity to responsible administrator: Vice President, President, or Dean.
16. Reports the results of mail or electronic ballots at the next meeting.

Recorder Duties

1. Record, prepare, and file the minutes and attachments of all meetings following established minutes guidelines.
2. Minutes/attachments should be available to membership within two weeks following the meeting.
3. Minutes are required for all meetings of committees and standing subcommittees. Workgroups will keep informal notes regarding work progress and rationale for recommendation(s). These notes are summarized as part of the report to the standing committee. At times, workgroups may be required by the chairperson, to keep formal minutes.

E. DECISION-MAKING AUTHORITY

Decision-making provides an opportunity to work toward continuous quality improvement. This committee structure provides for decentralized decision-making. It may facilitate decision-making to schedule forums for discussion of specific topics prior

to the regular meetings when a decision will take place. It may also facilitate decision-making to provide members with written information on a topic prior to the regular meeting at which a decision will take place.

This committee structure provides limited required meeting times. Therefore mail or electronic ballots may be used for decision-making between regular meeting times. A reasonable time period of at least one week for review of the materials, and return of the ballot is recommended.

The committees are comprised of those most qualified to make the decisions pertinent to the area of concern. With this opportunity comes accountability for decisions that are supportive of the overall College mission, goals and values and are based on complete data collected from the appropriate sources.

Committees make decisions which are forwarded to the Dean/Vice President/ President who will approve/veto the decisions. It is expected that the committees will seek advisement from the Dean/Vice-President/President during the decision-making process. Any veto can be appealed.-The President, and ultimately the Board of Trustees, have the right to review and approve/veto any decisions.

F. VOTING PRIVILEGES

All regular members shall have the power to vote in all meetings or by mail ballot unless indicated otherwise by committee rules.

G. MEETINGS

All meetings are open unless otherwise indicated by the agenda. Anyone can attend to share and receive information but decisions are the responsibility of regular members.

H. RULES OF CONDUCT

Meetings will be conducted in a formal manner following Roberts Rules of Order.

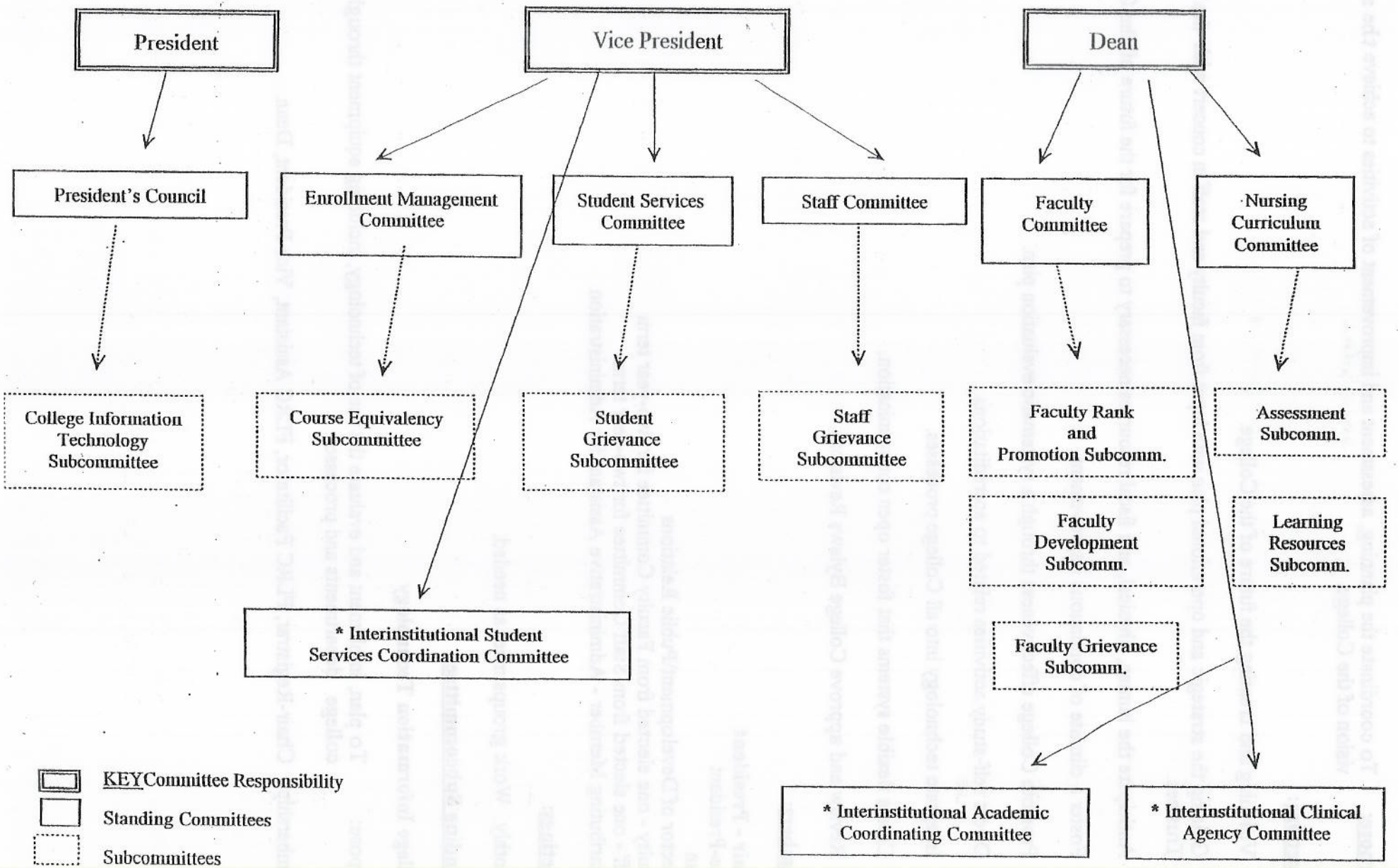
Unless otherwise directed by Roberts Rules, a majority (one more than half) of voting members must be present in order to conduct formal business at a meeting.

Special meetings of any committee may be called by the chair or by request of a majority of the membership.

Recommendations for changes to the by-laws may be submitted to the President's Council by any committee. If these changes affect more than one department or committee, input from the affected departments or committees should be sought prior to making the recommended change.

All changes in the by-laws go to the President's Council for final approval. When bylaws have the appropriate final approval, those changes go to the Vice President/ Dean for distribution to the appropriate manuals.

BELLIN COLLEGE OF NURSING
COMMITTEE STRUCTURE



Purpose: To coordinate the planning, assessment and improvement of activities to achieve the mission and vision of the College.

Functions:

1. Visioning and creating the future of the College.
2. Guiding the strategic and operational plan with input from faculty and staff in concert with the Board of Trustees.
3. Anticipate the human, physical, and fiscal resources necessary to prepare for the future of the College.
4. Foster a climate of continuous improvement.
5. Promote College effectiveness through a systematic evaluation plan.
6. Direct self-study activities related to accreditations.
7. Integrate technology into all College processes.
8. Create flexible systems that foster open communication.
9. Review and approve College Bylaws Revisions.

Members:

Chair - President
Vice-President
Dean
Director of Development\Public Relations
Faculty - one elected from Faculty Committee for two-year term
Staff - one elected from Staff Committee for two-year term
Contributing Member - Administrative Assistant for Administration

Meetings:

Monthly. Work groups meet as needed.

Standing Subcommittee:

College Information Technology

Purpose: To plan, implement and evaluate the use of technology, including equipment throughout all college departments and processes.

Membership: Chair-Registrar, FLRC Facilitator, FLRC Assistant, Vice President, Dean.

NURSING CURRICULUM COMMITTEE

Purpose: To develop, implement, and evaluate the nursing curriculum.

Functions:

1. Study trends in nursing, nursing education and the health care delivery systems for implications for the total curriculum.
2. Conduct systematic assessment of the nursing curriculum to ensure that the program philosophy, goals and objectives are congruent with the mission of the College.
3. Revise the curriculum based on the assessment data, trends in nursing education and innovation.
4. Act on recommendations from faculty, nursing departments, and interinstitutional committees on issues related to the curriculum and clinical agencies.
5. Act on curriculum recommendations from accrediting agencies.
6. Establish policies and procedures for student Appeal of Termination and manage specific student appeals.
7. Develop and maintain Academic Achievement Policies.
8. Make recommendations regarding the graduation of students.
9. Act as Military Science Advisory Committee.
10. Review and recommend learning resources to facilitate the implementation of the curriculum.
    a. Rose Library
    b. Fuld Learning Resource Center
    c. Course texts and AV materials

Members:

Chair - Appointed Faculty Member
All contracted nursing faculty
Contributing Members - Student representatives elected from each class and Accelerated Transfer Option Groups (Contributing: non-voting members)

Meetings:
Once per month.

Standing Subcommittees:

(1) Assessment Subcommittee

Purpose: To facilitate and manage the process of student assessment.

Membership: Chair appointed by the Dean; three faculty members assigned for three year terms (Staggered terms).

(2) Learning Resources Subcommittee (LRC)

Purpose: To provide access to learning resources that are dynamic and futuristic, and meet student learning and faculty teaching needs.

Membership: Chair as appointed by the Dean, the FLRC Assistant, one faculty member, Rose Librarian.

Purpose: To provide a forum for communication and decision-making of non-curricular issues that pertain to faculty.

Functions:

1. Provide an opportunity for exchange of intra- and interdepartmental information.

2. Make recommendations regarding the College environment that affect faculty.
   a. Identify and manage faculty issues
   b. evaluation process
   c. salary and benefits

3. Facilitate Faculty Excellence Award.

4. Provide a mechanism to manage a faculty grievance.
   a. Collect data and review grievances following procedural guidelines.
   b. Revise the faculty grievance procedure as necessary.

5. Facilitate role development in areas of teaching, scholarly activities, and service.
   a. Review candidates for promotion in rank and make recommendations regarding promotion utilizing established criteria.
   b. Implement faculty development programs.
   c. Manage resources in Humana Faculty Development Room.

Members:

Chair - Elected by faculty, one-year term
All faculty

Meetings:

Four times a year. Subcommittee and workgroup meetings as needed to accomplish purpose.

Standing Subcommittees:

(1) Faculty Rank and Promotion

Purpose: To facilitate the faculty rank and promotion process.

Membership: Three elected faculty members, staggered three year terms. One alternate elected annually.

(2) Faculty Grievance

Purpose: To facilitate and manage the process of faculty grievance.

Membership: Two faculty and one alternate as elected annually.

(3) Faculty Development

Purpose: To promote development of faculty in the areas of teaching, scholarly development, service and/or other areas as identified by faculty.

Membership: Three - four faculty appointed annually at the August faculty meeting.

Purpose: To provide a forum for communication and decision-making about issues that pertain to staff.

Functions:

1. Provide an opportunity for exchange of interdepartmental information.

2. Make recommendations regarding the College environment that effect the support staff:
   a. Identify and manage staff issues
   b. Evaluation process
   c. Personnel policies

3. Facilitate Staff Excellence Award.

4. Provide a mechanism to manage a staff grievance.
   a. Collect data and review grievances following procedural guidelines.
   b. Revise the staff grievance procedure as necessary.

5. Facilitate role development and staff development programs.

Members:

Chair - elected from staff, one-year term
All staff

Meetings:

Every other month. Work groups meet as needed.

Standing Subcommittee

(1) Staff Grievance Subcommittee

Purpose: To facilitate and manage the process of staff grievance.

Membership: Two staff members and one alternate as elected annually.

ENROLLMENT MANAGEMENT COMMITTEE (EMC) Appendix 1A-4 p11

Purpose: The purpose of this committee is to achieve and maintain high quality students and graduates.

Functions:

1. Establish criteria and policies for the selection, admission, and readmission of students.

2. Establish policy and procedures that affect enrollment:
   a. registration
   b. academic advising
   c. financial aid
   d. waiver

3. Assist with interviews of applicants.

4. Review and select applicants/students:
   a. new applicants who do not meet all of the admission criteria
   b. applicants requesting readmission
   c. students who appeal termination

5. Develop, implement and evaluate a retention plan.

6. Assist with recruitment activities:
   a. Campus Visits
   b. Day With a Nurse
   c. Counselor Events
   d. Summer Nursing Camp
   e. Career Club

Members:

Chair - Vice-President
Director of Admissions
Assistant Director of Admissions
Director of Financial Aid
Registrar
Faculty - 4, two-year terms, staggered
Contributing members: Staff Assistant for Admissions

Meetings:

Four times a year.

Standing Subcommittee:

Course Equivalency Subcommittee

Purpose: To review and make recommendation to EMC regarding student requests for non-nursing course equivalencies.

Membership: Registrar, one faculty member from EMC appointed annually.

Purpose: The purpose of this committee is to provide students with an environment that supports their holistic needs.

Functions:

1. Evaluate student services and make recommendations for change.

2. Coordinate the activities of Student Senate, BSNA, and Peer Advisors.
   a. Encourage active participation of students in College activities.
   b. Facilitate student community service.
   c. Coordinate student organization fundraising.

3. Plan and facilitate an annual All-College social event for students.

4. Provide a mechanism to manage a student grievance.
   a. Collect data and review grievances following procedural guidelines.
   b. Revise the student grievance procedure as necessary.

Members:

Chair - Faculty member selected from student organization facilitators
Vice President
BSNA Facilitator, two-year term recommended
Student Senate Facilitator, two-year term recommended
Peer Advising Facilitator, two-year term recommended
Student Senate President
BSNA President
Elected student representatives, representing each class and Accelerated Transfer Options Groups
One Alumnae representative appointed by the Committee
Development/PR Department representative
College Office Staff representative

Voting:

All members of the committee are voting members.

Meetings:

Four times a year. Work group meetings as needed.

Standing Subcommittee:

Student Grievance Subcommittee

Purpose: To facilitate and manage the process of student grievance.

Membership: Per description in the current Student Handbook.

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INTERINSTITUTIONAL ACADEMIC COORDINATING COMMITTEE

Purpose: Acts in an advisory capacity to/from the Nursing Curriculum Committee regarding general education courses.

Functions:

1. Make recommendations about the general education requirements as they relate to the nursing curriculum.
2. Discuss the impact of planned general education curriculum changes in the nursing curriculum.
3. Review Bellin College of Nursing student evaluations of general education courses as it relates to the nursing curriculum and make appropriate recommendations.
4. Exchange information about course scheduling needs.

Members:

Chair - Dean
President - ex-officio member
Registrar
Nursing Department Chairs
Nursing Curriculum Committee Chairperson
Faculty teaching required general education courses
ROTC Representative

Meetings:

Two times per year (fall, spring)

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INTERINSTITUTIONAL STUDENT SERVICES COORDINATING COMMITTEE

Purpose: Acts in an advisory capacity to/from the Vice-President (BCON), the Student Services Committee (BCON), and the Student Service Departments (UWGB and other colleges).

Functions:

1. Exchange information about student services offered by BCON and UWGB and other colleges which provide the general education components of the B.S.N. curriculum.
2. Make recommendations regarding student services.
3. Review Bellin College of Nursing student evaluations of student services and make appropriate recommendations.
4. Annually review the Financial Aid Consortium agreement.

Members:

Chair - Vice-President
President - ex-officio member
Registrar
Financial Aid Director
Director of Admissions
Chair of Student Services Committee
Members from UWGB and other colleges providing general education as appropriate:
- Director of Admissions
- Dean of Students
- Registrar
- Director of Financial Aid
- Bursar
- Vice-Chancellor of Enrollment Management

Meetings:

Three times a year (fall, winter, spring/summer)

1.1.4.2.9 **INTERINSTITUTIONAL CLINICAL AGENCY COMMITTEE**

Purpose: Serve as a mechanism for the exchange of information between the nursing program and affiliated clinical agencies.

Functions:

1. Share information about the nursing program, curriculum, faculty, and students.
2. Discuss the effect of curriculum changes on student progression and graduate outcomes.
3. Share information related to affiliating clinical agencies or groups that have an impact on the nursing program.
4. Discuss potential/actual graduate placement statistics.

Members:

Chair - Assigned Nursing Department Chair
Dean
President - ex-officio member
Faculty - two, one of whom is a community course facilitator
Students - two, one from each Senior semester
Representatives from current clinical agencies

Meetings:

Two times per year (fall, spring).

A spring meeting will also be held for all the community agencies under the direction of the community agency course facilitator(s).

1.1.5 FACULTY FACILITATOR ROLE FOR STUDENT ORGANIZATIONS

1.1.5.1 BELLIN COLLEGE OF NURSING 2/98
Student Organization Facilitator Role Rev. 1/99

1. Attend all meetings (General, Board of Directors, etc.).

2. Serve as a resource person in planning, deliberating, implementing, and evaluating activities/events for the organization:
   a. Consider liability of College regarding the activity.
   b. Review costs of activity.
   c. Verify that the times the activities or meetings are held are convenient to all potential members. If a class or group of students is left out, suggest alternate meeting times.
   d. Verify that each event/speaker is evaluated and the data clearly described in minutes.
   e. Post your name on the Commons bulletin board in September as the contact person for the organization.
   f. Notify Development Office of student activities/accomplishments for public relations benefit.

3. Assist with fundraising activities:
   a. Verify that the members have checked fund-raising activities with the College Vice President and submitted required forms.
   b. Verify that officers meet after spring elections with other students organization officers to plan the next year's fundraising activities (e.g. BSNA, Senate).
   c. Make recommendations regarding quality, cost, and supplier.

4. Provide guidance to officers and members on facilitating their responsibilities:
   a. Review bylaws for officer and member responsibilities and discuss with respective students at the first board or general meeting.
   b. Verify that a review of these responsibilities is a part of the agenda.

5. Provide information and guidance for financial planning and record keeping:
   a. Assist treasurer to plan a budget based on expected income and expenditures after review of previous year's records. Verify that the treasurer submits it for approval by membership at appropriate Spring meeting.
   b. Schedule an audit conducted by outgoing, incoming, and facilitator at the end of the term of the outgoing treasurer. (April)

6. Provide guidance to the student officers on how to conduct effective meetings: ie. planning an agenda, parliamentary procedure, recording minutes, and preparation of an annual report. Provide Secretary with a copy of BCON Minute-Taking guidelines.

7. Attend Student Services Committee meetings and provide supplementary report from the organization. The organization President provides the primary report.

8. Record organization activities on the Student Extracurricular Record in the student file in the main office at the end of each academic year.

9. Serve as a resource and liaison to administration, faculty, and others as needed, regarding the organization needs and activities.

10. Bank account guidelines: In order to use the Bellin tax-free number for a student organization, it is desirable to use a bank used by the College. Set the account up in the name of the organization with 2-4 names (e.g. Treasurer, President, Facilitator, and a Support Staff person) listed with check signing privileges. It may be a good idea to select people who are usually available. Transfer the account to the new officers in Spring before the outgoing officers leave the area. The bank may require that the account be in the name of one of the individuals for ease in communication. Consider requiring two signatures for (large) checks. Banks will generally not follow this requirement for small amounts.

1.1.6 SUNSHINE COMMITTEE GUIDELINES

1.1.6 **FACULTY AND STAFF SUNSHINE COMMITTEE GUIDELINES** 3/98
(Unofficial Committee)

Bellin College of Nursing has an additional mechanism to implement the values of humanism, creativity, and fun which lies outside of the formal organizational structure. To expedite the carrying out of activities which support these values, the faculty and staff will elect on an annual basis a person as Sunshine Chair/Treasurer during the first week of the faculty academic year. Three other persons will serve on the Sunshine Committee. The Faculty Council, the Growth Committee, and the staff will each elect one person to serve on the Committee.

The Sunshine Committee Chair/Treasurer has the following responsibilities:

1. Maintain the Bellin College Faculty and Staff Sunshine Club checking account.
2. Collect and distribute funds from the account.
3. Report balance to club members in August, January, and June.
4. Provide for audit of the account.
5. Chair the Sunshine Committee.
6. Confer with members of the Sunshine Committee for guidelines, and expenditures for special events or occasions that are not listed in the Sunshine/Treasurer expense guidelines.
7. To delegate responsibilities to a committee member if unable to perform functions.
8. To call a brief meeting of the Faculty/Staff Sunshine Club each August for the purpose of elections and the establishment of a dues amount.

The Sunshine Committee has the following functions:

1. To recognize significant events which occur in the lives of faculty and staff.
2. To provide for opportunities for the faculty and staff to experience fun.
3. To initiate the start of "Secret Pals" each August.
4. To orient new staff and faculty to the responsibilities and rights related to the Sunshine Club.
5. To recommend an amount for dues for the August meeting.
6. To periodically review the expense guidelines.

Member Responsibilities:

1. All members are required to pay annual dues to the Sunshine Chair/Treasurer. The amount of the dues will be established in August by a majority vote.
2. Each member has a responsibility to inform the Sunshine Chair of any significant event(s) that a fellow member is experiencing.

Member Rights:

1. Dues are to be used only for current members and their immediate families.
2. Faculty/staff are invited to all Sunshine-sponsored parties.

ASSESSMENT OF COLLEGE EFFECTIVENESS (ACE) PLAN

An evaluation process is an integral part of an effective college. Participating in a plan for systematic assessment of key aspects of the College is a fundamental responsibility of the faculty, staff, and administration. When college employees accept this responsibility, they acknowledge the changing needs of students, changing demands of employers and consumers on the College graduates, and changing accountabilities placed upon the College from both the internal and external environments. These changes result from new developments in education, technology, nursing practice and health care.

External influences for change include approval and accrediting bodies such as the Board of Nursing (Wisconsin), the National League for Nursing Accrediting Commission, the Higher Learning Commission, and The American Association of Colleges of Nursing Commission on Collegiate Nursing Education. Standards set by professional groups and changes in health care also provide impetus for change. Internal influences relate to accountabilities required by the institution, administration, faculty, and staff which call for quality improvement, program integrity, cost effectiveness, and selection of suitable alternatives to meet program or College outcomes.

Values - based decision-making should be evident in all aspects of the evaluation process.

Definition

The Assessment of College Effectiveness Plan provides for the the systematic evaluation and documentation of the outcomes, functions, and processes of the College and the determination of their effectiveness in order to make decisions about them. The Assessment of College Effectiveness Plan is carried on in conjunction with, but does not replace, the continuous improvement and evaluation of committees and other processes not included in the master plan.

Basic Parts

Analysis - Gathering and recording data.
Appraisal - Assigning value judgements to data.

The process of analysis includes establishing appropriate criteria prior to the collection of data and assessing the extent to which the program, function, processes, and other aspects are meeting the outcomes.

Data are gathered to analyze the processes involved in attempting to achieve and to analyze the outcomes. The true value of appraisal is related to how the faculty/staff/administration respond to the need for improvements over a period of time, rather than solely on the fact that deficiencies may have been noted.

Goals of the Assessment of College Effectiveness Plan are to:

1. Provide a method through which accountability for the effectiveness of the College programs, functions, and processes are established.

2. Measure discrepancies between what the program, functions, and processes should be and what they, in fact, are.

3. Identify needs for program/function/process improvement and recommend possible ways to achieve it.

4. Maximize the participation and contribution of faculty, staff, and students in shaping the programs/functions/processes.

5. Provide data that can be used for long-range or short-range plans of the College.

Master Plan for Assessment of College Effectiveness

The master plan for assessment of effectiveness is included with this document. It includes the following categories:

1. Aspects of the College to be assessed.

2. Components within the aspects that will be studied.

3. Outcomes which are measurable statements that indicate the expected result(s) of programs, processes, or functions.

4. Methods and Tools to be utilized. The tools and methods listed in the evaluation instrument are suggestions, and more effective measures may be substituted in consultation with the Dean, Vice-President or President.

5. Individuals/Groups responsible for various components. Student representatives, community members or other faculty/ staff may be added to the assessment groups as needed.

6. Dates for Completion reflect the time cycle for periodic assessment.

Assessment Plan Process

1. The President and Vice President will meet early in the Fall semester with designated individuals and groups responsible for the components to be assessed for that year. There may be another meeting scheduled prior to the spring semester. The components, the outcomes, methods and tools, and a time line will be discussed. The President's Council oversees the ACE Plan.

2. Contact the Administrative Assistant (Administration) for a copy of the same ACE as it was reported at the prior time interval. When possible, the same tool, or an enhancement of it, shall be used so that data are comparable.

3. Outcomes, methods and tools are finalized.

4. After the appropriate data are gathered, the individuals or groups involved in the assessment shall:

   a. Identify discrepancies between outcomes and actual performance.

   b. Analyze and interpret the findings (draw conclusions). Process, product,

effectiveness, and efficiency are to be addressed. (See following examples.)

Process- Determine how effective the current action plan is in producing the desired outcomes. e.g Are student recruitment processes effective?
Product- Determine how adequate the outcomes of the plan are in. e.g. Do graduates exhibit leadership behavior?
Effectiveness - Determine if there are more effective ways to achieve the desired outcome. e.g. Would the study and practice of group dynamics promote leadership in graduates?
Efficiency- Determine if there is a better way to achieve the desired outcome in more time and cost efficient ways.

c. Develop recommendations which may include new or revised outcomes, or goals as appropriate.

d. Schedule appointment and present the Assessment of College Effectiveness Report to the Dean, Vice-President or President who will:

(1) act on findings and/or
(2) forward to committee or individuals for action as appropriate
(3) file an official copy of the report including any tools/surveys used, with a data summary in the Administrative Assistant for Administration office.
(4) share at the President's Council and/or with appropriate committees, or departments.

5. ACE recommendations and resulting actions are entered into an online tracking record by the Administration Assistant.

MASTER PLAN

ASPECT	COMPONENTS	OUTCOMES	METHODS AND TOOLS	INDIVIDUAL/GROUP(S)* RESPONSIBLE	DATES OF COMPLETION
CATEGORY: ADMINISTRATION AND ORGANIZATION					
1. Mission Statement	Mission Statement College Purposes College Values	Provides direction to the organization and is consistent with trends in higher education.	Review and Study. Take any recommendations to Board as appropriate.	President's Council Board of Trustees	Every 2 years Fall 2002 Fall 2004
2. Administrative Structure/ Organizational Charts	Administrative Roles, College Committees, Extended/Cooperating Agencies	Structure facilitates mission implementation. Effective and efficient, compatible with TQM.	Review structure, study other college structures. Faculty and Staff survey. Review previous charts; update as necessary.	President's Council	Every 4 years Spring 2001 Spring 2005
3. Position Descriptions	Qualifications, Responsibilities	Current, accurate. Complies with laws, regulations.	Study and review. Check American Disabilities Act requirements.	President's Council	Every 4 years Fall 2002 Fall 2006
4. Relationships with cooperating clinical agencies and educational institutions.	Contracts, Letters of Agreements. Interinstitutional Committees.	Communication is comprehensive and effective and complies with State, HLC, and NLNAC & CCNE.	Review contract/ agreements for content/ wording. Evaluate interinstitutional committee effectiveness.	President's Council, Financial Aid Director, Registrar.	Every 4 years Fall 2000 Fall 2004
5. Alumni Relations	Association Communications	Effective communication. Increased Alumni involvement in College activities.	Study and review. Study and review	Director of Development, President, Alumni President	Every 4 years Fall 2003 Fall 2007
6. College Records	Students/Graduates Faculty/Staff	Procedures effective & efficient. Records complete, accessible & confidential. Meet legal requirements.	Review structure; study other educational institutions structure; conduct faculty/ staff/student surveys.	Vice President, Registrar, Financial Aid Director, Dean	Every 4 years Fall 2003 Fall 2007
7 College Bylaws	Committee Structure Membership Purposes Functions Decision-making Process	Comprehensive, efficient decision-making. Promotes development of faculty/staff leadership and student involvement.		President's Council Faculty and Staff Reps.	Every 4 years Fall 2003 Fall 2007

***The individual or committee chair listed first is responsible to initiate and complete the assessment process.**

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CATEGORY: ADMINISTRATION AND ORGANIZATION					
8. Community Relations	College Image Communications	Positive image in community.	Surveys-Interviews	President, Director of Development, Vice President, Dean	Every 4 years Fall 2003 Fall 2007
9. Workplace Satisfaction	Culture Climate Job Satisfaction Credibility Respect Fairness Pride	Criteria are rated at 3.0 or above on a 4 point scale (4=high).	Faculty/Staff Workplace Satisfaction Survey	V.President/ Staff Pres. Council Rep./Staff Member at Large/ Faculty Pres. Council Rep./Faculty Member at Large (2 yr. appoint./staggered terms)	Annually/Spring
CATEGORY: CURRICULUM					
1. Nursing Program Philosophy	Philosophy Statement	Consistent with College Mission Statement. Reflects current faculty beliefs.	Compare nursing philosophy to Mission Statement. Faculty study and review.	Nursing Curriculum Committee	Every 4 years Fall 2003 Fall 2007
2. Nursing Program Outcomes	Outcome Statements	Outcomes are consistent with expectations of graduates. Major concepts defined.	Compare outcome statements to mission and philosophy. Faculty review and study.	Nursing Curriculum Committee	Every 4 years Fall 2003 Fall 2007
3. Organizing Framework	Choice of Framework Description/Graphic Major Concepts Definitions	Clear and concise, consistent with mission and philosophy; congruent with major concept defined. Organizing concepts give clear direction to the curriculum.	Faculty review and study.	Nursing Curriculum Committee	Every 4 years Fall 2003 Fall 2007
4. Curriculum Plan (Blueprint)	Program Design Credit and content distribution Nursing General Education Educational Standards Professional Standards Integration of Assessment Plan	Develops student achievement of outcomes systematically; focuses on discipline of nursing; supported by cognates in arts, sciences, & humanities. Majority of coursework in nursing is at upper-division. Reflects standards for nursing practice. Concepts are integrated systematically and consistently.	Faculty study and review. Student/Graduate/ Alumni/ Employer surveys.	Nursing Curriculum Committee	Every 4 years Spring 2000 Spring 2004

***The individual or committee chair listed first is responsible to initiate and complete the assessment process.**

ASPECT	COMPONENTS	OUTCOMES	METHODS AND TOOLS	INDIVIDUAL/GROUP(S)* RESPONSIBLE	DATES OF COMPLETION
CATEGORY: CURRICULUM					
5. Course Descriptions and Outcomes	Course Descriptions Course Outcomes	Reflective of mission, philosophy, program outcomes. Describes focus of course succinctly. Identifies major student achievements; provides direction for internal assessments, unit objectives and content.	Faculty study and review.	Nursing Curriculum Committee	Every 4 years Spring 2000 Spring 2004
6. Courses	Unit Objectives/Content Outlines	Reflect s course/program outcomes, and course description.	Faculty study and review.	Course Facilitator Course Faculty	Annually/Spring using the form.: Faculty Evaluation of Nursing Courses.
	Assessments	Measure stated course outcomes; reasonable for course credits; varied. Consistent with overall assessment matrix.	Student evaluation of course.		Every 4 years by Curriculum Committee, Work group for common themes.
	Teaching/Learning Activities	Varied; facilitate outcome achievement, creative, innovative. Incorporate TQM.			Spring 2004
	Learning Resources	Congruent with course outcomes and unit objectives; up-to-date; reasonable for course credits.			
	Syllabus	Consistent with standard format.			
7. Promotion and Graduation (Policies and Procedures)	Promotion Probation Dismissal Contracts	Appropriate and comply with Federal Regulations. Reflects faculty philosophy.	Review and survey. Faculty and Students.	Curriculum Committee	Every 4 years Spring 2001 Spring 2005

ASPECT	PONE	OMES	M S ANI S	INDI /GRO RESPONSIBLE	DATE APLE
CATEGORY: CURRICULUM					
8. Student Academic Achievement (Class of 2002 on) (Also called Outcome Achievement)	Liberal Education Program Outcome (PO) Achievement	Group mean meets or exceeds benchmark (benchmark TBD) Student aggregate data demonstrates successful achievement of Program Outcomes. Aggregate Results of ATI Content Mastery exams meets or exceeds the established benchmarks: 40th Percentile Maternal Newborn Pediatrics Medical Surgical Mental Health 50th Percentile Fundamentals Community Health Leadership	BASE Test (P.O. 1-4) Communication Rubrics (P.O. 4) (writing & oral communication) ATI Comprehensive Assessment & Review Program: Aggregate Reports (P.O. 1, 3, 4, 5) Clinical Assessment tool (all P.O.) Art of Nursing Questionnaire (P.O. 7) Philosophy Analysis (P.O. 2) Graduate/Alumni/Employee Surveys (all P.O.)	Assessment Sub-Committee of Curriculum	Annually/Spring
	NCLEX Pass Rate	100% of graduates will pass NCLEX on first attempt	NCLEX Program Report		

ASPECT	COMPONENTS	OUTCOMES	METHODS AND TOOLS	RESPONSIBLE	COMPLETION
CATEGORY:					
9. Clinical Facilities and Resources	Clinical Units/ Agencies Communication Staff Acceptance	Clinical components facilitate acquisition of knowledge and skills required by objectives. Plans for achievement of objectives communicated to appropriate individuals through formal and informal means.	Review and study Student Course Eval. Interview agency representatives Faculty Course Tracking Student/Agency Eval.	Curriculum Committee Course Facilitators Course Faculty	Every 4 years Fall 2000 Fall 2004
10. Records and Reports	Anecdotal Records Grade Reports Evaluation Reports	Documentation of student achievement is adequate and in a suitable format.	Review and study Student/Faculty survey	Curriculum Committee	Every 4 years Fall 2000 Fall 2004
11. Student Orientation	Policy Philosophy and Objectives Curriculum Clinical Units/Agencies Values	Orientation plans facilitate familiarity and understanding.	Student/faculty survey Interviews	Curriculum Committee Course Facilitator Course Faculty	Every 4 years Spring 2001 Spring 2005
12 Faculty and Student Course Evaluation	Policy Evaluation Tools	Evaluation tools are reliable, valid and comprehensive.	Study and review	Curriculum Committee	Every 4 years Spring 2001 Spring 2005
13. Academic Standards	Policies	Consistent with faculty philosophy and with guidelines of higher education.	Study and review	Curriculum Committee	Every 4 years Fall 2001 Spring 2005
CATEGORY: FACULTY					
1. Recruitment of Faculty/Appointment and Renewal of Contracts	Advertising Process Application Process Interview Process Selection Process Appointment and Contract Renewal	Adequate number of qualifying applicants. Complies with Federal and State Regulations, Non-discriminatory. Degrees from diverse institutions.	Review and study. Faculty survey	Dean Faculty Committee	Every 4 years Fall 2003 Fall 2007

ECT	COMPONENTS	OUTCOMES	METHODS AND TOOLS	INDIVIDUAL/GROUP RESPONSIBLE	DATES OF COMPLETION
CATEGORY: FACULTY					
2. Faculty Personnel Policies	Salary Schedule, Benefits	-Attracts & retains qualified faculty. -Comparable to other baccalaureate nursing programs in Wisconsin. -At 75 percentile of AACN baccalaureate Assistant Professor Scale. Complies with Fed. & State Regulations	Data from National and State surveys.	Dean President, Vice President, Faculty Representatives	Every 2 years Fall 2003 Fall 2005
3. Workload	Policy/Student Ratio/ All Roles	Supports College Mission. Incorporates all roles. Workload is evenly distributed among faculty. Comparable to other baccalaureate colleges.	Study and review. Faculty survey Other college survey Review of literature	Faculty Committee Dean	Every 3 years Spring 2001 Spring 2004
4. Rights and Responsibilities	Written Statement Grievance Procedure Academic Freedom Policy	Congruent with Mission and Values. Procedure used is comprehensive and fair. Meets legal requirements.	Survey other schools. Survey faculty. Review and study	Faculty Committee Dean	Every 4 years Fall 2001 Fall 2005
5. Promotion in Rank	Policies and Procedures	Effective, efficient promotion review process. Incorporates ideas of higher education.	Review and Study Faculty Survey Other College Survey Literature Review	Faculty Committee Rank & Promotion Subcommittee	Every 4 years Fall 1999 Fall 2003
6. Faculty Development	Role Development Continuing Education Doctoral Education	75% of faculty indicate that BCON has supported role development. 25% of Faculty are doctoral prepared.	Faculty Survey Study/Review	Faculty Committee Faculty Development Subcommittee	Every 3 years Spring 2003 Spring 2006
7. Orientation	College Clinical Area Curriculum	Comprehensive plan facilitates familiarity with College. Smooths transition.	Interview/survey of new members.	Faculty Committee Dean	Every 4 years Fall 2001 Fall 2005
8. Evaluation	Formative Summative Process	Promote development of faculty in all roles. Identifies areas for development. Process verifies maintenance in rank.	Faculty survey	Faculty Committee Dean Representative from Rank Subcommittee	Every 4 years Fall 2001 Fall 2005

				RESPONSIBLE	COMPLETION
CATEGORY: STAFF					
1. Recruitment of Staff	Advertising Process Application Process Interview Process Selection Process	Adequate number of qualified applicants. Complies with Federal and State Regulations, Non-discriminatory.	Review process.	Vice President, Staff Committee	Every 4 years Fall 2003 Fall 2007
2. Workload	Position Description Policies: Assignments to Department and Positions	Work assignments are appropriate to department and position. Workloads are equitable. Work of College is facilitated.	Staff Survey College Survey Review of Standards	President, Vice President, Reps from Staff Committee	Every 4 years Spring 2001 Spring 2005
3. Rights and Responsibilities	Written Statements Grievance Procedure	Congruent with College Mission and Values. Procedure is comprehensive and fair. Meets legal requirements and standards.	Review and Study Compare to other colleges	Staff Committee Vice President	Every 4 years Fall 2000 Fall 2004
4. Staff Development	In-service Continuing Education	Promotes growth in core job skills, interaction skills with individuals, team and customers. Improvement skills, leadership skills and design skills for future customer needs.	Staff Survey	Staff Committee	Every 4 years Spring 2001 Spring 2005
5. Orientation	To Total College To Department To Specific Tasks	Facilitates familiarity with College, department and job tasks. Is comprehensive and smooths transition.	Interview, Survey of New Members	President, Vice President, Staff, Director of Development	Every 4 years Fall 2000 Fall 2004
6 Evaluation	Formative Summative Process	Promotes development of staff in core job skills, interaction skills with individuals, team &customers, improvement skills, leadership skills and design skills for future customer needs. Is fair and equitable; process is understandable.	Staff Survey	Reps from Staff Committee, Vice President, Financial Aid Director, Registrar, Director of Development	Every 3 years Fall 2003 Fall 2006
CATEGORY: STUDENTS					
1. Recruitment of Students	Advertising, High School and College Visits, Day With A Nurse, Campus Visits, TV, Radio, Newspaper, Career Club, Website, Summer Camp, WI Education Fair (WEF), CNA class offering, Counselor Events & miscellaneous opportunities.	Adequate number of qualified applicants acceptable by BCON criteria that meet annual enrollment projections.	Survey of students/ applicants	Enrollment Management Committee	Every 3 years Spring 2003 Spring 2006

ASPECT	COMPONENTS	OUTCOMES	METHODS AND TOOLS	INDIVIDUAL/GROUP(S)* RESPONSIBLE	DATES OF COMPLETION
CATEGORY: STUDENTS					
2. Student Services: Health Counseling Housing	Programs Policies Services/Records Fees	Appropriate and available. Health is promoted and student needs are met. Policies are understandable and effective.	Student survey	Student Services Committee, Registrar, Financial Aid Director, Vice-President	Every 3 years Spring 2001 Spring 2004
Food Service	UWGB Apartments/ Dorms Community Housing	Housing needs met - affordable housing is available. Nutritious, reasonably priced food is available.			
Registrar/ Financial Aid	Transcripts Communications Payment Schedules Withdrawal and Refund Schedules Financial Aid Packages	Student needs are met. Policies and procedures meet standards of higher education and/or regulatory groups.			
Student Activities	Senate Total School Interaction BSNA	Promotes participation, recreation and opportunities to develop leadership skills. Bylaws are adequate and understandable. Good communication of activities occurs.			
Grievance/ Complaint Procedures	Students' Rights and Responsibilities, Grievance Procedure Complaint Policy & Procedure	Procedures are understandable and accessible. Protects the rights of students.			
3. Admissions and Selection Policies and Procedures	Application Procedure: Regular, Readmission, Transfer, Challenge.	Requirements are effective and appropriate. Policies are comprehensive, non-discriminatory and comply with regulations. Correlation between requirements and success in program.	Study and review	Enrollment Management Committee	Every 3 years Fall 2003 Fall 2006
4. Orientation	Parents Significant others Freshmen Accelerated Option	Program is values compatible and facilitates connection with parents and significant others.	Student survey Parent survey	Admission Department	Every 4 years Fall 2003 Fall 2006
5. Academic Advising	Forms Procedure Advising Manuals Assignment of Advisors	Procedure is efficient, effective, and satisfying to the customers	Survey and/or interviews	Enrollment Management Committee	Every 4 years Spring 2000 Spring 2004

				RESPONSIBLE	COMPLETION
CATEGORY: RESOURCES AND FACILITIES					
1. Physical Space	Support Services Area Offices Library FLRC Classrooms Lounges/Study Areas Library	Are adequate in size, comfortable, meet the needs of students/faculty and staff; meets facility standards.	Review and study. Student survey Faculty/staff survey.	Vice President	Every 4 years Fall 2002 Fall 2006
2. Holdings	FLRC	Holdings are current and comprehensive.	Student/Faculty survey. Librarian interview. Student opinion survey.	Curriculum Committee Learning Resource Subcommittee	Every 4 years Spring 2003 Spring 2007
3. Technology	Network Software Hardware Renewal/Replacement Policies.	Up-to-date software/ hardware. All students and employees oriented to programs available. Accessible.	Study and Review.	President's Council	Every 2 years Spring 2003 Spring 2005
4. Building Safety	Policies and Procedures Educational Services	Policies and procedures are current. Employees are aware of the P&P's.	Study & Review	Vice President	Every 3 years Spring 2003 Spring 2006
CATEGORY: INTEGRITY					
1. Official College Publications	Catalog Student Handbook Faculty/Staff Handbook College Brochures	Comprehensive, understandable, and usable. Consistent across materials. Accurate. Consistent with agency requirements.	Review and revise. Study publications used by other colleges.	President's Council	Every 4 years Spring 2003 Spring 2007
CATEGORY: COLLEGE OUTCOMES					
1. College Outcome Achievement	Patterns of Employment	70% of new graduates will be employed within four months of graduation. Meets D.O.E. requirements.	Data analysis	Vice President Curriculum Committee	Annually
	Graduation Rates (Retention/Attrition)	70% of admitted students will graduate within six years. Attrition due to academic failure is within national standard. Meets D.O.E. requirements.	Data analysis	Enrollment Management Committee	Annually
	Program Satisfaction	Overall program satisfaction ratings will be at a 3.0 or higher on a 4-point Likert Scale.	Graduate Survey Alumni Survey Employer Survey	Curriculum Committee Dean Vice President	Annually
	Service	100% Admin., Faculty & Staff participate in at least 1 community project & 1 internal service. 85% of students participate in at least 1 community project.	Survey	Student Services Committee	Annually

MASTER PLAN

ASPECT	COMPONENTS	OUTCOMES AND GOALS	METHODS AND TOOLS	INDIVIDUAL/GROUP(S)* RESPONSIBLE	DATES OF COMPLETION
CATEGORY: MASTER PLAN					
1. ACE Process	Master Plan	Provides useful data; cost-value ratio appropriate; record keeping system appropriate; resources available. Responsive to accrediting agencies. Process results in continuous improvement of the organization.	Study and review completed ACE records for success in implementing continuous improvement philosophy.	President's Council	Every 4 years Fall 2003 Fall 2007

BELLIN COLLEGE OF NURSING
DECISION PROFILE

TO:

FROM:

DATE:

RE: It is recommended that:

Decisions are made within the context of the College Values of quality, humanism, creativity, self-actualization, collegiality, proactivity, and viability.

1. *Why must this decision be made? (Narrative, 3 sentences)*

2. *When must this decision be made?*

3. *Who is/are our customer(s) and how does this better serve them.*

4. *What customer data supports the decision? (Please attach)*

5. *Any secondary effects? (Other customers, community, etc. eg., Donors, high school, and college counselors.)*

6. *Please identify the key processes (systems) and how they are affected by the decision. (Use College Key Processes Diagram). Department/individuals may need to be contacted for input.*

What are the resource requirements? (Financial, Human Resources, Facility, Marketing, Supplies, other.)

8. *List briefly alternatives considered with a reason for rejection. (Provide or attach data if available.)*

9. *Describe the implementation plan with a tentative timetable.*

10. *Does this decision need to go forward to another individual or group for action?* YES____ NO____ *If yes, what group or individual(s)?*

NEXT STEP: Forward for Action_____to whom_____

ACTION BY: *APPROVAL: YES_____ YES, With Changes_____ NO_____*
COMMENTS:

SIGNATURE_____DATE

****

ACTION BY: *APPROVAL: YES_____ YES, With Changes_____ NO_____*
COMMENTS:

SIGNATURE_____DATE_____

****

APPROVED RECOMMENDATION:
If the recommendation is changed at any point in the approval process, the entire recommendation needs to be clearly restated. An extra sheet may be appended if necessary.

FORWARD FOR FILING TO ADMINISTRATION DEPARTMENT:

A copy also needs to be forwarded to:

___ *Student Handbook* ____ *Faculty/Staff Manual* ____ *Other (please identify)*

___ *Registrar's Office* ____ *Admissions Department*

____ *Decision sponsor - who informs other committee members* ____ *Review for catalog* ____ *None of the Above*

1.0.7

11/4/93
1/96

BELLIN COLLEGE OF NURSING
KEY PROCESSES

* Driver Processes

Generating Applicants | Planning | Setting Tuition and Fees | Managing Budget | Improving & Designing Processes | Interacting with Customers | Assessing Outcomes | Generating Revenue | Integrating Information into Decision-Making Processes

↓

**MAINSTAY PROCESSES

Accessing the system → Matriculating Students → Orient to Campus & Policies → Academic Advising ↔ Registering ↔ Collecting Tuition Providing Financial Aid Counseling → Educating → Graduating → "Aluminating"

↑

***Support Processes

Providing Adequate Learning & Work Environment

- Facility
- Equipment
- Media, Software
- Books, journals
- Health Services
- Counseling Services

Exchanging Information

- Collecting, analyzing, & interpreting info
- Providing reports
- Internal communications
- External communications

Providing Org. Leadership

- Collaborating with BCON & BHS Boards
- Developing & Implementing Policies
- Meeting accreditation standards
- Complying with federal/state laws/regs

Interacting With

- Prospective students
- Students
- Families
- Employees
- Donors
- Counselors
- Clinical agencies
- Other agencies
- Educational insts.
- External Community
- Employers
- Alumni
- Suppliers
- BHS

Maintaining Records

- Prospective students
- Student
- Graduate
- Financial
- Donor
- Personnel
- Minutes
- Curriculum archives
- Reports
- Catalogs

Acquiring, Utilizing & Retaining Human Resources

- Hiring faculty/staff
- Staffing process faculty & staff
- Development

Managing Financial Resources

- Payroll process
- Approving invoices
- Reviewing reports
- Invoices
- Investment management
- Gift processing

Scheduling

- Classes
- Clinical
- Admissions
- Activity
- Events

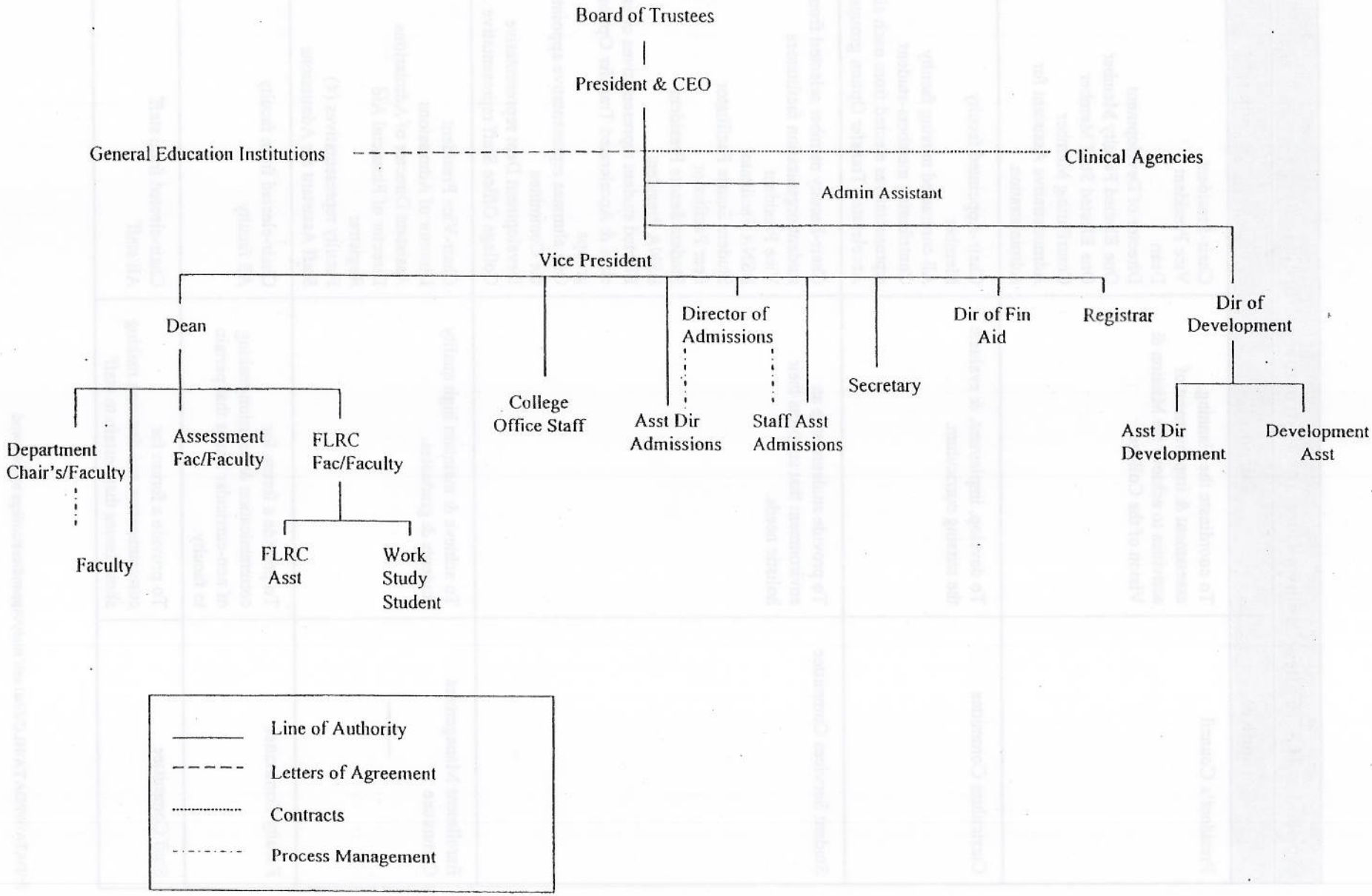
* Driver Processes: Gets the college ready to perform mainstay processes.
** Mainstay processes: Denotes what we do that directly adds value for external customer (mission).
*** Support processes: Necessary to support mainstay processes.

from Nolan, "Identifying & Managing Core Support Processes"

Appendix 1C-7 College Bylaws/Committee Structure (abbreviated)		
Committee	**Purpose**	**Members**
President's Council	To coordinate the planning, assessment & improvement of activities to achieve the Mission & Vision of the College.	Chair-President Vice President Dean Director of Development One Elected Faculty Member One Elected Staff Member Contributing Member Administrative Assistant for Administration.
Curriculum Committee	To develop, implement, & evaluate the nursing curriculum.	Chair-Appointed faculty Member All contracted nursing faculty Contributing members-student representatives elected from each class & Accelerated Transfer Option groups
Student Services Committee	To provide students with an environment that supports their holistic needs.	Chair-Faculty member selected from student organization facilitators Vice President BSNA Facilitator Student Senate Facilitator Peer Facilitator Student Senate President BSNA President Elected student representatives of each class & Accelerated Transfer Options groups One alumnae representative appointed by the Committee Development Dept representative College Office Staff representative
Enrollment Management Committee	To achieve & maintain high quality students & graduates.	Chair-Vice President Director of Admissions Assistant Director of Admissions Director of Financial Aid Registrar Faculty representatives (4) Staff Assistant for Admissions
Faculty Committee	To provide a forum for communication & decision-making of non-curricular issues that pertain to faculty.	Chair-elected from faculty All faculty
Staff Committee	To provide a forum for communication and decision making about issues that pertain to staff	Chair-elected from staff All staff

Bellin College of Nursing Organizational Chart

rev 11/03



Appendix 1C-8

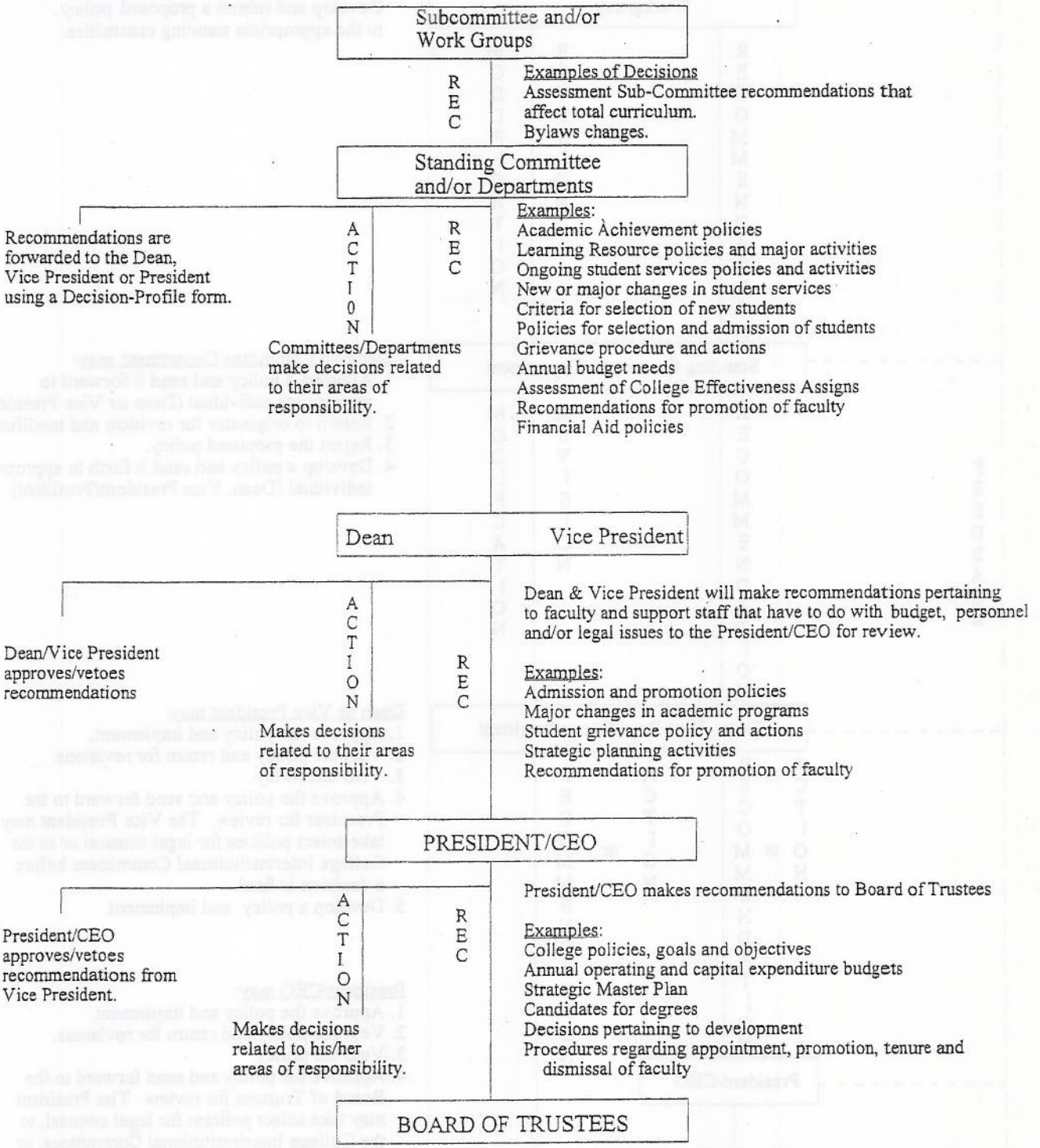
Appendix 1C-9

1.2.1

BELLIN COLLEGE OF NURSING

Decision-Making Process According to Committee & Department Responsibility

8/86 Original
Rev. 2/02



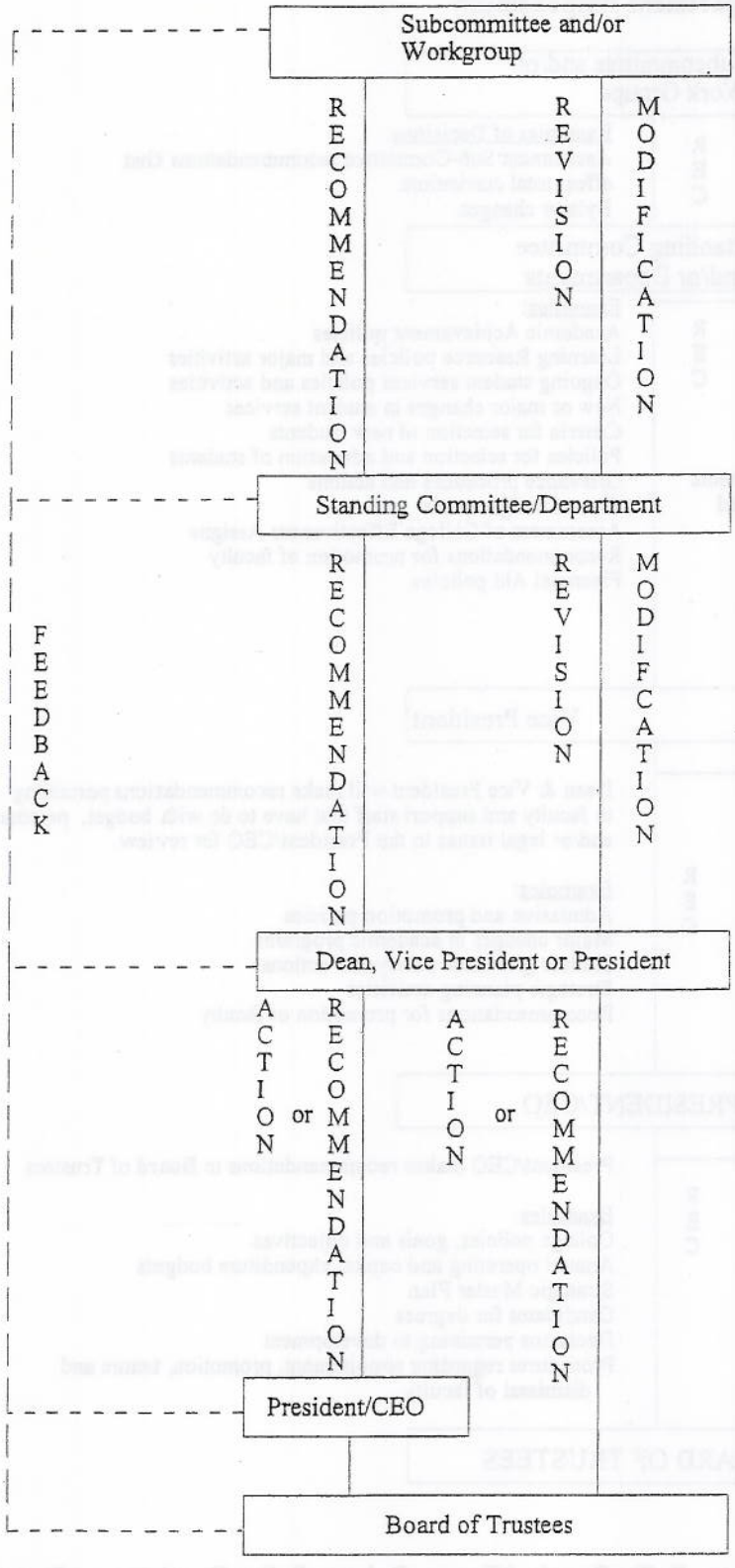
For amplification, also see Bellin College Bylaws, Bellin Board of Trustee Bylaws, Policy Development Process.

Appendix 1C-10

1.2.2

BELLIN COLLEGE OF NURSING
Policy Development Process

4/88 Original
Rev. 8/98



Subcommittee or Ad Hoc Committee may:
Develop and submit a proposed policy to the appropriate standing committee.

Standing Committee Department may:
1. Approve a policy and send it forward to appropriate individual (Dean or Vice President).
2. Return to originator for revision and modification.
3. Reject the proposed policy.
4. Develop a policy and send it forth to appropriate individual (Dean, Vice President/President).

Dean or Vice President may:
1. Approve the policy and implement.
2. Veto the policy and return for revisions.
3. Veto the policy.
4. Approve the policy and send forward to the President for review. The Vice President may take select policies for legal counsel or to the College Interinstitutional Committees before a decision is final.
5. Develop a policy and implement.

President/CEO may:
1. Approve the policy and implement.
2. Veto the policy and return for revisions.
3. Veto the policy.
4. Approve the policy and send forward to the Board of Trustees for review. The President may take select policies for legal counsel, to the College Interinstitutional Committees, or the College Board of Trustees for approval or feedback before a decision is final.
5. Develop a policy and implement.

For amplification, see Decision-Making Process According to Area of Assigned Committee Responsibility.

Appendix 2C-1

Bellin College of Nursing Presidential Search and Screen Committee News

The Search and Screen Committee will be meeting in the next couple of weeks to begin the process of finding a successor to Joyce McCollum, President of the College. The Committee will begin the process by reviewing the future needs as part of the Strategic Plan of the College. Defining the role of the President in meeting those needs will be the first item on the Committee's agenda. In order to fill this strategic leadership position the Committee will be open to receiving input from all interested constituencies. Everyone at the College is encouraged to participate by making their ideas known to the Committee.

Chairperson:

Kathleen Riley, Chairperson, Board of Trustees

Members:

Connie Boerst, RN, BC, MSN, Assistant Professor

Vera Dauffenbach, RN, MSN, EdD, Associate Professor

Max Frost, Trustee and Treasurer of Bellin College of Nursing, Inc.

Chuck Ihrke, Phd, Retired Associate Prof. of UWGB, Trustee of the BCON Bd

Debbie Metzler, RN, BC, MSN, Assistant Professor

Ell (Skip) Lee, DDS, Trustee and Secretary of Bellin College of Nursing, Inc.

Donna O'Brien, Director of Development and Public Relations

Tom Prust, Vice Chairperson, Board of Trustees

Ex-officio Member:

George Kerwin, Trustee, President and CEO of Bellin Health Systems

Administrative Assistance:

Kathy Ollmann, Bellin Health Systems Hunan Resource Specialist

Respectfully Submitted
Kathleen T. Riley, Chairperson
Bellin College of Nursing Board of Trustees

Assignment of Responsibilities During the Transition of the Presidency

Note: The Vice President has been assigned some responsibilities to ensure continuity of processes during the transition period surrounding the retirement and replacement of the President. The following is a brief summary of the responsibilities assigned to the Vice President. As a consequence of the transition, some of the Vice President responsibilities have been assigned to the Dean, Registrar, and a faculty member .

Responsibilities Assigned to the Vice President	Responsibilities Assigned to the Dean	Responsibilities Assigned to the Registrar and a Faculty Member
Implement strategies to support strategic initiatives. Learn and clarify current financial policies and procedures. Facilitate process improvement in accounting. Expand fund-raising activities, particularly around the new strategic initiatives.	HLC Self-Study–administrative support. Facilitate: Master ACE Plan implementation Student Orientations Health Office responsibilities Student Certifications: CPR Student Services Committee Manage physical space and maintenance.	Registrar –review of all academic advising -organization and distribution of advising materials -completion of record maintenance policy Faculty Member -Chair Enrollment Management Committee -Review student admission files

Appendix 2D-1: Major Standing Committees and Their Responsibilities		
Committee	**Purpose**	**Members**
President's Council	To coordinate the planning, assessment & improvement of activities to achieve the Mission & Vision of the College.	Chair-President, Vice President, Dean Director of Development, One Elected Faculty Member, One Elected Staff Member, Contributing Member: Administrative Assistant for Administration.
Curriculum Committee	To develop, implement, & evaluate the nursing curriculum.	Chair-Appointed Faculty Member; all contracted nursing faculty Contributing Members-Student representatives elected from each class & Accelerated Transfer Option Groups
Student Services Committee	To provide students with an environment that supports their holistic needs.	Chair-Faculty member selected from student organization facilitators Vice President BSNA Facilitator; Student Senate Facilitator; Peer Facilitator Student Senate President; BSNA President Elected student reps. of each class & Accelerated Transfer Options Groups One Alumnae Representative appointed by the Committee, Development Dept. Rep. College Office Staff Rep.
Enrollment Management Committee	To achieve & maintain high quality students & graduates.	Chair-Vice President Director of Admissions; Assistant Director of Admissions; Director of Financial Aid Registrar Faculty Reps.(4) Staff Assistant for Admissions
Faculty Committee	To provide a forum for communication & decision-making of non-curricular issues that pertain to faculty.	Chair-elected from faculty All faculty.

Appendix 2E-1
Ranked Faculty Profile: Fall 2002/ Spring 2003

Name	Highest Degree	Institution Granting Degree	Certification/Specialty	Rank	Course Assignment
Benishek, Debra	MSN	University of Wisconsin-Oshkosh	ANCC: Family Nurse Practitioner ANCC: CNS Psychiatric & Mental/ Health Psychiatric Nursing	Assistant Professor	405, 205, E21
Boerst, Connie	MSN	University of Wisconsin-Oshkosh	ANCC: Medical-Surgical Nursing/ Administration and Leadership	Assistant Professor	103, 401
Burruss, Nancy	MSN	Adelphi University	ANCC: Clinical Nurse Specialist, Medical-Surgical Nursing AACN: Critical Care RN/ Cardiac Nursing	Assistant Professor	203, 204, 402, 403,
Dauffenbach, Vera	EdD	Western Michigan University	Adult Nursing Pediatrics Ethics and Nursing History	Associate Professor	200, 207, 307
Finesilver, Cindy	MSN	Yale University	ANCC: Neuroscience RN/ Adult Nursing: Neurology	Assistant Professor	203, 303
Fromm, Carole	MSN	University of Wisconsin-Milwaukee	Gerontological Clinical Nurse Specialist Community Senior Care	Assistant Professor	205, 404
Harr, Jill	MSN	University of Wisconsin-Oshkosh	AACN: Critical Care RN/ Cardiac Nursing, Fundamentals	Assistant Professor	104, 207, 208, E31
Lidbury, Deborah	PhD(c)	University of Wisconsin-Madison	ANCC-Clinical Specialist, Community Health Nursing/Human Development and Family Studies	Associate Professor	306, 406, E33
Metzler, Debbie	MSN	University of Wisconsin-Oshkosh	ANCC-Medical-Surgical Nursing/ Cardiac Nursing, Women's Health, Gerontological Nursing	Assistant Professor	303

Name	Highest Degree	Institution Granting Degree	Certification/Specialty	Rank	Course Assignment
Morris, Carol	MSN	University of Alabama-Birmingham	Adult Health Clinical Nurse Specialist/ Adult Nursing, Fundamentals, Occupational Health	Assistant Professor	202, 207, 208
Murphy, Lynn	MSN	Marquette University	NCBPNP-Pediatric Nurse Practitioner/ Pediatrics	Assistant Professor	400(304), 103, 104, 208
Nairn, Sarah	MSN	University of Illinois	IBCLC-International Board Certified Lactation consultant/ Fundamentals, Perinatal, Infant/Child Nursing	Instructor	104, 202, 207, 208
Reifschneider, Ellen	PhD	University of Wisconsin-Milwaukee	MSN-Advanced Medical-Surgical Focused Adult Nursing, Leadership	Assistant Professor	302, 401
Rolloff, Mary	MSN	University of Wisconsin–Madison	MSN–Women's Health Focused	Instructor	305
Swanson, JoAnn	MSN	University of Wisconsin-Oshkosh	ANCC: Medical-Surgical Nursing NAON-Orthopedic Nursing/ Adult Nursing	Assistant Professor	302
Swinford, Patricia	Phd(c)	University of Wisconsin-Milwaukee	Fundamentals, Research	Associate Professor	Dean, 104
Vandenhouten, Chris	MSN	University of Wisconsin-Oshkosh	National Certification Board: Perioperative Nursing/ Perioperative, Community nursing	Assistant Professor	406
Zellner, Kathy	MSN	Marquette University	ANCC-Medical-Surgical Nursing/ Adult Nursing, Critical Care	Assistant Professor	402

Note: Adjunct faculty's resumes will be available for review on site.

APPENDIX 2K-1

Bellin College of Nursing Faculty Salary Means Compared to AACN Salary Means

Academic Rank	BCON Mean Salary for Full-Time Faculty			AACN Mean Salary for Faculty in Secular Baccalaureate Programs*			BCON Variance from AACN Mean		
Year	1999-2000	2000-2001	2001-2002	1999-2000	2000-2001	2001-2002	1999-2000	2000-2001	2001-2002
Instructor (Non-Doctorate)	None at this Rank	$41,032	$44,334	$36,298	$36,810	$36,611	– – –	$+4,222	$+7,723
Assistant Professor (Non-Doctorate)	$45,543	$47,623	$50,584	$40,061	$41,467	$44,071	$+5,482	$+6,156	$+6,513
Associate Professor	MSN	$51,032	$54,334	MSN $42,669	$43,506	$48,808	– – –	$+7,526	$+5,526
	DOC $54,126	$56,532	$59,334	DOC $49,593	$49,588	$51,543	$+4,533	$+6,944	$+7,791

*All Full-Time Nurse Faculty in Institution with a Baccalaureate Program Only, Secular Schools. American Association of Colleges of Nursing (1999-2000, 2000-2001, 2001-2002). Salaries of Instructional and Administrative Nursing Faculty.

Note:
All BCON Mean Salaries exceed the 75th percentile.

Appendix 3B-1

3/97
9/02
5/03

BELLIN COLLEGE OF NURSING
Clinical Assessment Tool

Student Name _____ Course Number/Semester 688-_____
Faculty Name _____ Absences/Tardiness _____
Clinical Site: _____ Clinical Grade: Satisfactory/Unsatisfactory

Introduction
Clinical practice is assessed using eleven performance categories that correspond to the Program Outcomes (Critical Thinking, Philosophy, Knowledge Synthesis, Communication, Nursing Roles, Wellness and Caring). The descriptors in each category provide additional clarity about performance expectations. Those descriptors typed in **bold** are specific to a course and reflect the course outcomes. The critical elements of performance are in *italics* for your reference.

Clinical is assessed as satisfactory or unsatisfactory. In order to obtain a satisfactory grade:
Freshmen must receive a minimum of Dependent in each of the performance categories by the conclusion of the course.
Sophomores and Juniors must receive a minimum of Supervised
Seniors must receive a minimum of Guided.

Directions: For rating purposes, please use letters. Numbers are for assessment purposes only.

Scale:

I/(5) Independent: The student requires no verbal or physical cues. The quality of performance is excellent. Care is consistently coordinated and efficient. Preparation exceeds expectations.

G/(4) Guided : The student requires occasional assistance with verbal cues only. The quality of performance is good. Care is often coordinated and efficient. Preparation is consistently thorough.

S/(3) Supervised : The student often requires assistance with verbal or physical cues. The quality of performance is acceptable. Care is coordinated and efficient with faculty assistance with planning. Preparation is adequate.

D/(2) Dependent: The student requires frequent assistance with verbal and physical cues. The quality of performance is variable. Care is often organized by others for the student and preparation is minimal.

U/(1) Unable to Perform: The student consistently requires assistance or direct supervision. The quality of performance is unacceptable. Care is inefficient or preparation is poor.

"No portion of this tool may be reprinted without the permission of Bellin College of Nursing."

Performance Categories

1. _____ Critical Thinking (Corresponds to course outcome #1)
   a. Demonstrates the ability to gather, analyze and synthesize data.
   b. Raises questions and critiques solutions.
   c. Demonstrates decision-making ability after considering alternative choices.
   d. Applies the nursing process to the care of clients.
   e. Applies teaching/learning principles in the care of clients.
   f. Uses research findings in the planning of care.
   g. Critiques own critical thinking/decision-making/problem-solving ability.
   h. Verbalizes the underlying rationale for decisions.
   i.
   j.
   k.

2. _____ Philosophy (Corresponds to course outcome #2)
   a. Respects human diversity as evidenced by differences in lifestyle, values, ethnicity, cultural, social and economic backgrounds.
   b. Is proactive in planning client care.
   c.
   d.
   e.

3. _____ Knowledge Synthesis (Corresponds to course outcome #3)
   a. Uses appropriate resources (written and personal) in design of care.
   b. Uses nursing theory in making decisions in nursing practice.
   c. Applies knowledge from their liberal education to the clinical setting.
   d. Applies knowledge from all prior and concurrent nursing courses.
   e.
   f.
   g.

4. _____ *Communication* (Corresponds to course outcome #4)
   a. Is assertive in interactions with peers, faculty, staff, other providers.
   b. Demonstrates therapeutic communication with clients.
   c. All written communication is clear, succinct and accurate and within legal and ethical guidelines.
   d. Uses technology in support of client care.
   e.
   f.
   g.

Nursing Roles (Corresponds to course outcome #5)

5. _____ Care Provider
   a. Uses illness and disease management to direct client care. (see 1d)
   b. Completes holistic, accurate and complete assessments based on Roy's Adaptation Model.
   c. Identifies nursing diagnoses and outcomes that are data based.
   d. Designs client care that is individualized, realistic and age-appropriate.
   e. Consults with the client and family in the design of care.
   f. Implements the designed care.
   g. Promotes self-care.
   h. Evaluates client progress toward outcomes and modifies plan of care.
   i. Demonstrates the use of *asepsis/Standard Precautions* as appropriate.
   j.
   k.
   l.

6. _____ Teacher
   a. Assesses every client for their teaching/learning needs.
   b. Plans and implements client teaching as appropriate.
   c. Implements teaching process (See 1e).
   d.
   e.
   f.

7. _____ Manager
   a. Is *organized* and time-efficient in the provision of care.
   b. Demonstrates priority setting ability.
   c. Demonstrates behaviors that promote team work.
   d.
   e.

8. _____ Investigator
   a. Integrates ideas from research literature as appropriate to the clinical situation.
   b.
   c.
   d.

9. _____ Member of the Profession
   a. Is self-directed in the learning process.
   b. Demonstrates professional integrity/ethical practice:
      safety
      honesty
      professional behavior
      accepts responsibility for own actions
   c. Maintains client confidentiality.
   d.
   e.
   f.

10. ____ Wellness (Corresponds to course outcome # 6)
    a. Role-models wellness to clients.
    b. Assesses client's perception in relation to health promotion, health protection and disease prevention.
    c. Determine strategies to promote client wellness.
    d. Verbalizes the importance of a personal/professional wellness lifestyle.
    e.
    f.
    c.

11. ____ Caring (Corresponds to course outcome #7)
    a. Demonstrates empathy and compassion in the development of therapeutic relationships.
    b. Assesses own demonstration of caring behaviors.
    c. Supports a caring learning environment.
    d.
    e.
    f.

Narrative Summary: (May be attached on typed page)

Strengths:

Areas for Improvements:

Student Comments:

Faculty Signature _____ **Date** _____

Student Signature _____ **Date** _____

APPENIDX 3E-1: Faculty Accomplishments

CATEGORY	FACULTY	
Local/Regional Presentations	Benishek:	*Emotional/relational aspects of pain.* Green Bay Area Pain & Comfort Team, BCON, Green Bay, WI. *Dissociation & substance abusing population.* Kappa Pi Chapter-at-Large, Sigma Theta Tau International Honor Society of Nursing, Green Bay, WI. *Students in stress.* BCON, Green Bay, WI. *Psychotropic medication for children.* Bellin Psychiatric Center, Green Bay, WI. *Expanding Your Knowledge: Your role in cancer, Alzheimer's, dementia and depression.* WI Home Care Organization, Green Bay, WI. *What is schizophrenia? - review of brain function/ dysfunction.* NWTC student in Abnormal Psychology, Green Bay, WI. *Preparing nursing students for psychiatric nursing - overview of brain function/dysfunction.* NAMI, Green Bay, WI.
	Burruss:	*Update - treatment of AMI.* Mercy Medical Center, Oshkosh, WI. *New treatment strategies for the acute MI.* NEW Chapter ENA, Radisson Inn, Green Bay, WI. *Thrombolytic therapy.* Wausau Emergency Room Nurses, Wausau, WI. *Current ED applications & trends - managing patients with acute MI.* Bay Area Medical Center, Green Bay, WI. *Current ER department applications and trends -managing patients with acute MI.* Wausau Emergency Room Nurses, Wausau, WI. *Diagnosis & therapy of acute MI.* New London Medical Center, New London, WI.

CATEGORY	FACULTY	
	Dauffenbach:	*Ethical analysis and decision-making -* • *values, conflict and moral distress* • *model choice for ethical analysis and decision-making* • *role clarification in the health care team* • *ethical principles* • *values clarification* Bellin Hospital Ethics Workshop. *Expanding Your Horizon - A career in healthcare.* Green Bay Press-Gazette, Green Bay, WI. *Critical thinking skills for pediatric nurses.* Pediatric Nursing Staff Update, Bellin Hospital.
	Finesilver:	*Overview of nursing classification systems (NOC and NIC).* Bellin Health Systems Nursing Documentation Committee. *NCLEX blueprint.* Faculty presentation at BCON. *Test-taking strategies.* Certified Neuroscience Registered Nurse (CNRN) review course, St. Vincent Hospital, Green Bay, WI. *Neurodegenerative diseases.* Certified Neuroscience Registered Nurse (CNRN) review course, St. Vincent Hospital, Green Bay, WI. *Integrating nursing language into the curriculum.* Eta Pi Research Day: Nursing Care into the New Millennium. Sigma Theta Tau International. University of Wisconsin-Oshkosh, Oshkosh, WI.
	Fromm:	*Communicating with the Alzheimer's person.* Rebecca Haven Residential Care Apartment Facility, Green Bay, WI. *Interventions for Alzheimer's residents.* Grancare Nursing Home, Green Bay, WI. Maple Lane Nursing Home, Shawano, WI. Parkview Manor Nursing Home, Green Bay, WI. *Wellness after age sixty.* International Order of Mason, Green Bay, WI. *Preventing and managing Alzheimer's behaviors.* Rennes Nursing Home, Green Bay, WI. Oddfellow's Nursing Home, Green Bay, WI
	Harr:	*Using tables, columns, outlines.* Faculty, BCON. *Using internal and external e-mail.* Faculty, BCON. *Networking for the next millennium.* Faculty, BCON.
	Lidbury:	*Practices parents use to manage the tough times: Living with ADHD in the family. An interpretive research project.* BCON.

CATEGORY	FACULTY	
	Metzler:	*Incorporating standardized language into health care agencies.* Bellin Hospital Documentation Committee.
		Curriculum overview & NCLEX blueprint. Faculty, BCON.
		Myth makers/breakers - women's health update. Bellin College of Nursing donors.
		Incorporating standardized language into nursing curriculum. 15th Annual Eta Pi Research Day, University of Wisconsin-Oshkosh, Oshkosh, WI.
		Women's health: Heart health. Kappa Pi at Large, Green Bay, WI.
	Murphy:	*Distance education experiential learning activity.* Bellin College of Nursing.
		Content on pediatric nursing. Career Club, BCON.
		Hmong in Wisconsin - providing culturally competent care. Northeast Wisconsin Nurse Practitioner/ Physician's Assistant Provider Group.
	Nairn:	*Blood borne pathogens.* Enzymatic Therapy, Inc., Green Bay, WI.
		New product Eskimo-3® for heart health. Enzymatic Therapy, Inc., Green Bay, WI.
		New product Fiber Delights - fiber enzyme formula. Enzymatic Therapy, Inc., Green Bay, WI.
		New product Ivy Calm - natural ivy syrup for respiratory support. Enzymatic Therapy, Inc., Green Bay, WI.
		New product Indoplex® with DIM. Enzymatic Therapy, Inc., Green Bay, WI.
		New product AM/PM Menopause Formula™. Enzymatic Therapy, Inc., Green Bay, WI.
		New product PMS Symptom Free™. Enzymatic Therapy, Inc., Green Bay, WI.
		New product Black Cohosh - menopause support. Enzymatic Therapy, Inc., Green Bay, WI.
	Swanson:	*Survival tips for parents.* University of Wisconsin-Green Bay, Green Bay, WI.
		Orthopedic update. Critical Care Nurses, Two Rivers Hospital, Two Rivers, WI.

CATEGORY	FACULTY	
	Vandenhouten:	*Putting your best face forward.* Skin care strategies to prevent skin cancer and other signs of aging. Bellin College of Nursing donors.
		Genetics Update: Incorporating Genetics content in the nursing curriculum: strategies for implementation. BCON faculty development.
		Perioperative Nursing Practice BCON Career Club
	Zellner:	• *Basic EKG.* • *Emergency drugs - why and how.* • *Family dynamics in critical care.* • *Hemodynamics.* • *Drugs and drips in ICU.* • *Assessment skills and critical thinking.* • *Acute respiratory distress syndrome (ARDS).* Aurora Medical Center, Two Rivers, WI.
		Excellence in nursing. Bellin College of Nursing Sophomore Affirmation, Green Bay, WI.
		Effectiveness of separate vs integrated pharmacology content in baccalaureate program Sigma Theta Tau, Kappa Pi, Green Bay, WI.
		The Importance of Faculty Clinical Expertise in a Baccalaureate Program, (co-presenter) BCON.
National or International Presentations	Benishek:	An assessment tool to identify panic disorder. Annual Research Day, Chattanooga, TN.
	Boerst:	*Teaching pharmacology in a separate course vs integrated content.* Mosby's Faculty Institute 2002: Nurse Educators: Building Bridges to the Future, Scottsdale, AZ.
	Burruss:	*Dosing and administration of fibrinolytics - weigh the facts.* National ENA Meeting, New Orleans, LA.
	Finesilver:	*Issues in implementation/practice and education.* The University of Iowa College of Nursing, Organizations, Systems & Community Health Area of Study, Center for Nursing Classification, University of Iowa Hospitals and Clinics, Genesis Medical Center.
		Use of standardized language in neuroscience nursing. NANDA, NIC, NOC 2002: Developing, Linking and Integrating Nursing Language and Informatics, Chicago, IL.
		Use of standardized language in a baccalaureate curriculum. NANDA, NIC, NOC 2002: Developing, Linking and Integrating Nursing Language and Informatics, Chicago, IL.

CATEGORY	FACULTY	
		Education Champions. Institute on Nursing Informatics and Classification: 2001. The University of Iowa College of Nursing & The Center for Nursing Classification.
		Use of standardized language in neuroscience nursing. 33rd Annual Meeting of the American Association of Neuroscience Nurses, San Francisco, CA.
		Use of NANDA-NOC-NIC by graduate nurses. NANDA-NOC-NIC Conference, North American Nursing Diagnosis Association, New Orleans, LA.
	Lidbury:	*Challenges in conducting family health research.* Research Colloquium, School of Nursing, University of WI-Madison.
	Metzler:	*Issues in implementation/practice and education.* The University of Iowa College of Nursing, Organizations, Systems & Community Health Area of Study, Center for Nursing Classification, University of Iowa Hospitals and Clinics, Genesis Medical Center.
		Incorporating standardized language into a nursing curriculum. American Nursing Informatics Association and NANDA, NIC, NOC 2002: Developing, Linking and Integrating Nursing Language and Informatics, Chicago, IL.
		Education Champions. Institute on Nursing Informatics and Classification: 2001. The University of Iowa College of Nursing & The Center for Nursing Classification.
		Use of NANDA, NOC and NIC by graduate nurses in practice settings. 2nd conference on Nursing diagnosis, interventions and outcomes: Documenting nursing effectiveness by using nursing informatics, New Orleans, LA.
	Nairn:	*MDRO workshop.* Children's Hospitals and Clinics, Minneapolis, MN.
		Perinatal education update workshop. Children's Hospitals and Clinics, Minneapolis and St. Paul, MN.
		Breastfeeding/nutritional support for high risk families. Japanese Red Cross Hospital, Tokyo; Kangawa Children's Medical Center, Yokohama; Nihon Kekijuji, Chiguyo; NAF Atsugi Hospital; Yolosuka Navy Hospital; Yokota Air Base Hospital.
	Swanson:	*Summer nursing camp.* Sigma Theta Tau Biennial Convention, Indianapolis, IN.

CATEGORY	FACULTY	
	Vandenhouten:	*Three models of public health nursing education for BSN completion students.* 130th American Public Health Nursing Association Annual Meeting and Public Health Expo, Philadelphia, PA.
		Use of NANDA/NIC/NOC by graduate nurses in practice settings. 2nd conference on Nursing Diagnoses, Interventions & Outcomes: Documenting Nurse Effectiveness by Using Nursing Informatics, New Orleans, LA.
	Zellner:	*Curriculum revision - lessons learned...teaching pharmacology separate course vs integrated curriculum.* ANA Pharmacology Update for Nurse Practitioners, Milwaukee, WI.
		Curriculum revision - lessons learned...teaching pharmacology separate course vs integrated curriculum. Mosby's Faculty Development Institute 2002, Scottsdale, AZ.
National Publications	Benishek:	Journal of Pediatric Nursing: *Assessing the Side Effects of Psychiatric Medications in Children & Adolescents.*
		Center for Nursing Classification at the University of Iowa: *Curriculum guide for the implementation of the NANDA, NOC, and NIC into an undergraduate curriculum.*
		Nursing Times: *Phenomena of Dissociation in Adults With a Diagnosis of Substance Abuse: A Research Study.*
	Boerst:	Western Journal of Nursing Research: *Curriculum revision of teaching separate pharmacology versus integrated pharmacology content.*
		Center for Nursing Classification at the University of Iowa: *Curriculum guide for the implementation of the NANDA, NOC, and NIC into an undergraduate curriculum.*
	Burruss:	American Journal of Critical Care: *Acute aortic dissection during pregnancy.*
	Dauffenbach:	Prentice Hall Reviews in Nursing Series: Child Health Nursing: *Integumentary health problems in children.*
		Prentice Hall Reviews in Nursing Series: Child Health Nursing: *Nursing Process, physical assessment and common laboratory tests.*
		Review for NCLEX-PN (7th ed.): *Exam questions*

CATEGORY	FACULTY	
	Finesilver: RN: *A new age for childhood diseases: Down syndrome.*	
		Progress in Cardiovascular Nursing: *Pulmonary Assessment - What you need to know.*
		The Center for Nursing Classification at the University of Iowa: *Curriculum guide for the implementation of NANDA, NIC and NOC into an undergraduate program.* Co-editor.
		Sigma Theta Tau International: *Pharmacologic Treatment of neuropathic pain* (online case study).
		RN's Travel Nurse Today: *Perfecting your skills - respiratory assessment.*
		J. McClosky & G. Bulechek, W. B. Saunders: *Nursing Interventions: Effective nursing treatments. (3rd ed.).*
		C. V. Mosby Company: *curriculum guide for implementation of NANDA/NOC/NIC into nursing program curricula.*
		Nursing Outcome Classification (2nd ed.) C. V. Mosby: *Implementation of NOC in a baccalaureate curriculum.*
		Test Manual for Fundamentals of Contemporary Nursing Practice, W. B. Saunders: *Rest and Sleep.*
		Test Manual for Fundamentals of Contemporary Nursing Practice, W. B. Saunders: *Pain and comfort.*
	Fromm:	Center for Nursing Classification at the University of Iowa: *Curriculum guide for the implementation of the NANDA, NOC, and NIC into an undergraduate curriculum.*
	Harr:	Center for Nursing Classification at the University of Iowa: *Curriculum guide for the implementation of the NANDA, NOC, and NIC into an undergraduate curriculum.*
	Lidbury:	Center for Nursing Classification at the University of Iowa: *Curriculum guide for the implementation of the NANDA, NOC, and NIC into an undergraduate curriculum.*
	Metzler:	The Center for Nursing Classification at The University of Iowa: *Curriculum guide for implementation of the NANDA, NIC and NOC into an undergraduate curriculum.* Co-editor.
		C. V. Mosby Company: *curriculum guide for implementation of NANDA/NOC/NIC into nursing program curricula.*
		Nursing Outcome Classification (3rd ed.) C. V. Mosby: *Implementation of NOC in a baccalaureate curriculum.*

CATEGORY	FACULTY	
		Nursing Interventions: Effective nursing treatments (3rd ed.), J. McCloskey & G. Bulechek, W. B. Saunders: *Positioning.*
		Study guides and test banks to accompany: Fundamentals of Contemporary Nursing Practice, W. B. Saunders: *Pharmacology and medication administration* *Patient assessment* *Sterile technique and infection control* *Pharmacology and medication administration* *Documentation* *Urinary elimination*
	Murphy:	Center for Nursing Classification at the University of Iowa: *Curriculum guide for the implementation of the NANDA, NOC, and NIC into an undergraduate curriculum.*
	Swanson:	Center for Nursing Classification at the University of Iowa: *Curriculum guide for the implementation of the NANDA, NOC, and NIC into an undergraduate curriculum.*
	Vandenhouten:	Nursing Outcomes Classification (NOC) (2nd ed.): *Implementation of NOC (Appendix C).*
		Center for Nursing Classification at the University of Iowa: *Curriculum guide for the implementation of the NANDA, NOC, and NIC into an undergraduate curriculum.*
		Study guides and test bank to accompany: *Fundamentals of Contemporary Nursing Practice,* W. B. Saunders: *Pain and Comfort* *Sexual Health Protection and Health Promotion*
	Zellner:	RN Magazine: *Iatrogenic injuries: Acute tubular necrosis.*
		Center for Nursing Classification at the University of Iowa: *Curriculum guide for the implementation of the NANDA, NOC, and NIC into an undergraduate curriculum.*
		Western Journal of Nursing Research: *Teaching Separate Versus Integrated Pharmacology Content.*
Professional External Service	Benishek:	Consultant to nurse practitioners regarding *psychiatric issues and medications.*
		Co-founder and member, *N.E.W. Psychiatric Nurses & Mental Health Nurses Association.*
	Boerst:	Manuscript Reviewer, Prentice Hall Health, Norwood, S. *Nurses as Consultants.*
	Burruss:	Chapter Reviewer: *Morton Critical Care.*
		Textbook Reviewer, *Porth Pathophysiology.*

CATEGORY	FACULTY	
	Finesilver:	Reviewer, *RN Magazine.* Reviewer, Lemone & Burke *Medical Surgical Nursing (3rd ed.).*
		Item writer, *National Council Nurse Licensure Examination (NCLEX).* Reviewer, *American Association of Neuroscience Nurses (AANN).* AANN's Core Curriculum. (4th ed.). Reviewer of sleep and pain content. Consultant, *Center for Nursing Classification (CNC).* University of Iowa College of Nursing. Member, *Nurses' Book Society Advisory Board.* Role is to communicate with the director as needed on potential offerings, target population, etc. Reviewer, *Nursing Diagnosis: The International Journal of Nursing Language and Classification.*
	Fromm:	Chair of Education Committee, *National and Greater Wisconsin Chapter of the Alzheimer's Association.* New Horizons: *Book review.* Planning Committee, State Alzheimer's Association
	Harr:	Nursing Expert Witness, *legal case* Nursing Expert, legal case
	Metzler:	Item Writer, approved by the *WI State Board of Nursing* to write for *NCLEX.* Jan, 2002. Item Writer, approved by the *WI State Board of Nursing* to write for *NCLEX.* Jan, 2001. Item Writer, approved by the *WI State Board of Nursing* to write for *NCLEX, Alternate.* Consultant, *Harcourt Health Sciences Nursing Process, diagnosis, NIC & NOC books - the basic facts selling guide - "A Nurse Educator's View".* Consultant to Bellin Hospital Documentation Committee, *Incorporating Standardized language into a health care agency.*
	Swanson:	Expert Witness work, *nursing issue*

CATEGORY	FACULTY	
	Vandenhouten:	Consultant, *Bellin Memorial Hospital, Surgical Services Quality Assurance Study* for the practice of asepsis in the operation room. Reviewer, *Real-World Nursing Survival Guide: Pathophysiology*. (2002). Chapter 1 (Introduction to Pathophysiology, Chapter 2 (Immune System), Chapter 12, (Musculoskeletal), Chapter 15 (Pain Syndromes). Saunders. Reviewer, *Real-World Nursing Survival Guide: Pharmacology*. (2002). Chapter 2 (Anti-infectives), Chapter 12 (Drugs Affecting the Musculoskeletal System), Chapter 15 (Agents Used in Pain Relief). Saunders.
	Zellner:	Journal Manuscript Reviewer, *RN Magazine*. Reviewer, *"Let's Talk About it...Human Sexuality for Health Care Providers"*. (Publication date: Fall 2002). Lippincott, Williams & Wilkins. Reviewer in 2nd ed. of: Valenti, L., Rozinski, M. & Tamblyn, R. (2001). *Lippincott's Review Series: Critical Care Nursing*. Lippincott. Reviewer in 4th ed. of: Thelan, L., Urden, P., Lough, M., & Stacy, K. (2001). *Critical Care Nursing: Diagnosis and Management*. Mosby: Chicago, Chapter 40 (Endocrine) and Chapter 41 (Endocrine Disorders and their Management). Reviewer, Kidd, P. & Wagner, K. (2001). *High Acuity Nursing*. Prentice Hall: Upper Saddle River, NJ. Contributor in 9th ed. of: Tortora, G. & Grabowski, S. (1999). *Principles of Anatomy and Physiology: Clinical Applications Homeostatic Imbalances*. Harper Collins: New York.
Offices held in Nursing Organizations	Burruss:	Board of Directors, NEW Chapter AACN Finance Chairperson, Kappa Pi Research Committee, Sigma Theta Tau, Kappa Pi
	Dauffenbach:	Bylaws Chair, Wisconsin League for Nursing Selection Committee, Northeast Wisconsin Nurse of the Year, WLN
	Harr:	Board Member, American Association of Critical Care Nurses (AACN)
	Lidbury:	Secretary, Kappa Pi at Large Continuing Education Approval Committee, WNA

CATEGORY	FACULTY	
	Morris:	Secretary, NEWDNA Coordinator, NEWDNA Career Expo Past President, NEWDNA Community Service Project Coordinator, NEWDNA Bylaws Committee Chair, NEWDNA President, NEWDNA
	Swanson:	Secretary, Eastern WI Area Health Education Center Board Member, Eastern WI Area Health Education Center
	Vandenhouten:	Past-President, Research Chairperson, Northeast Wisconsin Association of Operating Room Nurses (AORN). President, AORN Project Alpha Chairperson, AORN Vice President, Program Committee, Sigma Theta Tau Kappa Pi Chapter-at-Large Board of Directors, Northeast Wisconsin District Nurses Association Nursing Education Council, Wisconsin Nurses Association
	Zellner:	Nominations Committee Chair, Wisconsin League for Nursing
Awards & Recognition	Boerst:	Kappa Pi Chapter-at-Large Research Grant Award
	Fromm:	Nishioka Family Faculty Excellence Award, BCON Alzheimer's Association Board Member Award
	Lidbury:	Nishioka Family Faculty Excellence Award, BCON UW-Madison Top 10% Special Recognition
	Morris:	Nurse of the Year Award, Northeast Wisconsin District Nurses
	Vandenhouten:	Nishioka Family Faculty Excellence Award, BCON
	Zellner:	Member of the Year Award, Northeast Wisconsin Chapter, AACN Nishioka Family Faculty Excellence Award, BCON Kappa Pi Chapter-at-Large Research Grant Award
Community Involvement	Benishek:	Chair & Co-Chair, Big Event for Little Kids
	Boedeker:	Co-Chair, Big Event for Little Kids
	Boerst:.	Speaker, Seymour High School Health Class
	Burruss:	American Heart Association - Heart Ball 2001
	Finesilver:	De Pere, WI, Health Board Member

CATEGORY	FACULTY	
	Fromm:	Conducted Foot Care Clinics at Aging Resource Center
	Harr:	Chair, Big Event for Little Kids
	Lidbury:	Shawano County Health Dept. Charter Board Member Elected Vice Chairperson
		Shawano Community Home Care Professional Advisory Committee
		Brown County Task Force on AIDS Education Committee
	Metzler:	Presenter, *Myth Makers/Myth Breakers: A women's health update*, BCON donors
	Murphy:	Camp Nurse, Elks/Easter Seals Camp Respite
		Presenter, Immunization Update, First Northern Bank Health Fair.
		Co-Chair, Big Event for Little Kids Coordinator, Student volunteers
		Facilitator, Jump Rope for Heart
	Swanson:	Kewaunee County, WI, Tobacco Free Coalition
		Facilitator, Fresh Start
	Vandenhouten:	Member, Brown County Tobacco Free Coalition
		Presenter, Kewaunee County Rural Safety Day
		Presenter, Intro to Health Careers Class - Pulaski High School
		Participant, Neighborhood Survey Team, Green Bay Multicultural Center
		Screened phone calls during phone-in session for New In-School Telecommunications (NEWIST): Parent Connection: Kids and Materialism
		Presenter, Anne Sullivan School Career Fair
Grants Received	Boerst:	Kappa Pi Chapter-at-Large Research Grant Award: Curriculum revision: Lessons learned teaching pharmacology in a separate vs integrated content.
	Lidbury:	Fuld Grant: BCON-Oneida Community Partnership
	Zellner:	Kappa Pi Chapter-at-Large - Sigma Theta Tau, Co-recipient of Small Research Grant - The processes used by critical care nurses to work through ethical dilemmas.
Research	Boerst:	*Curriculum revision: Lessons learned teaching pharmacology in a separate course vs integrated content.* BCON.

CATEGORY	FACULTY	
	Burruss:	*The Effect of a Preoperative and Postoperative State Anxiety in Coronary Artery Bypass Patients.* *Is There a Difference in Pain Relief Between Tylenol #3 and Darvocet When Given to Postoperative Cardiac Surgical Patients?*
	Lidbury:	International Heideggerian Hermeneutics Research Institute
	Morris:	*Evaluation of a Peripheral Vascular Assessment Tool.* (In process.)
	Nairn:	Principle Investigator: *Evaluation of the Effectiveness of a new product to support women's health during menopause - Black Cohosh*, Enzymatic Therapy, Inc., Green Bay, WI. Principle Investigator: *Evaluation of the Effectiveness of a new product to support respiratory health in children*, Enzymatic Therapy, Inc., Green Bay, WI. Principle Investigator: *Evaluation of the Effectiveness of a new product for GI Health - Natural Fiber*, Enzymatic Therapy, Inc., Green Bay, WI. Data gatherer *research project*, Vermont-Oxford NICQ Family Centered Care Task Force.
	Zellner:	*Curriculum revision: Lessons learned teaching pharmacology in a separate course vs integrated content.* BCON.
Clinical Certification	See Appendix II-D.	

Appendix 3F-1
BCON Faculty Development Program Offerings
2000-2003

10-17-03:	Report on presentation at the Fifth National Conference on Nursing Skills Laboratories in San Antonio, TX, Summer 2003. Title: Teaching Nursing Skills Using Standardized Nursing in Clinical Simulations. Speakers: Jill Harr and Carol Morris. (1.0 hrs)
8-20-03:	Implications for Genetics in Nursing Education. Speaker: Chris Vandenhouten.(2 hours)
5-28-03:	Genetics Update for Nursing Faculty: Implications for Practice and Education. Speaker: Theresa Shuck, St. Vincent's Genetic Counselor. (4 hours)
5-29-02	Distance Education Experiential Learning Activity (Part II), 2 hours.
5-21-02	Hispanic Healthcare Issues, 1.0 hours.
4-29-02	Distance Education Experiential Learning Activity (Part I), 1.5 hours.
1-08-02	Educating Across the Generational Divide (Part II), 3.4 contact hours.
8-21-02	Educating Across the Generational Divide (Part I), 5.9 contact hours.
5-15-01	NCLEX Blueprint, 4.2 contact hours.
1-8-01	Students in Stress, 2.2 contact hours.
5-17-00	Faculty Development 2000, 6.6 contact hours.

Appendix 3F-2
Topics of the Teaching Learning Circles
1998-1999, 2003-2004

Date	Article Title/Journal
2/9/04	"Covering Content and Teaching Thinking: Deconstructing the Additive curriculum." Journal of Nursing Education, Vol. 43, No.1
1/19/04	"Collaboration for Teaching Innovation: Writing across the curriculum in a school of Nursing." Journal of Nursing Education, Vol. 40, No. 8
12/15/04	"Multicultural Nursing Education" and "Beyond Cultural Competence: Teaching about Race, Gender, Class and Sexual Orientation" Journal of Nursing Education, Vol. 40, No. 6
12/1/03	"Teaching and Measuring Critical Thinking." Journal of Nursing Education
5/3/99	"Dealing with difficult students in the classroom" Nurse Educator, Vol. 22, No. 5
4/19/99	"Developing and scoring essay tests" Nurse Educator, Vol. 24, No. 2
4/5/99	"Nursing education for critical thinking: An integrative review" Journal of Nursing Education, Vol. 38, No. 3
3/8/99	"Teaching feminist group process within a nursing curriculum" Journal of Nursing Education, Vol. 38, No. 2
2/26/99	"Concept maps: A strategy to teach and evaluate critical thinking" Journal of Nursing Education, Vol. 38, No. 1
2/8/99	"Critically reflective practice" Journal of Continuing Education in the Health Professions, Vol. 18
11/23/98	"Learning-as-testing: A Heideggerian hermeneutical analysis of the lived experiences of students and teachers in nursing." Advances in Nursing Science, Vol. 14, No. 3
11/2/98	"Behavioral pedagogy: A Heideggerian hermeneutical analysis of the lived experiences of students and teachers in baccalaureate nursing education." Journal of Nursing Education, Vol. 32, No. 6

MSN PROGRAM
PRELIMINARY PROJECTION

MSN Program Projection Variables:

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
# of MSN Students	40	70	100	130	130	130	130	130
Total # of Credits	340	565	1075	1585	1435	1585	1435	1585
Program Director FTE	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Teaching Faculty FTE	0.5	1.5	3.3	5.0	4.5	5.0	4.5	5.0
Technology Support FTE	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Staff FTE	0.75	0.75	1.50	1.50	1.50	1.50	1.50	1.50
Tuition per Credit	475.00	498.75	523.69	549.87	577.37	606.23	636.55	668.37
Tech Fees per credit	13.00	13.65	14.33	15.05	15.80	16.59	17.42	18.29
Program Director Salary (per FTE)	74,000.00	76,220.00	78,506.60	81,646.86	84,912.74	89,158.38	93,616.29	98,297.11
Teaching Faculty Salary (per FTE)	63,000.00	64,890.00	66,836.70	69,510.17	72,290.57	75,905.10	79,700.36	83,685.38
Technology Support Salary (per FTE)	34,000.00	35,020.00	36,070.60	37,513.42	39,013.96	40,964.66	43,012.89	45,163.54
Staff Salary (per FTE)	37,760.00	38,892.80	40,059.58	41,661.97	43,328.45	45,494.87	47,769.61	50,158.09

Projected Income Statement for MSN Program

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
REVENUE								
Tuition	161,500	281,794	562,964	871,547	828,519	960,880	913,443	1,059,371
Total Revenue	161,500	281,794	562,964	871,547	828,519	960,880	913,443	1,059,371
EXPENSES								
Salaries & Benefits								
Program Director Salary	74,000	76,220	78,507	81,647	84,913	89,158	93,616	98,297
Teaching Faculty Salaries	31,500	97,335	220,561	347,551	325,308	379,526	358,652	418,427
Technology Support	8,500	8,755	9,018	9,378	9,753	10,241	10,753	11,291
Staff Salaries	28,320	29,170	60,089	62,493	64,993	68,242	71,654	75,237
Benefits @ 29%	41,273	61,329	106,771	145,310	140,640	158,679	155,056	174,943
Instruction Costs								
Reference Books	750	500	750	500	1,000	1,000	1,000	1,000
Business Travel	500	500	1,000	1,000	1,500	2,000	2,000	2,000
Faculty Development/Travel ($1000/FTE)	1,500	2,500	6,000	5,500	6,000	6,000	6,000	6,000
Support Services								
Supplies ($100/student)	4,000	7,000	10,000	13,000	13,000	13,000	13,000	13,000
Institutional Support								
CCNE (Additional Fee - $2100 for BSN& MSN)			1,050	1,050	1,050	1,050	1,050	1,050
Subscriptions	500	600	700	800	900	1,000	1,100	1,200
Telephone Increases	300	400	500	600	700	800	900	1,000
Insurance	2,000	2,080	2,163	2,250	2,340	2,433	2,531	2,632
Technology Annual Upgrade (Software)	300	300	400	500	600	700	800	900
Recruitment								
Brochures/Pamphlets	1,000	500	1,000	1,000	1,000	1,000	1,000	1,000
Website Annual Update	400	416	433	450	468	487	506	526
Total Expenses	194,843	287,605	498,941	673,029	654,164	735,316	719,618	808,503
NET INCOME (LOSS)	**(33,343)**	**(5,811)**	**64,023**	**198,518**	**174,355**	**225,565**	**193,824**	**250,867**

1/08/04 VERSION

Appendix, CHG 1 p1

MSN PROGRAM
PRELIMINARY PROJECTION

MSN Program Projection

Assumptions:	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**
Annual Tuition and Fee Percentage (%) Increase		5%	5%	5%	5%	5%	5%	5%
Annual Salary Percentage Increase		3%	4%	4%	5%	5%	5%	5%
Tech Support is .5 FTE (.25 to MSN and .25 to BSN)								
Increase in expenses proposed at 4% annually								

Note: Additional space needs and computer hardware needs are excluded from this projection

Revenue/Expenses that will have a net effect of $0.00 (with suggested fees)

	2004-05	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**
Application Fees per student	$25-$100	$25-$100						
Tech Fees per student	$110/110	$110/110	$155/155	$183/183				
Background checks per student	$50/50	$50/50						
Drug Screens per student	$25/25	$25/25						
Student Services Fee per student	$80/80	$80/80						
ATI Testing Fee per student	$50/50	$50/50						
Graduation Fee per student	$100-$250	$100-$250						
Withdrawal Fee per student	Sliding date line							
	$100 per course for on-line							
Education Materials - Lab Fee	TBD	TBD						

Bellin College of Nursing
Graduate Program
Summary of Needs Assessment
(Spring 2002)

ASSESSMENT OVERVIEW

The data collection for this Needs Assessment involved two mechanisms:

1. **Telephone Survey:** The Leede Research Group (http://www.leede.com) conducted telephone interviews of a random sampling of Registered Nurses (prospective graduate program students) and health care employers.
2. **Mail Survey:** All Bellin College of Nursing (BCON) baccalaureate alumni, current BCON students, and students of two associate degree programs (identified as School 1 and School 2), were surveyed via a paper instrument.

ASSESSMENT FINDINGS

1. **Telephone Survey:**

a. Registered Nurses, n=100	
MSN Interest	40%
Specialty Preference	35% Nurse Practitioner
	18% Educator
	13% Community Health
	11% Nursing Administration
	9% Clinical Nurse Specialist

b. Clinical Agency Employers, n=39	
MSN Current Need	25%
MSN Future Need	53%
Specialty Preference	40% Clinical Nurse Specialist
	30% Nursing Administration
	20% Nurse Practitioner

2. **Paper Survey:**

SOURCE	MSN Interest	Specialty Preference						
		Administrator	Anesthesia	Clinical Nurse Specialist	Community Health	Educator	Midwifery	Practitioner
BCON BSN alumni n=278/566/49%	62%	6	5	3	4	2	7	1
BCON BSN current students n=134/146/92%	80%	7	3	2	5	6	4	1
School 1 ADN students n=38/130/29%	82%	7	5	2	4	3	6	1
School 2 ADN students n=25/100/25%	84%	7	2	3	6	4	5	1

Appendix, CHG 2

Bellin College of Nursing
Board of Trustees Executive Committee
Special Meeting Minutes
January 13, 2004 Allouez Admin. Building, BMG Conf. 164

Presiding:	Kathleen Riley
Others Present:	E. Lee, M. Frost, T. Prust, G. Kerwin
Staff:	Joyce McCollum(Recording), Teresa Halcsik, Patricia Swinford

Call to Order: K. Riley called the meeting to order at 8:30 a.m.

Minutes: Approval of the minutes of the December 4, 2003 minutes were deferred.

Purpose of Special Meeting: Director of Graduate Program

The purpose of the special meeting was to discuss a request by administration to post a Director of the Graduate Program position for the MSN program with the condition that HLC approval is needed prior to starting the graduate program. The request comes to the Executive Committee because it is a strategic initiative with budget implications.

Dean Swinford summarized the progress of the MSN program planning and reviewed the MSN program budget dated, January 8, 2004 (Attachment A). She also reviewed, Notes for Special Executive Committee Meeting, January 13, 2004 which identified budget changes since the original proposal and the rationale for the "Director" title for the lead position for the graduate program (Attachment B). It was noted that the technology position will be shared between the BSN and MSN program at a .5 FTE. Dean Swinford also provided a draft of a position description for Director of the Graduate Program which will be a noncontract position (Attachment C).

Dean Swinford shared the potential salary ($74,000) of the Director and provided a handout, "Information on Director's Salary dated Jan. 12, 2004 which came from the American Association of Colleges of Nursing 2003 report and from the University of Wisconsin salary reference book. (Attachment D).

A handout on Tuition and Fees, Graduate Programs in Nursing 2003-2004 (Attachment E) was reviewed. The proposed per credit charge for the graduate program is $475 which would be competitive in this market. It is lower than the BSN per credit charge which is $610 this year as the same level of clinical supervision is not required for graduate students.

The tracks of the proposed program are Nursing Education and Nursing Leadership.

There were questions from the Executive Committee members and G. Kerwin which were answered by Dean Swinford. See the attachment titled, Questions and Answers about the MSN program for details. (Attachment F).

ACTION: It was moved, seconded and a motion passed to post the Director of the Graduate Program position internally and online now and to develop external postings to go to newspapers such as Milwaukee and Madison, Nursing Matters, and to select nursing organizations such as Sigma Theta Tau online near the end of January or early February and a time line be prepared for the Board of Trustees. The condition that the position is contingent on approval from the Higher Learning Commission will be clear in the postings.

Assignment: G. Kerwin will present the status of the MSN program to the Bellin Health System Board at one of their upcoming meetings.

Assignment: Dean Swinford will give a progress report on the MSN program as part of the Strategic Plan update at the February 12, 2004 Trustee Meeting. It will include a time line for filling the Director position.

Adjournment: The meeting was adjourned at 9:45 a.m.

Attachment A

MS gran ectic

PR MIN I EC N

Variables:

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
# of MSN Students	40	70	100	130	130	130	130	130
Total # of Credits	340	565	1075	1585	1435	1585	1435	1585
Program Director FTE	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Teaching Faculty FTE	0.5	1.5	3.3	5.0	4.5	5.0	4.5	5.0
Technology Support FTE	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Staff FTE	0.75	0.75	1.50	1.50	1.50	1.50	1.50	1.50
Tuition per Credit	475.00	498.75	523.69	549.87	577.37	606.23	636.55	668.37
Tech Fees per credit	13.00	13.65	14.33	15.05	15.80	16.59	17.42	18.29
Program Director Salary (per FTE)	74,000.00	76,220.00	78,506.60	81,646.86	84,912.74	89,158.38	93,616.29	98,297.11
Teaching Faculty Salary (per FTE)	63,000.00	64,890.00	66,836.70	69,510.17	72,290.57	75,905.10	79,700.36	83,685.38
Technology Support Salary (per FTE)	34,000.00	35,020.00	36,070.60	37,513.42	39,013.96	40,964.66	43,012.89	45,163.54
Staff Salary (per FTE)	37,760.00	38,892.80	40,059.58	41,661.97	43,328.45	45,494.87	47,769.61	50,158.09

Projected Income Statement for MSN Program

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
REVENUE								
Tuition	161,500	281,794	562,964	871,547	828,519	960,880	913,443	1,059,371
Total Revenue	161,500	281,794	562,964	871,547	828,519	960,880	913,443	1,059,371
EXPENSES								
Salaries & Benefits								
Program Director Salary	74,000	76,220	78,507	81,647	84,913	89,158	93,616	98,297
Teaching Faculty Salaries	31,500	97,335	220,561	347,551	325,308	379,526	358,652	418,427
Technology Support	8,500	8,755	9,018	9,378	9,753	10,241	10,753	11,291
Staff Salaries	28,320	29,170	60,089	62,493	64,993	68,242	71,654	75,237
Benefits @ 29%	41,273	61,329	106,771	145,310	140,640	158,679	155,056	174,943
Instruction Costs								
Reference Books	750	500	750	500	1,000	1,000	1,000	1,000
Business Travel	500	500	1,000	1,000	1,500	2,000	2,000	2,000
Faculty Development/Travel ($1000/FTE)	1,500	2,500	6,000	5,500	6,000	6,000	6,000	6,000
Support Services								
Supplies ($100/student)	4,000	7,000	10,000	13,000	13,000	13,000	13,000	13,000
Institutional Support								
CCNE (Additional Fee - $2100 for BSN& MSN)			1,050	1,050	1,050	1,050	1,050	1,050
Subscriptions	500	600	700	800	900	1,000	1,100	1,200
Telephone Increases	300	400	500	600	700	800	900	1,000
Insurance	2,000	2,080	2,163	2,250	2,340	2,433	2,531	2,632
Technology Annual Upgrade (Software)	300	300	400	500	600	700	800	900
Recruitment								
Brochures/Pamphlets	1,000	500	1,000	1,000	1,000	1,000	1,000	1,000
Website Annual Update	400	416	433	450	468	487	506	526
Total Expenses	194,843	287,605	498,941	673,029	654,164	735,316	719,618	808,503
NET INCOME (LOSS)	(33,343)	(5,811)	64,023	198,518	174,355	225,565	193,824	250,867

1/08/04 VERSION

PRELIMINAR[illegible]ROJECTION

MSN Program Projection

Assumptions:

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Annual Tuition and Fee Percentage (%) Increase		5%	5%	5%	5%	5%	5%	5%
Annual Salary Percentage Increase		3%	4%	4%	5%	5%	5%	5%
Tech Support is .5 FTE (.25 to MSN and .25 to BSN)								
Increase in expenses proposed at 4% annually								

Note: Additional space needs and computer hardware needs are excluded from this projection

Revenue/Expenses that will have a net effect of $0.00 (with suggested fees)

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Application Fees per student	$25-$100	$25-$100						
Tech Fees per student	$110/110	$110/110	$155/155	$183/183				
Background checks per student	$50/50	$50/50						
Drug Screens per student	$25/25	$25/25						
Student Services Fee per student	$80/80	$80/80						
ATI Testing Fee per student	$50/50	$50/50						
Graduation Fee per student	$100-$250	$100-$250						
Withdrawal Fee per student	Sliding date line							
	$100 per course for on-line							
Education Materials - Lab Fee	TBD	TBD						

1/08/04 VERSION

Appendix, CHG 3 p[illegible]

Appendix B

Notes for Special Executive Committee Meeting, January 13, 2004

Budget changes since original proposal:

-not based on CRNA program which had very different numbers

-does not have medicare pass-through

-does have a full time director rather than a gradually increasing FTE.

-tuition is lower to remain competitive in the market

-based on a part-time program of study with both compressed scheduling and distance ed. delivery (20 per group), to be responsive to 2 audiences

Director Position:

-Director title rather than associate dean, assistant dean, or chair which increases the demand for salary considerably.

-when approved by HLC, program needs to come up big and well-coordinated. The first two years will create the success, or not. Will also undergo accreditation within its second year (CCNE).

-12 month rather than 9 month position because courses and students will be year round. We could hire for 9 month initially and gradually increase to 12 months but it will be difficult to hire anyone with experience to 9 months.

-Proposed salary is appropriate but is less than the minimum salary for full professor, doctorally prepared for nine months (Scale is $58,347through $67,847, depending on years of service).

-Salary of concern when compared to Dean's salary, but is competitive.

Attachment C

Draft 12-10-03
01-07-04

BELLIN COLLEGE OF NURSING
POSITION DESCRIPTION FOR THE
DIRECTOR OF THE GRADUATE NURSING PROGRAM

POSITION SUMMARY:

The Director of the Graduate Nursing Program is responsible for the administration of the graduate nursing program.

REPORTING STRUCTURE:

This position reports to the Dean of the Nursing Program.

KEY DUTIES AND EXPECTATIONS:

Participates in creating a college environment that supports and enhances the college mission and more specifically the graduate nursing program.

Assures the integrity of the graduate curriculum through effective planning, implementing, and evaluation of the graduate nursing program.

a. Provides guidance to and collaborates with faculty members regarding their respective areas of responsibility for the curriculum.
b. Communicates curriculum changes to the Dean and other appropriate departments.
c. Oversees the committee structure of the graduate program and ensures effective coordination with the undergraduate committees.
d. Meets with students individually, with groups, or classes as needed.

Assures coordination of the development, approval, and scheduling of practicum sites and community resources to maintain and enhance the educational program.

Serves as a mentor and role model for faculty.

Maintains standards and assumes responsibilities for accreditation with the Commission on Collegiate Nursing Education (CCNE).

Chairs the Graduate Program Committee.

Facilitates the input of faculty into the budget for the Graduate Nursing Department and submits recommended budget to the Dean. Administers allocated budget in a cost-efficient manner.

In conjunction with the Dean, assures adequate faculty to meet the objectives of the educational program.

a. Initiates and oversees recruitment of faculty.
b. Plans orientation of faculty
c. Plans faculty teaching assignments.
d. Evaluates faculty.

Assists/initiates the development and implementation of policies related to the graduate nursing program.

Facilitates an environment of continuous quality improvement.

Participates in scholarly activities.

Teaches in the nursing program.

Acts as an official spokesperson for the graduate nursing program in the community, with practicum agencies, professional and accreditation bodies.

Serves as a member of college committees/councils.

Assumes responsibilities for administrative activities and projects as delegated by the Dean.

QUALIFICATIONS:

Education:
Graduation from an accredited school of nursing and currently registered in the state of Wisconsin, a master's degree in nursing with an earned doctorate in nursing or a related discipline.

Experience:
A minimum of five years of nursing experience within the immediate past 10 years including three years experience as a faculty member in a baccalaureate or graduate nursing education program, and two years experience in an administrative role in a nursing education program.

Appendix D

Information on Director's Salary
01.12.04

American Association of Colleges of Nursing – 2003 Report

Academic and Calendar Year: Percentile Salaries for Full-Time Administrative Nurse Faculty by Title. Tables 48, 49,50,51,52

Director	Valid N	10th	25th	50th	75th	90th
Academic Year	400	47,447	54,009	63,117	73,204	87,022
Midwest – Academic Yr	109	43,500	52,598	63,812	73,152	86,198
Secular – Academic Yr	74	50,662	57,195	63,176	76,672	92,080
No Academic Health Ctr	229	45,011	51,680	60,104	68,435	80,921
College (vs university)	41	41,955	46,850	51,516	62,755	74,700
Calendar Year	400	57,991	66,011	77,144	89,471	106,361
Midwest	109	53,167	64,286	77,992	89,408	105,353
Secular	74	61,920	69,905	77,875	93,710	112,542
No Academic Health Ctr	229	55,013	63,165	73,460	83,643	98,904
College (vs university)	41	51,279	57,261	62,964	76,701	91,300

American Association of Colleges of Nursing – 2003 Report

Academic and Calendar Year: Minimum, Mean and Median Salaries for Full-Time Administrative Nursing Faculty According to Rank, Title and Degree Level Table 45 & 46

Director	Professor		Associate Professor		Assistant Professor	
	Mean	Median	Mean	Median	Mean	Median
Academic Year						
Doctoral	76,960	76,214	66,014	64,532	60,953	58,606
Non-doctoral	57,204	58,435	52,522	52,497	56,953	55,204
Calendar Year						
Doctoral	94,139	93,853	80,624	78,852	74,384	71,313
Non-doctoral	69,915	71,421	64,193	64,163	69,609	67,472

American Association of Colleges of Nursing – 2003 Report

Academic and Calendar Year: Percentile Salaries for Full-Time Administrative Nursing Faculty According to Rank, Title and Degree Level
Table 47

Director	Professor			Associate Professor			Assistant Professor		
	25th	50th	75th	25th	50th	75th	25th	50th	75th
Academic Year	66,556	76,788	87,594	58,813	64,515	70,287	52,609	58,347	63,066
Calendar Year	81,346	93,853	107,060	71,882	78,852	85,906	64,300	71,313	77,081

2002-2003 UW System Red Book
2002-03 Budget Staff Detail

University of Wisconsin – Oshkosh
Calendar Year Appointments
Director of Graduate Programs
Associate Professor $77,091

University of Wisconsin – Eau Claire
Calendar Year Appointment
Acting Associate Dean (80% appointment) $71,752

University of Wisconsin – Madison
Calendar Year Appointment
Associate Dean (Outreach, Cont Ed)
50% Appointment $63,977
Associate Dean
75% Appointment $74,212

University of Wisconsin – Milwaukee
Calendar Year Appointment
Associate Dean (Grad Studies) $96,233

Graduate Programs in Nursing
2003 - 2004

a/o 11/11/2003

Institution	Program Type	Tuition & Fees	Tech/Fee	Distance Ed?	Credits
Cardinal Stritch Milwaukee, WI	• Nurse Educator o client educator o nurse educator o staff development	$440/credit *(tuition for each cohort remains the same throughout the entire program)*	$75/semester *(unsure if it is a tech fee or just a fee)*	semi-accelerated F to F	36
Concordia University Mequon, WI	• Nurse Educator • Nurse Practitioner	$400/credit	UNK	YES	44
Edgewood College Madison, WI	• Nursing Administration • Nursing Education • Nursing as Health Ministry	$485/credit	UNK	UNK	38
Marian College Fond du Lac, WI	• Adult Nurse Practitioner • Nurse Educator	$375/credit	UNK	UNK	39 – 42
Marquette University Milwaukee, WI	• Advanced Practice o acute care o adults o children o nurse midwifery o older adults • Health Care Leadership • MSN for non-nursing majors • RN to MSN	$600+/credit	UNK	UNK	39+
UW – Madison Madison, WI	• Multiple Programs • RN to MSN	$431/credit 8+ = $3,439.75	UNK	UNK	UNK
UW – Milwaukee Milwaukee, WI	• Clinical Nurse Specialist • Family Nurse Practitioner • MS Nursing/MBA • RN to MSN	$633.56/credit 8+ = $3,701.35	UNK	UNK	UNK
UW – Oshkosh Oshkosh, WI	• Family Nurse Practitioner • Primary Care	$297.57/credit 9+ = $2,667.35	UNK	UNK	UNK
Viterbo University La Crosse, WI	• Adult Nurse Practitioner • Nurse Educator • Nurse Leadership	$455/credit	UNK	UNK	37 – 43

Graduate Programs in Nursing
2003 - 2004

a/o 11/11/2003

Institution	Program Type	Tuition & Fees	Tech/Fee	Distance Ed?	Credits
Allen College Waterloo, IA	• Family Nurse Practitioner • Health Education • Leadership in Health Care Delivery	$490/credit	$100/semester	UNK	40 – 46
Graceland University Lamoni, IA	• Clinical Nurse Specialist • Distance Learning • Family Nurse Practitioner • Health Care Administrator • RN-MSN	$425/credit	$12/credit	YES	UNK
Seton Hall University South Orange, NJ	• Online	$675/credit	$200/semester	UNK	UNK
University of Phoenix Online http://onl.uophx.edu	• Health Care Administration • MSN • MSN/MBA/HCM	UNK	UNK	UNK	UNK

Appendix F

Questions and Answers About MSN Program
January 13, 2004 Executive Committee Meeting.

How many full time students are expected? It is expected that most students with be part-time and taking 3-6 credits per semester since most graduate nursing students are working. Nine-12 credits is considered full time graduate study. A student could be full-time by taking elective credits for the first three semesters. The program format is that courses will be taken in eight week blocks, one course at a time. It is a different approach than other graduate programs in the area are using and we believe that it will be attractive to potential students.

How many credits will it take to complete the program? It will be 38.

Why the title of Director rather than something else? It is a common title and fits well with our size and start-up of the program. With program success, the title could be assistant or associate dean in the future.

What about tuition reimbursement from employers? Most health care employers provide it for targeted positions. There are some grants available for graduate nursing students.

What about funding the program? Faculty are working on a federal grant which would be submitted next November after students are enrolled. Students must be enrolled in order for the program to be eligible to apply.

There have been requests made to local donors to fund the program. Consideration could be given to request a large gift associated with naming thegraduate program. If the program were named, it would need approval from the BHS Board.

Draft 12-10-03
01-07-04

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a. Provides guidance to and collaborates with faculty members regarding their respective areas of responsibility for the curriculum.
b. Communicates curriculum changes to the Dean and other appropriate departments.
c. Oversees the committee structure of the graduate program and ensures effective coordination with the undergraduate committees.
d. Meets with students individually, with groups, or classes as needed.

Assures coordination of the development, approval, and scheduling of practicum sites and community resources to maintain and enhance the educational program.

Serves as a mentor and role model for faculty.

Maintains standards and assumes responsibilities for accreditation with the Commission on Collegiate Nursing Education (CCNE).

Chairs the Graduate Program Committee.

Facilitates the input of faculty into the budget for the Graduate Nursing Department and submits recommended budget to the Dean. Administers allocated budget in a cost-efficient manner.

In conjunction with the Dean, assures adequate faculty to meet the objectives of the educational program.

a. Initiates and oversees recruitment of faculty.
b. Plans orientation of faculty
c. Plans faculty teaching assignments.
d. Evaluates faculty.

Assists/initiates the development and implementation of policies related to the graduate nursing program.

Facilitates an environment of continuous quality improvement.

Participates in scholarly activities.

Teaches in the nursing program.

Acts as an official spokesperson for the graduate nursing program in the community, with practicum agencies, professional and accreditation bodies.

Serves as a member of college committees/councils.

Assumes responsibilities for administrative activities and projects as delegated by the Dean.

QUALIFICATIONS:

Education:
Graduation from an accredited school of nursing and currently registered in the state of Wisconsin, a master's degree in nursing with an earned doctorate in nursing or a related discipline.

Experience:
A minimum of five years of nursing experience within the immediate past 10 years including three years experience as a faculty member in a baccalaureate or graduate nursing education program, and two years experience in an administrative role in a nursing education program.

CURRICULUM VITA

V. JANE MUHL
2679 Seneca Court
Green Bay, WI 54313
Phone: 920.497.9589
Email: vjmuhl@new.rr.com

EDUCATION

The University of Iowa, Iowa City, Iowa
Doctor of Philosophy, December 1991
Fields of Concentration: Higher Education, Curriculum and Instruction, Nursing
Dissertation: A Study of Articulation in Nursing Education: Associate to Baccalaureate Degree

South Dakota State University, Brookings, SD
Master of Science, December 1983
Major field: Adult Health Nursing
Major paper: Description of Learning Styles of RN Students

University of Georgia, Athens, GA
Master of Education, March 1975
Major field: Teacher Education, Health Occupations

The University of Iowa, Iowa City, Iowa
Bachelor of Science in Nursing, June 1967

POST-DOCTORAL EDUCATION

Bryn Mawr College and Higher Education Resource Services, Mid-America
Summer Institute for Women in Higher Education Administration, Graduation, Summer 1998

PROFESSIONAL EXPERIENCE

2003 – Present

Bellin College of Nursing
Green Bay, WI 54305-3400

Interim Director of Graduate Studies
Adjunct Associate Professor of Nursing

Responsible for providing leadership to the Graduate Task Force that is developing the Master's Program in Nursing, pending Higher Education Commission authorization in July. Includes all aspects of program development and coordination with other Bellin College departments, including policy decisions, accreditation requirements, finance and resource considerations, curriculum development, student support services requirements, and implementation considerations for a Fall 2004 start-up.

Adjunct Associate Professor of Nursing

Responsible for teaching sophomore students in the undergraduate BSN nursing program, and with assisting in the development and approval of a graduate program in nursing for implementation in Fall 2004.

1995 – 2003

University of Wisconsin-Green Bay
Green Bay, WI 54311-7001

Interim Dean of Professional Studies and Outreach (July 1, 2000- July 1, 2003)

Responsible for strategic planning, daily operations, personnel management of 100 FTE faculty, staff and support staff, and financial planning for a 7.6M budget. Included oversight of the academic units in Professional Studies, Graduate Studies, Outreach and Extension Programs including undergraduate programs in Business/Accounting, Education, Nursing, and Social Work, and graduate programs in Environmental Science and Policy, Education, Management and Social Work. Also included oversight for the Institute for Research, Institute for Learning Partnership, and the Northeast Wisconsin Partnership for Children and Families.

Facilitated the request to University of Wisconsin System for an Entitlement to Plan and Implement a Master of Social Work Program and for an Entitlement to Plan a Master of Nursing Program. Coordinated the transition from the Administrative Science graduate program to the Business Management program housed in the Business unit. Led the

establishment of the National Nursing Program, delivered primarily on-line, with state and national partners. Chaired the Institute for Learning Partnership Steering Committee, a PK-16 multi-partnership established to develop innovative and effective professional development opportunities for educators that will result in enhanced student learning. Promoted the campus wide Learning Experience Initiative and facilitated the community initiatives of the Office of Outreach and Extension. Provided for the growth in Extramural Support to the University through Grant and Contract Submissions supported by the Institute for Research of $13.5M in 2000 – 2001 to over $20M in 2002 – 2003.

Associate Professor and Chairperson (July 1, 1995 – July 1, 2000)
Professional Program in Nursing

Led the Nursing Unit in achieving full accreditation from the National League for Nursing Accrediting Commission and initial approval from the Commission on Collegiate Nursing Education. Built partnerships with the UW Nursing Programs to establish a statewide Consortium for the delivery of a baccalaureate degree to Registered Nurses through distance education. Responded to continuing education needs of non-baccalaureate RN students by establishing articulation agreements that recognize credit for prior learning. Strengthened relationships with a nursing program in a private institution and developed a contract for joint faculty appointments.

1985 - 1995
Joint appointment with **The University of Iowa** and the **Iowa Department of Education**

The University of Iowa
Iowa City, IA 52242

College of Education, Division of Policy, Planning and Leadership Studies
Adjunct Assistant Professor (1991 -1995)
Adjunct Lecturer (1986 - 1991)
Program Consultant, Health Occupations Education (1985 - 1995)

Taught courses in Teacher Education required in Iowa for licensure and teacher certification in secondary vocational programs and post-secondary community colleges. Served as faculty advisor and instructor for students in undergraduate health occupations teacher education program. Provided supervision for student teachers. Wrote, implemented and evaluated grants and projects related to the education of health care providers, which served as the basis for making curricular changes in health occupations programs in the state's community colleges.

Iowa Department of Education
Des Moines, IA 50309

Division of Community Colleges
Program Consultant, Health Occupations Education (1985 - 1995)

Provided curriculum assistance (primarily in Nursing) to Health Occupations programs in Iowa's fifteen (15) community colleges and participating secondary programs. Conducted needs assessments for program types, developed program proposals in partnership with the community colleges and secondary schools, evaluated program proposals and made recommendations for state Board of Education approval. Provided leadership to the colleges and secondary schools by assisting with implementing and assessing competency based curricula, tech-prep, and work-start programs.

Provided leadership for the Health Occupations Students of America Organization, including serving as the State HOSA Advisor, publishing State HOSA Newsletters and conducting two annual leadership conferences, and serving as the Chairperson on the National Competitive Events Committee.

Assisted with faculty development through state faculty meetings and providing state leadership conferences. Provided leadership with state assessment activities, including state evaluations with the Department of Education and participating in Board of Nursing Accreditation visits. Implemented curriculum grants by providing the leadership for development of state-wide curricula including short term courses.

Provided leadership in statewide nursing activities, including representing the Community Colleges' nursing programs on the Board of Nursing Statewide Steering Committee and Articulation Committee, resulting in a Statewide Articulation Plan for all nursing programs in the state.

1979 - 1985
South Dakota State University
Brookings, SD
Assistant Professor, College of Nursing (1984 - 1985)
Team Coordinator, Psychiatric/Mental Health Nursing (1980 - 1985)
Instructor, College of Nursing (1979 - 1984)

Provided leadership in administering the instructional activities of the 10 member Mental Health Nursing Team, including curriculum development, implementation and evaluation. Instructional responsibility for didactic and clinical instruction in Mental Health Nursing and Communications Course. Received the Teacher of the Year award in 1984.

Developed and conducted a research study on clinical agency assessments for the Mental Health Nursing Unit, which served as the basis for selecting clinical sites.

1976 - 1979

Mitchell Vocational Technical Institution
Mitchell, SD

Department Head, Practical Nursing Program (1976 - 1979)

Administrative responsibility for the Practical Nurse Program, including supervision and evaluation of all aspects of the program. Provided leadership to the program through the accreditation process of NAPNES (National Association of Practical Nurse Education and Service).

1975 - 1976

Medical Center of Central Georgia
Macon, GA

Director, Staff Development

Administrative responsibility for developing and implementing policies and procedures of the new department of Staff Development, responsible for staff development activities for all health employees of the system.

1974 - 1975

University of Georgia
Athens, GA

Graduate Research Assistant

1972 - 1974

Baldwin Vocational School of Practical Nursing
Milledgeville, GA

Director of Program

1971 - 1972

Baldwin Vocational High School
Milledgeville, GA

Instructor

1969 - 1971

Hawkeye Institute of Technology (Now Hawkeye Community College)
Waterloo, IA

Instructor, Practical Nurse Program

1968 - 1969

Cerro Gordo County Health Services
Mason City, IA

Established the first Public Health Nurse position in the county.

1967 - 1968

St. Joseph Mercy Hospital
Mason City, IA

Staff Nurse, Coronary Care Unit

1966 - 1967

University of Iowa Hospitals and Clinics
Iowa City, IA

Staff Nurse (1967)
Nursing Tech (1966)

PROFESSIONAL LEADERSHIP AND SERVICE (Selected)

National:

National League for Nursing Accrediting Commission Program Evaluator
(1999 to present)

National Health Standards Policy Committee
Advisory Committee Member (1992 - 1995)

National Consortium for Product Quality in Vocational Education
Task Force Member (1993 - 1998)
Field Test Evaluator (1993 - 1998)

State and Regional

Green Bay Area Chamber of Commerce
Golden Apple Awards Invited Reader (2004)
Bay Area Community Health Partnership
Steering Committee (2001 – present)
Executive Committee (2002 – 2003)
Health and Information Services Chair (2002 – 2003)

Loretta Wells Nursing Scholarship Committee
Board Member (1999 – present)

Northeast Wisconsin Organization of Nurse Executives
Member (1995 - present)
Vice President (1996 - 1997)

Northeast Wisconsin Technical College, Green Bay, WI
Advisory Committee Member, Associate Degree Program (1996 - present)

University of Wisconsin- Green Bay
Dietetics Advisory Committee (2003 – present)

Wisconsin Nurses Association (1995 – present)
Northeast Wisconsin District Nine
Board of Directors (2003- present)
President (2000-2001)
Vice-President (1999-2000)
WINPAC Board of Trustees (2000-present)
Nursing Research Council (2002 – present)

YWCA Women of Vision, Green Bay, WI
Member (1998 – present)

Consortium - Collaborative Nursing Program
Steering Committee Member (1995 - 2003)

University of Wisconsin - Madison
Member of Post-Tenure review Committee for Professor Patricia Lasky,
Associate Dean of Nursing UW-Madison (1998

Wisconsin Association of Schools and Colleges of Nursing
Member (1995 - 2003)

Wisconsin Nursing Redesign (2001)
Invited Participant

Iowa Board of Nursing
Statewide Planning Steering Committee (1986 - 1995) - (Chairperson - 1988 - 1992)
Articulation Committee (1988 - 1995) - (Implementation/Validation Committee – 1991 - 1995)
LPN Self-Study Course Committee (1993 - 1995)
LPN Supervisory Course Committee (1988 - 1995)

Iowa Consortium for Nursing Continuing Education
Committee Member (1986 - 1990)

Continuing Nursing Education, University of Iowa
Advisory Committee Member (1990 - 1995)

Health Occupations Students of America
State Advisor (1991 - 1995)
National Competitive Events Committee (1992 - 1997)
Board of Directors (1993 - 1997)

Iowa Department of Education
Chair, Secondary Health Occupations Education Curriculum Development (1986 – 1995)
Statewide Articulation Committee, Co-Chair (1992 - 1995)
Program Management Implementation Committee (1988 - 1995)
Tech-Prep Implementation Team Member (1992 - 1995)
Work Start Project Member (1992 - 1995)
Applied Academics Team Member (1992 - 1995)

AD NURSE Journal
Editorial Board Member (1987 - 1990)

University of Wisconsin- Green Bay – Institutional Development
Service on elected and appointed committees
All-university
Research Council, 1995-1999
Chair 1997-98

Executive Committees
Social Work Unit, Member (1996-2000)
Nursing Unit, Chair (1995-2000)

Advisory Committee
Distance Education – Extended Degree Program (1998-2000)

Institute on Death, Dying and Bereavement
Advisory Committee Member (1998-2000)

Initiative on Status of Women
Invited participant in study of Climate Issues in the UW System (1999)

PUBLICATIONS AND OTHER CREATIVE WORKS

Grants

UW System Venture Capital Grant (2000-2002) $143,123
"Asynchronous Delivery of a National Nursing Program"
Principal Investigator and Director – Developed state and national partnerships to deliver an on-line program to registered nurses throughout the United States, while meeting state and national accreditation standards.

Central Investment Fund, State of Wisconsin System (1998-2001) $239,000
"Collaborative Development of Asynchronous General Education Courses to Support Extended Degree and Collaborative Nursing Programs"
Co-Principal Investigator – Facilitated the development, delivery and evaluation of web based general education courses with an interdisciplinary faculty.

U.S. Department of Health and Human Services (2000-2002)
"Basic Nurse Education and Practice"
Collaborative Grant with UW-Madison, Milwaukee, Oshkosh and Eau Claire.
Principal Investigator for UW-Green Bay portion ($16,200) – Identified competencies of faculty for on-line delivery of courses and provided staff development opportunities for faculty aspiring to be Master Practitioner's in on-line nursing education courses.

Sloan Foundation Grant (1997 – 1999) ($10,000 each year)
"Statewide Asynchronous Nursing Baccalaureate Degree
Principal Investigator for UW-Green Bay portion of Consortial Grant – Evaluated campus based courses for internet delivery and conversion to web based format and made recommendations based on findings.

UW-Green Bay Research Council Grant (1998) $2,500
"Making Connections" Interdisciplinary Themes in Vocal Health"

Co-Principal Investigator with Sara Meredith, Ph.D., COA faculty. Developed Interdisciplinary seminar for university and community leaders in health, education, vocal music and theatre.

UW-Green Bay Laboratory Modernization Grant for Nursing Program (1997 – 1998) – $4,500. Assessed needs for clinical laboratory in nursing and justified purchases.

Iowa Department of Education (1991 – 1994)
Department of Education State Research Project "Transition of Associate Degree graduates from student to Graduate Nurse." Worked with Dr. Joyce Brandt, Principal Investigator to evaluate the difficulties of new graduate nurses into the work setting and made recommendations to educational institutions based on the findings.

Iowa Department of Education (1989)
"Associate Degree Nursing Curriculum Evaluation Project"
Evaluated the essential competencies of graduates of associate degree programs and made recommendations based on the findings.

South Dakota State University (1984 – 1985) $10,000
"Development of a Clinical Agency assessment Tool for Rural Community Mental Health Nursing"
Psych/Mental Health Nursing Team Grant, Chair of Team – Assessed community agencies for characteristics needed for student nurses clinical experiences and selected agencies based on these findings.

Publications

Muhl, V.J. (Contributing author) (2003). "RN to BSN online education: The University of Wisconsin's nationwide program", in Armstrong and Frueh, Editors. Telecommunications for Nurses, 2nd Edition. New York: Springer.

Muhl, V.J. (Contributing author) (2001). "Collaborative institutional approaches in nursing education", in Dochterman and Grace, Editors. Current Issues in Nursing, 6th Edition. Philadelphia: Harcourt Health Sciences.

Muhl, V.J., & Brandt, J. (1992). Recruiting nursing students with tech prep. Vocational Education Journal, 67(1), 39.

Muhl, V.J. (Ed). (1988). Matzen, S. Secondary health occupations education curriculum. Iowa City, IA: University of Iowa.

Muhl, V.J. (Contributing Ed.). (1982). Keane, C.B. Saunders Review for Practical Nurses. Philadelphia: W.B. Saunders.

Muhl, V.J. (Contributing Ed.). (1976). Keane, C.B. Saunders Review for Practical Nurses. Philadelphia: W.B. Saunders.

Muhl, V.J. (1974). Health careers education in Georgia high schools. Athens, GA: University of Georgia.

Muhl, V.J. (1974). Health careers cooperative education in Georgia high schools. Athens, GA: University of Georgia.

Reviews

Muhl, V.J. (1987). [Review of Mosby's Textbook for Nursing Assistants]. Journal of Health Occupations Education, Spring, 42.

Muhl, V.J. (1986). [Review of Essential Competencies for Patient Care]. Journal of Health Occupations Education, Spring, 46.

Unpublished Works

Muhl, J. (Editor) 1998. Self-study Report for Continuing Accreditation. National League for Nursing Accrediting Commission.

Muhl, V.J. (1991). A Study of Articulation in Nursing Education: Associate to Baccalaureate Degree. Unpublished doctoral dissertation, The University of Iowa, Iowa City.

Muhl, V.J. (1985). Description of learning styles of registered nurse students. Poster presentation at University of Buffalo Conference on RN to BSN: Alternative Approach. Buffalo, NY.

Muhl, V.J. (1983). Description of learning styles of RN students. Unpublished masters paper. Brookings, SD: South Dakota State University.

Development of Statewide Curricula

1988 Secondary health occupations education curriculum – State of Iowa, University of Iowa.

1974 Health careers education in Georgia high schools – State of Georgia, University of Georgia.

1974 Health careers cooperative education in Georgia high schools – State of Georgia, University of Georgia.

SELECTED PRESENTATIONS AND WORKSHOPS

Wisconsin Women in Higher Education Leadership Conference. Presenter - "Career Paths: Exploring Educational Leadership: An Examination of the Bryn Mawr Program." Green Bay, WI. October 2002.

Wisconsin Board of Regents. Request to Implement a Master of Social Work Degree. Madison, WI. September 2002.

Moderator – Wisconsin "Best Practices": Governor's Listening Sessions on Health Care, Green Bay, WI. July 2002.

Kappa Pi Chapter at Large, Sigma Theta Tau International Honor Society for Nursing. Spring Conference Keynote speaker, "Leadership and Scholarship in the Nursing Community." April 2000.

Third Annual Continuing Education Extension conference Creating the Future: Taking Action. Co-Presenter: "Inter-Institutional Partnerships." Stevens Point, WI. November 12, 1999.

Kappa Pi Chapter at Large Induction Ceremony, Sigma Theta Tau International Honor Society for Nursing Green Bay, WI. Presenter: "A Reflection on Leadership." April 1997.

UW-Green Bay's First Annual Technology Conference. Presenter: A Delivery of a Collaborative Program Through Linkage of Off-Campus Experts". January 1997.

Health Occupations Educators Annual Convention. Des Moines, IA. Keynote Speaker: 'Managing Health Occupations Programs in a Managed Care Health Care System." Keynote Speaker. November 1996.

Wisconsin Board of Regents, Education Committee. Presenter – "Collaboration in the UW- Nursing Programs - An Administrator's Perspective." April 1996.

Central Iowa Tech-Prep Consortium, Des Moines, IA. . "Applied Academics: Biology-Chemistry." December 1993.

Iowa Board of Nursing Annual Heads of Program Meeting, Des Moines, IA. "Tech-Prep Nursing Curricula." November 1993.

Southeastern Community College, West Burlington, IA. Emergency Personnel Instructors Course (thirty hour short course). September & October 1993.

Iowa Administrators Conference, Cedar Rapids, IA. "Statewide Articulation - Secondary to Baccalaureate." September 1993.

Statewide Providers and Evaluators of Geriatric Nurse Aide Programs, Marshalltown, IA. Curriculum Update for Clinical Instruction (two-day workshop). July 1993.

Keokuk Area Hospital, Keokuk, IA. "Taking Care of the Health Care Provider." Keynote Speaker for Nurse's Week Celebration. May 1993.

Hinds Community College, Jackson, MS. Presenter- "Articulation in Nursing – Practical to Associate Degree." October 1991.

Professional Program Evaluator

National League for Nursing Accrediting Commission (1999 to present)
Baccalaureate Programs

Academic Program Review: Consultant, Hawkeye Community College, Associate Degree Program, Waterloo, April 1997.

General Education Evaluation: Team Member, Northeast Wisconsin Technical College, March 24, 1997.

PROFESSIONAL LICENSE

Registered Nurse: State of Wisconsin - RN License #119536
State of Iowa - RN License #040840
State of Georgia - Inactive
State of South Dakota - Inactive

PROFESSIONAL MEMBERSHIPS

- American Nurses Association (1980 - present)
- Wisconsin Nurses Association (1995 - present)
- Northeast Wisconsin District - WNA (1995 - present)
- Iowa Nurses Association (1985 - 1995)
- South Dakota Nurses Association (1979 - 1985)
- Sigma Theta Tau International (1981 - present)
- American Association of Colleges of Nursing (1995 - 2003)
- Wisconsin Association of Colleges of Nursing (1995 - 2003)
- Northeast Wisconsin Organization of Nurse Executives (1995 - present)
- National Organization for Associate Degree Nursing (1986 - 1995)
- Iowa Association for Associate Degree Nursing (1986 - 1995)

- National Association of Supervisors & Administrators - Health Occupations Education (1985 - 1995)
- National Association of Teacher Educators (1990 - 1995)
- American Vocational Association (1985 - 1995)
- Iowa Vocational Association (1985 - 1995)
- Health Occupations Association (1985 - 1995)
- National Health Occupations Students of America (1985 - 1995)
- Iowa Health Occupations Students of America (1985 - 1995)

SPECIAL HONORS, PROFESSIONAL RECOGNITION (Selected)

Program of Excellence Award "With Distinction" for the National Nursing RN-BSN-LINC Program by the University Continuing Education Association. March 2003.

Selected for the Greater Green Bay Chamber of Commerce, Leadership Class of 2000. Graduated May, 2000.

Selected for the Mid-America Summer Institute for Women in Higher Education Administration. Sponsored by Bryn Mawr College and Higher Education Resource Services. Bryn Mawr College. Summer 1999.

"Woman of the Year," Business and Professional Women's Association, Brookings, SD, Spring 1985.

"Teacher of the Year," College of Nursing, South Dakota State University, Brookings, SD, Spring 1984.

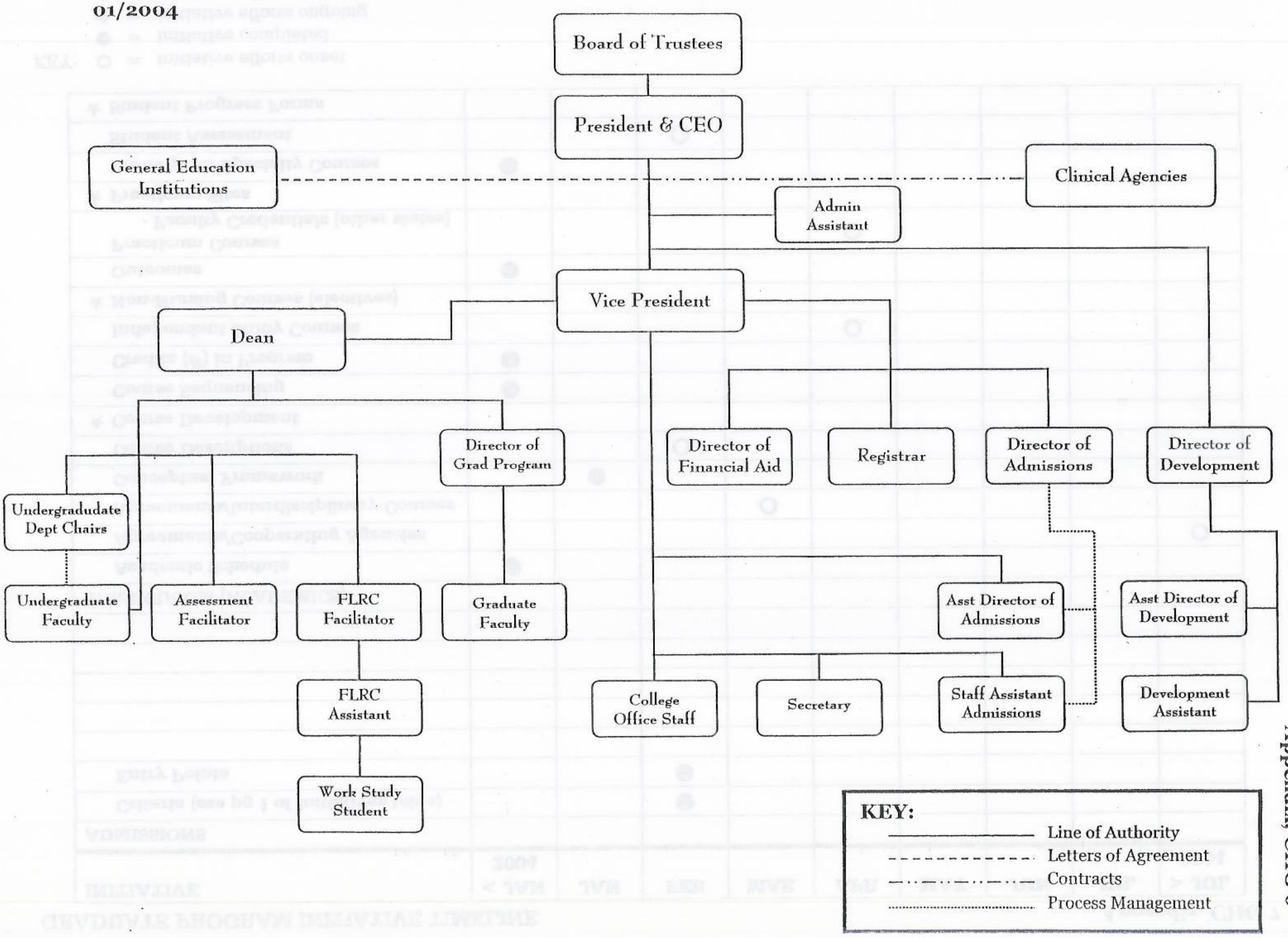
The Honor Society of Sigma Theta Tau, Initiated April 1981.

The Honor Society of Phi Kappa Phi, Initiated May 1975

The Honor Society of Kappa Delta Pi, Initiated May 1975

Proposed Organizational Chart

01/2004



GRADUATE PROGRAM INITIATIVE TIMELINE

INITIATIVE	< JAN 2004	JAN	FEB	MAR	APR	MAY	JUN	JUL	> JUL 2004
ADMISSIONS									
Criteria (see pg 1 of Initiatives table)			●						
Entry Points			●						
CURRICULUM (ACADEMICS)									
Academic Schedule	●								
Agreements/Cooperating Agencies									○
Agreements/Interdisciplinary Courses				○					
Conceptual Framework		●							
Course Descriptions			○						
★ Course Development									
Course Sequencing	●								
Credits (#) in Program	●								
Independent Study Courses					○				
★ Non-Nursing Courses (electives)									
Outcomes	●								
Practicum Courses - Faculty Credentials (other states)					○				
★ Practicum Sites									
Pre-reqs for Specialty Courses	●								
Student Assessment			○						
★ Student Progress Forms									

KEY: ○ = initiative efforts onset
● = initiative completed
➡ = initiative efforts ongoing
★ = timeline information to be determined (TBD)

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GRADUATE PROGRAM INITIATIVE TIMELINE

INITIATIVE	< JAN 2004	JAN	FEB	MAR	APR	MAY	JUN	JUL	> JUL 2004
Textbooks:									
- Core Courses					○				
- Specialty Courses									○
FINANCE									
Accreditation Fees (in budget)		●							
Budget Projections		●							
Financial Aid Process - Application to Participate in FA								○	
Fundraising Initiatives		➡➡	➡➡	➡➡	➡➡	➡➡	➡➡	➡➡	➡➡
- Endowed Chair		➡➡	➡➡	➡➡	➡➡	➡➡	➡➡	➡➡	➡➡
- Grant Writing Position		➡➡	➡➡	➡➡	➡➡	➡➡	➡➡	➡➡	➡➡
- Private Donations		➡➡	➡➡	➡➡	➡➡	➡➡	➡➡	➡➡	➡➡
★ Grant Writing (Traineeships)									
Tuition/Fees			○						
MISCELLANEOUS									
Accreditation:									

KEY: ○ = initiative efforts onset
● = initiative completed
➡ = initiative efforts ongoing
★ = timeline information to be determined (TBD)

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GRADUATE PROGRAM INITIATIVE TIMELINE

INITIATIVE	< JAN 2004	JAN	FEB	MAR	APR	MAY	JUN	JUL	> JUL 2004
- CCNE								○	
• Letter of Intent to Start MSN								○	
- HLC (self-study/change)	➡➡	➡➡	●						
Graduate Student Handbook									○
Library Acquisitions								○	
Online Tech Partner				○					
Risk Management Insurance								○	
Space Needs		➡➡	➡➡	➡➡	➡➡	➡➡	➡➡	➡➡	➡➡
POLICIES NEEDING DEVELOPMENT									
Academic Advising				○	➡➡				
Admissions				○	➡➡				
Credits Transferring				○	➡➡				
Credit for Prior Learning				○	➡➡				
Health				○	➡➡				
Readmission				○	➡➡				
Special Students Admission				○	➡➡				
Status – Full-Time/Part-Time				○	➡➡				
Transcripting/Education Records				○	➡➡				

KEY: ○ = initiative efforts onset
● = initiative completed
➡ = initiative efforts ongoing
★ = timeline information to be determined (TBD)

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GRADUATE PROGRAM INITIATIVE TIMELINE

INITIATIVE	< JAN 2004	JAN	FEB	MAR	APR	MAY	JUN	JUL	> JUL 2004
RECRUITMENT & MARKETING									
Advertising									○
Marketing Materials:									
- Brochures									○
- Catalog (addendum)									○
- Mailing Algo (set up)					○				
Website Update									○
STAFFING NEEDS									
Director		➡➡	➡➡	➡➡	➡➡	➡➡	➡➡	➡➡	➡➡
Faculty (# - number of)		➡➡	➡➡	➡➡	➡➡	➡➡	➡➡	➡➡	➡➡
Faculty Development/Plan		➡➡	➡➡	➡➡	➡➡	➡➡	➡➡	➡➡	➡➡
Faculty Workload		➡➡	➡➡	➡➡	➡➡	➡➡	➡➡	➡➡	➡➡
Support Staff	●								
Technical Staff	●								

KEY: ○ = initiative efforts onset
● = initiative completed
➡ = initiative efforts ongoing
★ = timeline information to be determined (TBD)

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Graduate Program Initiatives
(master summary document)

INITIATIVE	ACTION	RESPONSIBLE PERSON/GROUP	PROPOSED TIMELINE	COMPLETION DATE
ADMISSIONS	Criteria (as below)	▸ Graduate Task Force determines criteria ▸ Admissions Dept provides direction in implementation	Feb 2004	02/05/2004
	Admission Essay ▪ align with mission ▪ desired outcomes ▪ goals	w/Faculty Input	Feb 2004	02/05/2004
	CPR		Feb 2004	02/05/2004
	Clinical Experience (prior)		Feb 2004	02/05/2004
	Community Service		Feb 2004	02/05/2004
	Competitive Entry (but class composition is driving force)		Feb 2004	02/05/2004
	Computer Literacy		Feb 2004	02/05/2004
	Current RN Licensure		Feb 2004	02/05/2004
	Education Qualifications ▪ Health Assessment ▪ STATS	w/Faculty Input	Feb 2004	02/05/2004
	Interview (personal)		Feb 2004	02/05/2004
	Legal Requirements ▪ Criminal Background Check ▪ Drug Screen		Feb 2004	02/05/2004
	Liability Insurance (professional)		Feb 2004	02/05/2004
	Minimum GPA		Feb 2004	02/05/2004
	Physical Capabilities/Disabilities	Vice President	Feb 2004	02/05/2004
	Professional Organizations		Feb 2004	02/05/2004
	References	w/Faculty Input	Feb 2004	02/05/2004
	Technical Criteria ▪ SPSS/Q Pro	w/Faculty Input	Feb 2004	02/05/2004
	Testing/Standards ▪ GRE (Graduate Record Examination) ▪ TOEFL (Test of English as Foreign Language)	w/Faculty Input (GRE)	Feb 2004	02/05/2004
	Time in Practice (FT/PT)	w/Faculty Input	Feb 2004	02/05/2004
	Type of Degree		Feb 2004	02/05/2004

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G uat rog n I ati

(master summary document)

INITIATIVE	ACTION	RESPONSIBLE PERSON/GROUP	PROPOSED TIMELINE	COMPLETION DATE
ADMISSIONS continued	Writing Sample		Feb 2004	02/05/2004
	Entry Points (admission times) ▪ Fall/Spring/Summer		Feb 2004	02/05/2004

INITIATIVE	ACTION	RESPONSIBLE PERSON/GROUP	PROPOSED TIMELINE	COMPLETION DATE
CURRICULUM (ACADEMICS)	Academic Schedule	Dean & Graduate Faculty	Fall 2003	12/2003
	Agreements with Cooperating Agencies (for practicums)	Dean & Director	> Jul 2004	
	Agreements for Interdisciplinary Courses	Dean & Director	Mar 15, 2004	
	Conceptual Framework ▪ Model ▪ Narrative	Grad Curriculum Cmte	Jan 2004	01/13/2004
	Course Descriptions/Outcomes	Grad Curriculum Cmte	Feb 2004	
	Course Development	Grad Curriculum Cmte	★ TBD	
	Course Sequencing ▪ Core Courses ▪ Specialty Courses	Grad Curriculum Cmte	Fall 2003	12/19/2003
	Credits (#) in Program	Grad Curriculum Cmte	Fall 2003	12/08/2003
	Independent Study Courses	Grad Curriculum Cmte	Apr 2004	
	Non-Nursing Courses (electives)	Director & Graduate Faculty	★ TBD	
	Outcomes	Grad Curriculum Cmte	Fall 2003	12/08/2003
	Practicum Courses ▪ Where/When/How/Agreements ▪ Faculty Credentials in Other States	Grad Curriculum Cmte	Apr 2004	
	Practicum Sites	Director	★ TBD	
	Pre-reqs for Specialty Courses	Grad Curriculum Cmte	Fall 2003	12/19/2003
	Student Assessment	Grad Curriculum Head	Feb 2004	
	Student Progress Forms	Director	★ TBD	
	Textbooks:			
	▪ Core Courses	Graduate Faculty	Apr 2004	
	▪ Specialty Courses	Graduate Faculty	> Jul 2004	

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(master summary document)

INITIATIVE	ACTION	RESPONSIBLE PERSON/GROUP	PROPOSED TIMELINE	COMPLETION DATE
FINANCE	Accreditation Fees (in budget)	Dean	Jan 2004	01/2004
	Budget Projections	Dean	Jan 2004	01/2004
	Financial Aid Process ▪ Application to Participate in Financial Aid	Director of Financial Aid	Jul 2004	
	Fundraising Initiatives ▪ Endowed Chair ▪ Grant Writing Position ▪ Private Donations	BOT & Dean & Development Dept	Jan 2004	- ongoing-
	Grant Writing ▪ Traineeships	Faculty Input	★ TBD	
	Tuition/Fees ▪ Application ▪ Graduation ▪ Health ▪ Learning Materials ▪ Tech Fee	Dean & Director	Feb 2004	

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Graduate Program Initiatives
(master summary document)

INITIATIVE	ACTION	RESPONSIBLE PERSON/GROUP	PROPOSED TIMELINE	COMPLETION DATE
MISCELLANEOUS	Accreditation:			
	▪ CCNE	Dean & Director	Jul 2004	
	- Letter of Intent to Start MSN to CCNE and Impact on BSN Program	Director	Jul 2004	
	▪ HLC (self-study/change)	Dean & Director	< Jan 2004	02/05/2004
	Graduate Student Handbook	Vice President	> Jul 2004	
	Library Acquisitions	Director & Librarian & Grad Curriculum Cmte	Jul 2004	
	On-line Tech Partner	Dean & Director	Mar 2004	
	Risk Management Insurance (system)	Dean & Director	Jul 2004	
	Space Needs	Vice President & Dean	< Jan 2004	- ongoing -

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INITIATIVE	ACTION	RESPONSIBLE PERSON/GROUP	PROPOSED TIMELINE	COMPLETION DATE
POLICIES NEEDING DEVELOPMENT	Academic Advising ▪ Advisor Role	Director & Graduate Task Force	Mar-Apr 2004	
	Admissions	G-EMC	Mar-Apr 2004	
	Credits Transferring ▪ Content Areas Accepted ▪ If Equivalent (same course) as BCON ▪ Number (#) Transferring ▪ Credit for Prior Learning	Director & Graduate Task Force	Mar-Apr 2004	
	Health	Dean	Mar-Apr 2004	
	Readmission	Director	Mar-Apr 2004	
	Special Students Admission	Director & Graduate Task Force	Mar-Apr 2004	
	Status – Full-Time/Part-Time	Director	Mar-Apr 2004	
	Transcripting/Education Records	Registrar	Mar-Apr 2004	

Graduate Program Initiatives
(master summary document)

INITIATIVE	ACTION	RESPONSIBLE PERSON/GROUP	PROPOSED TIMELINE	COMPLETION DATE
RECRUITMENT & MARKETING	Advertising	★ TBD	> Jul 2004	
	Marketing Materials:			
	▪ Brochures	★ TBD	> Jul 2004	
	▪ Catalog (addendum)	Vice President & Director	> Jul 2004	
	▪ Mailing algo (set-up)	Admissions Dept.	Apr 2004	
	Website Update ▪ Admission Policy & Procedure ▪ Application ▪ Curriculum	★ TBD	> Jul 2004	

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(master summary document)

INITIATIVE	ACTION	RESPONSIBLE PERSON/GROUP	PROPOSED TIMELINE	COMPLETION DATE
STAFFING NEEDS	Director	Dean	Jan 2004	- ongoing-
	Faculty (# - number of)	Dean	Jan 2004	- ongoing-
	Faculty Development/Plan	Graduate Task Force Team Member	Jan 2004	- ongoing-
	Faculty Workload	Dean & Director	Jan 2004	- ongoing-
	Support Staff	Dean	Fall 2003	12/19/2003
	Technical Support	Dean	Fall 2003	12/19/2003

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Graduate Program Outcomes

12/03

At the conclusion of the program, the student will have demonstrated:

1. Integration of the advanced nursing roles of teacher, advocate, clinician, consultant, collaborator, researcher, and manager of systems.

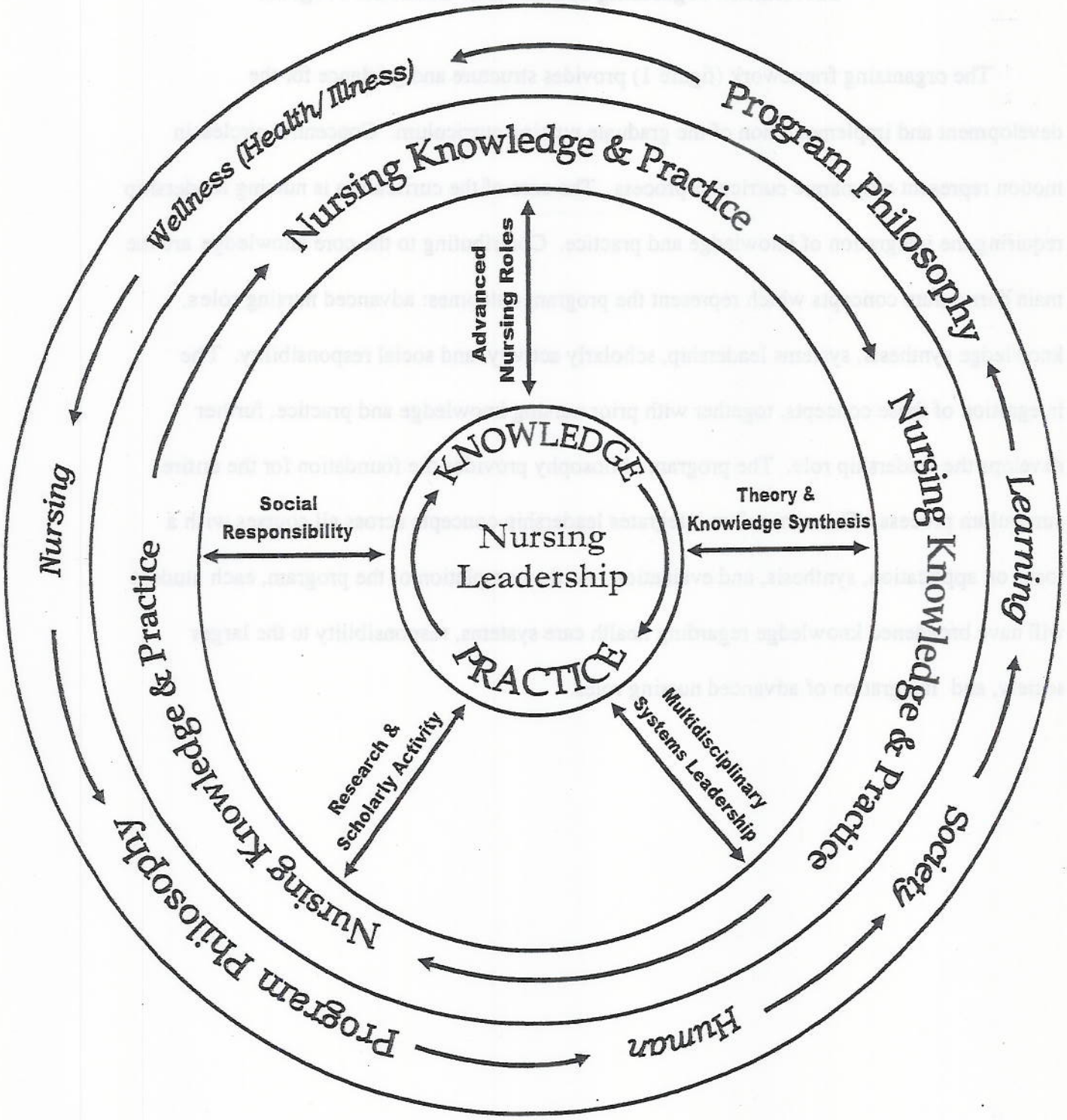
2. Synthesis of theories and advanced knowledge from nursing and related disciplines into the practice of advanced nursing.

3. Leadership within multi-disciplinary systems that promotes improved processes and outcomes.

4. Integration of research and other scholarly activities into advanced nursing roles.

5. Analysis of nursing leadership responsibilities in shaping policy, responding to inter-cultural and global communities, and promoting the health of population groups.

Curriculum Organizing Framework
Graduate Program



Approved 1.14.04

Bellin College of Nursing

Curriculum Organizing Framework: Graduate Program

The organizing framework (figure 1) provides structure and guidance for the development and implementation of the graduate nursing curriculum. Concentric circles in motion represent a dynamic curricular process. The core of the curriculum is nursing leadership requiring the integration of knowledge and practice. Contributing to the core knowledge are the main curriculum concepts which represent the program outcomes: advanced nursing roles, knowledge synthesis, systems leadership, scholarly activity, and social responsibility. The integration of these concepts, together with prior nursing knowledge and practice, further develops the leadership role. The program philosophy provides the foundation for the entire curriculum process. The curriculum integrates leadership concepts across all courses with a focus on application, synthesis, and evaluation. At the completion of the program, each student will have broadened knowledge regarding health care systems, responsibility to the larger society, and integration of advanced nursing roles.

BELLIN COLLEGE OF NURSING
Philosophy: Graduate Program 02/04

The following will be added to the existing Program Philosophy to address the graduate program after the accreditation approval has been awarded:

The graduate program builds on the baccalaureate nursing education to prepare nurses for leadership roles in advanced practice. The master's curriculum provides the depth and breadth of knowledge and skills that are applied in a variety of educational and clinical settings. Role development and scholarship that attends to leadership and professional standards provides the foundation for advanced practice. The Master of Science in Nursing program provides a foundation for doctoral study.

Approved 01.22.04

MSN Course Numbers

Core Courses

Course #	Credits	Course Title	Prerequisites
688 - 610	3	Theories of Nursing and Leadership	Admission
688 - 622	2	Professional Role Development	↓
688 - 634	3	Health Systems Policy and Organization	↓
688 - 646	3	Health, Politics and the World	↓
688 - 660	3	Research for Advanced Nursing Practice	↓

Courses Applicable to Core/Specialty

688 - 799	1 - 3	Leadership Integration Project [May be taken for up to 3 credits]	688 – 660
688 - 675	1	Graduate Seminar	688 - 660

Specialty Courses
Administrator Track

Course #	Credits	Course Title	Prerequisites
688 - 7 10	2	Administrative Leadership	Core Courses or Consent of Instructor
688 – 712	3	Organizational Development	↓
688 – 714	3	Resource Management	↓
688 – 716	3	Administrator Practicum I	↓
688 – 718	3	Administrator Practicum II	↓

Specialty Courses
Educator Track

Course #	Credits	Course Title	Prerequisites
688 – 720	2	Theories of Education	Core Courses or Consent of Instructor
688 – 722	3	Curriculum and Instruction	↓
688 – 724	3	Assessment and Evaluation	↓
688 - 726	3	Educator Practicum I	↓
688 – 728	3	Educator Practicum II	↓

Other Course Considerations

Course #	Credits	Course Title	Prerequisites
688 – 690	1 – 3	Independent Study (can repeat)	Consent of Instructor
688 – E78	1 – 3	Nursing Electives	Consent of Instructor
688 – 600	0	MSN Postcomp Registration	Completion of course work but not all program requirements

Full Time / Part Time Schedule
Graduate Program
Eight-Year Scheduling Schematic

▶ Year One (2004-2005)

CORE YEAR							
COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Health, Politics, and the World		●			●		
Health Systems Policy & Organization			◎			●	
Professional Role Development			●	○			
Research for Advanced Nursing Practice	◎			●			
Theories of Nursing & Leadership	●	○					
Elective							
Graduate Seminar			○	○			
Leadership Integration Project			○	○			

KEY: ● = course offered on part-time schedule
○ = course <u>not</u> offered on part-time schedule
→ = ongoing course

Graduate Program Eight-Year Scheduling Schematic *continued*

▶ Year Two (2005-2006)

CORE YEAR

COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Health, Politics, and the World		◎			●		
Health Systems Policy & Organization			●			●	
Professional Role Development			○	●			
Research for Advanced Nursing Practice	●			◎			
Theories of Nursing & Leadership	○	●					
Elective							
Graduate Seminar			●	●			
Leadership Integration Project			●	●			

KEY: ● = course offered on part-time schedule
○ = course not offered on part-time schedule
→ = ongoing course

Graduate Program Eight-Year Scheduling Schematic *continued*

▶ Year Three (2006-2007)

CORE YEAR							
COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Health, Politics, and the World		●			●		
Health Systems Policy & Organization			◎			●	
Professional Role Development			●	○			
Research for Advanced Nursing Practice	◎			●			
Theories of Nursing & Leadership	●	○					
Elective							
Graduate Seminar			●	○			
Leadership Integration Project			○	●			

SPECIALTY YEAR – Administrator							
COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Administrative Leadership (2)	●			●			
Organizational Development (1)	○	●					
Resource Management (3)		○	●				
Administrator Practicum I			○ →	◎			
Administrator Practicum II					●	●	
Elective							
Leadership Integration Project	→ →	→ →	→ →				

SPECIALTY YEAR – Educator							
COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Assessment & Evaluation (3)		○	●				
Curriculum & Instruction (1)	○	●					
Theories of Education (2)	●			●			
Educator Practicum I			○ →	◎			
Educator Practicum II					●	●	
Elective							
Leadership Integration Project	→ →	→ →	→ →				

KEY: ● = course offered on part-time schedule
○ = course not offered on part-time schedule
→ = ongoing course

▶ Year Four (2007-2008)

CORE YEAR

COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Health, Politics, and the World		◎			●		
Health Systems Policy & Organization			●			●	
Professional Role Development			○	●			
Research for Advanced Nursing Practice	●			◎			
Theories of Nursing & Leadership	○	●					
Elective							
Graduate Seminar			●	○			
Leadership Integration Project			○	●			

SPECIALTY YEAR – Administrator

COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Administrative Leadership (2)	◎			○			
Organizational Development (1)	●	○					
Resource Management (3)		●	◎				
Administrator Practicum I			● →	●			
Administrator Practicum II					●	●	
Elective							
Leadership Integration Project	→ →	→ →	→ →	→ →			

SPECIALTY YEAR – Educator

COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Assessment & Evaluation (3)		●	◎				
Curriculum & Instruction (1)	●	○					
Theories of Education (2)	◎			○			
Educator Practicum I			● →	●			
Educator Practicum II					●	●	
Elective							
Leadership Integration Project	→ →	→ →	→ →	→ →			

KEY: ● = course offered on part-time schedule
○ = course not offered on part-time schedule
→ = ongoing course

▶ Year Five (2008-2009)

CORE YEAR

COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Health, Politics, and the World		●			●		
Health Systems Policy & Organization			◎			●	
Professional Role Development			●	○			
Research for Advanced Nursing Practice	◎			●			
Theories of Nursing & Leadership	●	○					
Elective							
Graduate Seminar			○	●			
Leadership Integration Project			●	○			

SPECIALTY YEAR – Administrator

COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Administrative Leadership (2)	●			●			
Organizational Development (1)	○	●					
Resource Management (3)		○	●				
Administrator Practicum I			○ →	◎			
Administrator Practicum II					●	●	
Elective							
Leadership Integration Project	→ →			→ →			

SPECIALTY YEAR – Educator

COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Assessment & Evaluation (3)		○	●				
Curriculum & Instruction (1)	○	●					
Theories of Education (2)	●			●			
Educator Practicum I			○ →	◎			
Educator Practicum II					●	●	
Elective							
Leadership Integration Project	→ →			→ →			

KEY: ● = course offered on part-time schedule
○ = course not offered on part-time schedule
→ = ongoing course

▶ Year Six (2009-2010)

CORE YEAR

COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Health, Politics, and the World		◎			●		
Health Systems Policy & Organization			●			●	
Professional Role Development			○	●			
Research for Advanced Nursing Practice	●			◎			
Theories of Nursing & Leadership	○	●					
Elective							
Graduate Seminar			○	●			
Leadership Integration Project			●	○			

SPECIALTY YEAR – Administrator

COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Administrative Leadership (2)	◎			○			
Organizational Development (1)	●	○					
Resource Management (3)		●	◎				
Administrator Practicum I			● →	●			
Administrator Practicum II					●	●	
Elective							
Leadership Integration Project	→ →		→ →				

SPECIALTY YEAR – Educator

COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Assessment & Evaluation (3)		●	◎				
Curriculum & Instruction (1)	●	○					
Theories of Education (2)	◎			○			
Educator Practicum I			● →	●			
Educator Practicum II					●	●	
Elective							
Leadership Integration Project	→ →			→ →			

KEY: ● = course offered on part-time schedule
○ = course not offered on part-time schedule
→ = ongoing course

▶ Year Seven (2010-2011)

CORE YEAR

COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Health, Politics, and the World		●			●		
Health Systems Policy & Organization			◎			●	
Professional Role Development			●	○			
Research for Advanced Nursing Practice	◎			●			
Theories of Nursing & Leadership	●	○					
Elective							
Graduate Seminar			○	●			
Leadership Integration Project			●	○			

SPECIALTY YEAR – Administrator

COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Administrative Leadership (2)	●			●			
Organizational Development (1)	○	●					
Resource Management (3)		○	●				
Administrator Practicum I			○ →	◎			
Administrator Practicum II					●	●	
Elective							
Leadership Integration Project	→ →		→ →				

SPECIALTY YEAR – Educator

COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Assessment & Evaluation (3)		○	●				
Curriculum & Instruction (1)	○	●					
Theories of Education (2)	●			●			
Educator Practicum I			○ →	◎			
Educator Practicum II					●	●	
Elective							
Leadership Integration Project	→ →			→ →			

KEY: ● = course offered on part-time schedule
○ = course not offered on part-time schedule
→ = ongoing course

▶ Year Eight (2011-2012)

CORE YEAR

COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Health, Politics, and the World		◎			●		
Health Systems Policy & Organization			●			●	
Professional Role Development			○	●			
Research for Advanced Nursing Practice	●			◎			
Theories of Nursing & Leadership	○	●					
Elective							
Graduate Seminar			○	●			
Leadership Integration Project			●	○			

SPECIALTY YEAR – Administrator

COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Administrative Leadership (2)	◎			○			
Organizational Development (1)	●	○					
Resource Management (3)		●		◎			
Administrator Practicum I			● →	●			
Administrator Practicum II					●	●	
Elective							
Leadership Integration Project	→ →		→ →				

SPECIALTY YEAR – Educator

COURSE	SEMESTER 1		SEMESTER 2		SUMMER		FACULTY
	INTERNET	COMBO	INTERNET	COMBO	INTERNET	COMBO	
Assessment & Evaluation (3)		●	◎				
Curriculum & Instruction (1)	●	○					
Theories of Education (2)	◎			○			
Educator Practicum I			● →	●			
Educator Practicum II					●	●	
Elective							
Leadership Integration Project	→ →		→ →				

KEY: ● = course offered on part-time schedule
○ = course not offered on part-time schedule
→ = ongoing course

BELLIN COLLEGE OF NURSING

Curriculum Plan
Master of Science in Nursing
Administrator and Educator Tracks 1/04

Year One

Semester I		Semester II	
Theories of Nursing and Leadership	3cr.	Health, Politics and the World	3cr.
Health Systems Policy and Organization	3cr.	Professional Role Development	2cr.
Research for Advanced Nursing Practice	3cr.	Graduate Seminar	1cr.
		Leadership Integration Project	1cr.
		Elective	3cr.
Total	**9cr.**	**Total**	**10cr.**

Year Two: Administrator

Semester I		Semester II	
Organizational Development	3cr.	Resource Management	3cr.
Administrative Leadership	2cr.	Leadership Integration Project	1cr.
Leadership Integration Project	1 cr.	Administrator Practicum II	3cr.
Administrator Practicum I	3cr.	Elective	3cr.
Total	**9cr.**	**Total**	**10cr.**

Year Two: Educator

Semester I		Semester II	
Curriculum and Instruction	3cr.	Assessment and Evaluation	3cr.
Theories of Education	2cr.	Leadership Integration Project	1cr.
Leadership Integration Project	1cr.	Educator Practicum II	3cr.
Educator Practicum I	3cr.	Elective	3cr.
Total	**9cr.**	**Total**	**10cr.**

Total Program: 38cr.	
Core Courses	**15cr.**
Specialty Courses	**8 cr.**
Practicum	**6cr.**
Electives	**6cr.**
Ind. Integration Project	**3cr**

Pre-requisites:

- -All core courses are pre-requisite to specialty courses
- -Research for Advanced Nursing Practice is pre-requisite to Graduate Seminar and LIP
- -Specialty courses are pre-requisite or concurrent with practicums.
- -Elective courses can be nursing courses, interdisciplinary courses, or additional specialty practicums per individual program plan.

Academic Plan

Part-Time Plan – Internet Delivery Option

a/o 01/29/2004

▸ Core Years – Year 1 & Year 2

YEAR 1

SESSION	COURSE #	COURSE NAME	CREDITS
Semester I	688 – 610	Theories of Nursing & Leadership	3
Semester II	688 – 622	Professional Role Development	2
Summer	688 – 646	Health, Politics, & the World	3

YEAR 2

SESSION	COURSE #	COURSE NAME	CREDITS
Semester I	688 – 660	Research for Advanced Nursing Practice	3
Semester II	688 – 634	Health Systems Policy & Organization	3
	688 – 675	Graduate Seminar	1
Summer		Elective	3

▸ Administrator Track – Year 3 & Year 4

YEAR 3

SESSION	COURSE #	COURSE NAME	CREDITS
Semester I	688 – 710	Administrative Leadership	2
	688 – 799	Leadership Integration Project	1
Semester II	688 – 714	Resource Management	3
Summer	688 – 718	Administrator Practicum II	3

YEAR 4

SESSION	COURSE #	COURSE NAME	CREDITS
Semester I	688 – 712	Organizational Development	3
	688 – 799	Leadership Integration Project	1
Semester II	688 – 716	Administrator Practicum I	3
	688 – 799	Leadership Integration Project	1
Summer		Elective	3

▸ Educator Track – Year 3 & Year 4

YEAR 3

SESSION	COURSE #	COURSE NAME	CREDITS
Semester I	688 – 720	Theories of Education	2
	688 – 799	Leadership Integration Project	1
Semester II	688 – 724	Assessment & Evaluation	3
Summer	688 – 728	Educator Practicum II	3

YEAR 4

SESSION	COURSE #	COURSE NAME	CREDITS
Semester I	688 – 722	Curriculum & Instruction	3
	688 – 799	Leadership Integration Project	1
Semester II	688 – 726	Educator Practicum I	3
	688 – 799	Leadership Integration Project	1
Summer		Elective	3

Bellin College of Nursing
Academic Plan
Part-Time Plan – Combo Delivery Option

a/o 01/29/2004

Core Years – Year 1 & Year 2

YEAR 1

SESSION	COURSE #	COURSE NAME	CREDITS
Semester I	688 – 646	Health, Politics, & the World	3
Semester II	688 – 660	Research for Advanced Nursing Practice	3
Summer	688 – 634	Health Systems Policy & Organization	3

YEAR 2

SESSION	COURSE #	COURSE NAME	CREDITS
Semester I	688 – 610	Theories of Nursing & Leadership	3
Semester II	688 – 622	Professional Role Development	2
	688 – 675	Graduate Seminar	1
Summer		Elective	3

Administrator Track – Year 3 & Year 4

YEAR 3

SESSION	COURSE #	COURSE NAME	CREDITS
Semester I	688 – 712	Organizational Development	3
	688 – 799	Leadership Integration Project	1
Semester II	688 – 710	Administrative Leadership	2
Summer	688 – 718	Administrator Practicum II	3

YEAR 4

SESSION	COURSE #	COURSE NAME	CREDITS
Semester I	688 – 714	Resource Management	3
	688 – 799	Leadership Integration Project	1
Semester II	688 – 716	Administrator Practicum I	3
	688 – 799	Leadership Integration Project	1
Summer		Elective	3

Educator Track – Year 3 & Year 4

YEAR 3

SESSION	COURSE #	COURSE NAME	CREDITS
Semester I	688 – 722	Curriculum & Instruction	3
	688 – 799	Leadership Integration Project	1
Semester II	688 – 720	Theories of Education	2
Summer	688 – 728	Educator Practicum II	3

YEAR 4

SESSION	COURSE #	COURSE NAME	CREDITS
Semester I	688 – 724	Assessment & Evaluation	3
	688 – 799	Leadership Integration Project	1
Semester II	688 – 726	Educator Practicum I	3
	688 – 799	Leadership Integration Project	1
Summer		Elective	3

Appendix, CHG 14 p

GRADUATE PROGRAM INITIATIVE TIMELINE

a/o January 22, 2004

INITIATIVE FACULTY DEVELOPMENT TWO-YEAR TIMELINE (2004 & 2005)	JAN 2004	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC 2004
CONFERENCES/SEMINARS/ SPEAKERS												
AACN Master' Program		●										
(2 faculty attendance)												
Follow-up Presentations by Faculty			●									
Workshop for faculty on online teaching methods				O								
Guest Speaker(s)					O							
Graduate education and assessment issues; expectations for reading and assignments; characteristics of graduate student												
FIELD TRIP												
Field trip to other colleges				O								
(talk with current graduate faculty on teaching and assessment issues)												

KEY: O = initiative efforts onset
● = initiative completed
➡ = initiative efforts ongoing
★ = timeline information to be determined (TBD)

Appendix, CHG 15 p1

GRADUATE PROGRAM INITIATIVE TIMELINE

INITIATIVE FACULTY DEVELOPMENT TWO-YEAR TIMELINE (2004 & 2005)	JAN 2004	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC 2004
INDIVIDUAL FACULTY DEVELOPMENT		○	→	→	→	→	→	→	→	→	→	→
MENTORSHIP										○		
Mentorship for Leadership Integration Project (LIP)												
"How to" on thesis/project supervision												
ONLINE APPROACH TO COURSES		○	→	→	→	→	→	→	→	→	→	→
Faculty to learn online course development												
Faculty to learn online course delivery methods												
Faculty to learn online course support systems												

KEY: ○ = initiative efforts onset
● = initiative completed
➡ = initiative efforts ongoing
★ = timeline information to be determined (TBD)

GRADUATE PROGRAM INITIATIVE TIMELINE

a/o January 22, 2004

INITIATIVE FACULTY DEVELOPMENT TWO YEAR TIMELINE (2004-2005)	JAN 2005	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC 2005
CONFERENCES/SEMINARS/ SPEAKERS												
AACN Master's Program		●										
(2 faculty attendance)												
Follow-up Presentations by Faculty			●									
Workshop on "Accreditation Requirements for Distance Education"				○								
Workshop on "Human Subjects"	○											
Guest Speaker(s)					○							

KEY: ○ = initiative efforts onset
● = initiative completed
➡ = initiative efforts ongoing
★ = timeline information to be determined (TBD)

GRADUATE PROGRAM INITIATIVE TIMELINE

a/o January 22, 2004

INITIATIVE FACULTY DEVELOPMENT TWO YEAR TIMELINE (2004-2005)	JAN 2005	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC 2005
INDIVIDUAL FACULTY DEVELOPMENT	→	→	→	→	→	→	→	→	→	→	→	→
ONLINE APPROACH TO COURSES	→	→	→	→	→	→	→	→	→	→	→	→
PEER ROUNDTABLE	○								→	→		
Brown bag lunches, open forums and peer support												

KEY: ○ = initiative efforts onset
● = initiative completed
➡ = initiative efforts ongoing
★ = timeline information to be determined (TBD)