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A Request for Change

Overview and Accreditation History

Bellin College, a fully accredited, single-purpose college of nursing, is seeking to expand its offerings through the inclusion of Bellin Health School of Radiologic Technology as a baccalaureate program offering, and secondarily is seeking permission to offer and facilitate the teaching of liberal education courses. Following is a summary of the history of the two educational entities, and rationale for support of both change proposals.

History

The College of Nursing. Bellin College of Nursing (hereafter referred to as “The College”) 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 forty-six. The 1,339 graduates from the diploma nursing program have 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 concluded that the Baccalaureate Degree in Nursing 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 the 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 the joint degree program. At this point a third type of arrangement surfaced and contacts were made with a number of free-standing, specialized institutions 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). 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 reinforced this decision. Subsequently, the Director of the School and the faculty recommended this third alternative to the Advisory Committee to the School and to the 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.

As the 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 Bellin College, letters of agreement have been established with four other degree granting institutions (Lakeland College, Sheboygan, WI; Silver Lake College, Manitowoc, WI; St. Norbert College, Green Bay, WI; and the College of the Menominee Nation, Keshena, WI), to better serve the needs of students and to facilitate enrollment opportunities. All letters of agreement will be available for review (see Display I: Letters of Agreement). Students continue to have the option of taking their liberal education course work on other campuses as long as courses taken are equivalent to the courses required.

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 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 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. Following the decision to pursue accreditation with the Commission on Collegiate Nursing Education (CCNE), NLNAC re-accreditation was not sought in 2005.

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 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 articulate as sophomores in the fall academic semester.

In 2007, after extensive review and discussion, a decision was made to revise the 21-month program to a 15-month accelerated program to remain competitive with other similar programs. Following curriculum review and revision, this decision was granted approval by the State of Wisconsin Board of Nursing and the first 15-month class was admitted in January 2008.

In 2002, a decision was made to pursue accreditation with the Commission for Collegiate Nursing Education (CCNE), which is associated with the American Association of Colleges of Nursing (AACN). This accreditation process was successfully completed in spring 2003, and in October 2003 the College was awarded the maximum, five year accreditation. CCNE re-accreditation was completed in April 2008.

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. Since Higher Learning Commission approval in 2004 and accreditation by the Commission on Collegiate Nursing Education in 2006, 25 nurses have graduated with their Master's in Nursing degree.

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 900 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.

The School of Radiologic Technology. Bellin Hospital maintains an accredited program in radiologic technology. The School of Radiologic Technology (hereafter referred to as “the School”) began in 1957 and has operated continually since its inception. The School of Radiologic Technology provides a two-year (24 month) program in radiologic technology that leads to a certificate/diploma, and qualifies the graduate to sit for and write the national board examination offered by the American Registry of Radiologic Technologists (ARRT). The program is fully accredited through the Joint Review Committee on Education in Radiologic Technology (JRCERT). Most recently, the School completed a JRCERT sight survey and visit in 2007, and was awarded an eight (8) year accreditation, which is the highest level possible through that accrediting body.

In keeping with the move to convert two-year, certificate in radiologic technology programs to baccalaureate programs, and given the College’s strong accreditation history and affiliation with Bellin Memorial Hospital, Bellin College proposes that the school of radiology be incorporated under the governance of the college operations. Discussions to secure this change began in earnest in fall 2006, and following agreement to pursue, the recommendation was presented to the College Board and then to the Board of Bellin Health systems. Subsequent to their combined approvals, a joint decision was made to move forward with seeking accreditation. Following is a discussion of the details of the proposed move.

The Proposed Change, Part I

1. Introduction: Permission to Offer a Bachelor's of Radiologic Science

The College is requesting authority to develop and implement a Bachelor of Science in Radiologic Sciences (BS-RS). The Commission's Policies relevant to this change include Policy 1.C.2.a: a change in mission or structure, as well as Policy 1.C.2.b: a change in educational offerings.

As part of the College's assessment process, the College's Mission underwent review in fall 2007. An interdisciplinary group scrutinized the former mission, and recommendations for change were submitted to the Administrative Council. The new mission, which reflects a more global view, was approved in October 2007, and forwarded to the College's Board of Trustees, who approved the recommended changes in December 2007 (see Appendix I: College Mission). Incorporation of the new Mission into the College's publications is in process.

The College Mission, Philosophy, and proposed Program Outcomes reflect professional standards and the expectations of our internal and external constituencies. The inclusion of a non-nursing credential is consistent with the College Board's desire to expand its offerings into other health care service areas as a reflection of the growing need for health care professionals. The inclusion of radiologic sciences further reflects the evolving role of nursing into the arena of diagnostic medicine. Only 4.6% (29/ 621) of the accredited programs in radiography award a baccalaureate as the terminal credential (see Display 2: JRCERT Monthly Statistics).

Expected outcomes of the proposed change will address the need for baccalaureate education for radiologic technologists. The largest percentage of radiologic

technologists has entered the profession through certificate/diploma programs or associate degree institutions. Completion of their professional education at the baccalaureate level, specifically within the radiologic sciences is difficult given the constraints a non-credit bearing certificate carries. Additionally, the pursuit of graduate education is further hindered as the prerequisite undergraduate degree is oftentimes unattainable or not relative to their chosen profession of radiology.

The Program design will feature a 1 + 2 + 1 curriculum with the first year emphasis in liberal education studies and an introduction to radiography sciences, the second and third years in professional radiography studies to include both didactic and clinical components, and the fourth year to include a variety of specialty tracks such as Computerized Tomography (CT) scanning, Magnetic Resonance Imaging (MRI) Scanning, and Women's Imaging, including mammography and DEXA, Dual Emission X-Ray Absorptiometry (osteoporosis screening/bone density) scanning.

The College will experience enrollment growth through the addition of a new program and financial growth through increased tuition revenues. Enrollment is projected to begin with 12 students per year. It is expected that during the next five years the area will experience a shortage as current, experienced radiology professionals seek retirement. Experts in the profession agree that the greatest impact may be felt in the specialty areas of radiology and education, as the supply of qualified workers is shallow and job attrition is still an issue for employers. The College expects to help meet the demand for radiographers educated at a professional level with specialty skills through the addition of this new program. Anticipated enrollment will be 12 students per year.

The addition of a Bachelor's program in radiologic sciences further expands the College's diversity and types of students enrolled. Additionally, the increasingly important role of nursing in the medical imaging arena will be reflected through the inclusion of this Program as part of the nursing education environment.

A larger facility for the College is under construction at a new campus site to allow for continued expansion of the nursing programs as well as to accommodate the additional School of Radiology. This site will include classrooms, faculty offices, an energized lab, and student services areas (Commission Policy 1.C.2.c).

There is no change expected in the current relationship with the Higher Learning Commission (Commission Policy 1.C.2.d)

2. *Factors Leading the Institution to Undertake the Proposed Change*

The College conducts ongoing institutional planning and review of its Strategic Plan every two years. Three (3) initiatives have been identified that address the value and need for an expanded program in the allied health area: expansion of services to the community, financial security, and capacity development (see Appendix 2: Strategic Plan).

The profession of radiologic technology is currently undergoing changes in its educational standards as well. At its most recent annual meeting (June 2007), the American Society of Radiologic Technologists (ASRT) took a position advocating an Associate Degree (AS) as the minimum entry-level credential for radiography. While not a mandate, this resolution clearly addressed the growing need for radiographic practitioners with professional degrees (see Appendix 3: ASRT Position Statements: Entry Level of Education for Radiographers”).

Additionally, the ASRT endorsed the baccalaureate degree as the “professional level of radiologic science education if it contains upper division coursework in radiologic sciences” (see Appendix 3: ASRT Position Statements: “Level of Education for the Radiologic Sciences Profession”).

In April, 2007, the Joint Review Committee on Education in Radiologic Technology (JRCERT) adopted the ASRT’s revised curriculum requirement of fifteen (15) liberal education, college-credit bearing courses as part of the entry-level radiography education. These general education studies must include oral and written communication, and mathematical and logical reasoning, and should include the arts and humanities, information systems, social and behavioral sciences and natural sciences (see Appendix 4: JRCERT General Education Requirements).

In 2005, School officials began a needs assessment to determine the marketplace demand for an advanced degree in the radiologic sciences. Surveys were sent to three (3) groups: ARRT registered radiologic technologists (N = 227/425, 53%), radiology department administrative directors (N = 59/109, 54%), and currently-enrolled graduating students in radiography (N = 278/319, 87%). This final survey was conducted on-site with student radiographers attending a statewide symposium (see Display 3: Needs Assessment Survey).

Both the graduating students and already-registered technologists demonstrated a high level of interest in a professional degree. Eighty-one percent of the student radiographers indicated a strong desire for a college degree in the profession. A large percentage of student and registered technologists (81% and 67% respectively) would like to qualify for advanced professional credentials.

Radiology administrative directors, by a large percentage (71%), support baccalaureate education and have budget resources available for their staff to seek the additional education requirements to attain the degree. These same directors (54%) felt a strong need for technologists trained in the specialty areas of CT Scanning, MRI, and Breast Imaging (see Appendix 5: Needs Assessment Overview).

3. *Necessary Approvals Obtained*

The approval process for the baccalaureate program necessarily requires endorsement at two levels: internally within the Bellin Health enterprise and externally through the School's accrediting agency, the Joint Review Committee on Education in Radiologic Technology (JRCERT). In April 2007, the School was granted continued accreditation by the JRCERT for an eight (8) year term, which is the highest award granted by the JRCERT.

Internal Approvals. Internal approvals were granted over a period of 14 months starting with the School of Radiologic Technology Advisory Committee. The Committee was first approached about the perceived need for a Bachelor of Science (BS) program in February 2005 (see Display 4: Advisory Committee, Minutes 2/05). The Committee requested further data research, particularly with the employer and radiologic technologist markets. Surveys were conducted at three levels to determine need, with the data presented to the Committee in August of 2005 (see Display 5: Minutes Advisory committee, 8/05). Discussion continued over the next two Advisory Committee meetings with the Committee's recommendation to move forward in October, 2006 (see Display 6: Advisory Committee, Minutes 10/06). Following this, the Committee recommended the

continued development of a BS program in Radiologic Sciences to include a suggested curriculum as well as possible sponsorship through Bellin College of Nursing.

In an effort to gain additional input and direction, a Bellin Needs Assessment Ad Hoc committee, consisting of radiology managers, a radiologist, radiologic technologists, radiology educators and a commercial representative in medical imaging was created (see Display 7: Ad Hoc committee members). After reviewing the survey data, the Committee met and agreed with the School's Advisory Committee. Additionally, suggestions were made as to curricular design and outcome characteristics of the graduates (see Display 8: Ad Hoc committee recommendations). The recommendation from this Committee was taken to the Bellin Health System Finance Committee during its August 20, 2007 meeting (Display 9: Finance Committee, Minutes 8/07).

In an effort to address the College's #2 strategic initiative: *Expand Services to the Community*, the Bellin College of Nursing Board of Trustees, at its June 2004 meeting, charged the College with the development of expanded degree offerings to include non-nursing professional careers (see Appendix 2: Strategic Plan). At that time, the College began investigating the expansion of new programs that ultimately resulted in a graduate program in nursing. Radiologic Technology was the next logical choice given the existing, reputable, and longstanding program within Bellin Health, and to that end, conversations between both the School's and the College's leadership began. At its Board of Trustees Executive Committee meeting (see Display 10: Minutes, BOT, 11/05), the Program Director from the School of Radiologic Technology presented to the BCON Board of Trustees, an initial BS program design model and a request for support in concept. The Executive Committee expressed interest and requested additional

information as to costs and benefit to the College. In March, 2006, the BCON strategic plan was amended to formally include the integration of the School of Radiologic Technology into a baccalaureate program within Bellin College of Nursing.

On September 27, 2007, BCON President Jane Muhl, PhD, presented to the BCON Board of Trustees Annual meeting, an update on the BS program in Radiologic Sciences and the necessary steps for accreditation by the Higher Learning Commission (see Display 11: Minutes BCON BOT, 9/07). A continuing update was presented to this same Committee at its meeting on February 14, 2008. Final approval within the Bellin College of Nursing was granted by the College's Board of Trustees on June 18, 2008 (see Display 12: Minutes, BCON BOT, 6/08).

Within Bellin Hospital, the BS-RS concept and Evidence of Need data was presented to the Hospital's Administrative Leadership team on June 7, 2007 (see Display 13: Minutes, BHS Leadership Team, 6/07)). This group suggested proceeding to the next hospital level for discussion and approval. In August 2007, as part of informal discussions with the Hospital's President and CEO, it was agreed in concept to proceed with the project. Presentation to the Hospital's Finance Committee occurred on August 20, 2007 (see Display 9: BHS Finance Committee, 8/07), with final approval given on June 16, 2008 (see Display 14: BHS Finance Committee Minutes, 6/16/08). Following BHS Finance Committee approval, the proposal was then presented to the BCON Board of Trustees Executive Committee on June 18, 2008. This group granted its approval pending accreditation by the Higher Learning Commission (see Display 12: BOT Executive Committee Minutes, 6/18/08).

External Approvals. External approvals are being sought through the School's accrediting agency, the Joint Review on Education in Radiologic Technology (JRCERT). Initial contact was made with the JRCERT in the summer of 2006, and a determination made regarding their required necessary approvals. This required documentation was submitted to the JRCERT in Summer of 2008 (see Display 15: JRCERT Notification of Substantive Change Form 108), and discussion regarding these changes have been placed on the Fall 2008 agenda for JRCERT consideration.

Changes to the School will include a change in administrative accountability as the lines of authority will shift from the Hospital Vice President of Invasive Services to the College's President and CEO and directly to the Vice President of Academic Affairs (see Appendix 6: BCON Organization Chart). Additionally, the School's budget will fall under the College's budget, although the Bellin Corporation is ultimately accountable for all debt and liability incurred by all its parties, including that of Bellin College.

4. Impact of Proposed Change on the College

While no areas requiring commission follow-up were identified following the College's most recent Higher Learning Commission visit in 2004, several topics were recognized as needing institutional attention.

Doctoral-prepared Faculty. "A sufficient number of doctoral-prepared faculty, as recognized in the previous self study, continues to be a challenge for the College." A challenge identified by the 2004 HLC visitors was that of securing "a sufficient number of doctoral-prepared faculty" with reference to hiring faculty of diverse educational settings. Since that visit, slight progress has been made within the School of Nursing with two additional faculty having attained the doctorate, while three are enrolled in doctoral

programs. Still diversifying and retaining qualified faculty remains challenging. Faculty salaries exceed the median salaries of similar programs as found in the AACN *Salaries of Instructional and Administrative Nursing Faculty (2006-2007, Table 62)*. In the cases of Associate Professor and Assistant Professor for non-doctoral faculty, salaries exceeded the 75th percentile (see Display 16: Faculty Median Salaries).

JRCERT accreditation requirements stipulate that the School of Radiology program director be Master's degree qualified and that faculty possess a Bachelor's degree at a minimum. Faculty qualifications for the advanced specialty classes require the instructor be credentialed in the specialty area by an appropriate certification agency. These conditions are currently being met.

Higher Learning Commission requirements stipulate that faculty hold "at least one level above that of the courses being taught or developed." The School's program director possesses a Master's degree, thereby meeting both JRCERT and HLC requirements. When the baccalaureate program is at enrollment capacity, it is anticipated that three additional faculty will be needed. Efforts will be made to secure faculty with the "formal education and tested experience to know what students must learn" and who meet the minimum requirements for both didactic and clinical teaching as disseminated by HLC and JRCERT.

There is expected to be some sharing of faculty between the School and the College in selected courses. These courses will include liberal education classes and selected courses offered to both the radiography and nursing students. Additionally, as the role of nursing in medical imaging continues to evolve and become more integral to

quality delivery of imaging services care, School faculty will be integrated into core nursing classes as required.

Facilities, Technology, and Planning for the Future. “Current space has been maximized and will be insufficient to meet enrollment projections for undergraduate and graduate programs.” HLC visitors noted that the College has outgrown its current space and without additional room for expansion, a barrier to growth is created. Currently the School of Radiologic Technology is located within the physical property of Bellin Hospital Imaging Services Department. The School facilities consist of a classroom, two faculty offices, student study area and library and student lockers. Access to energized x-ray equipment for instruction and clinical experience is through the Imaging Services Department of the hospital.

The proposed move to incorporate the School of Radiology within Bellin College comes at a strategic time as the College is in the midst of constructing a new building, with a projected move anticipated for fall 2009. In spring 2008, the Bellin College Board, along with the Bellin Health System Board, approved the purchase of 15.5 acres of land, and a Performa addressing the feasibility of a new facility at an estimated cost of \$13.8M was developed and approved. Foundational work on the new building has begun, and discussions are on-going in regards to space and equipment needs within that new structure for the School of Radiologic Sciences.

Central to the educational needs of the School will be the inclusion of an energized radiographic (x-ray) machine which will include digital imaging and access to Bellin Health’s Pictorial Archive and Communication System (PACS) via the Web. The energized x-ray machine will need to be installed in an approved room and require 1/32”

of lead walled protection. Space addressing these requirements has been designed into the specifications for the new College building. Cost of this equipment including installation should not exceed \$75,000.

Digital equipment will consist of computed radiography (CR) technology and will be provided by Bellin Hospital as existing equipment is replaced with newer products. The estimated cost of this should not exceed \$10,000 including installation. No darkroom is required as images are now electronic. Accessory items such as lead protection and positioning aids will all be provided by the Imaging Services department of the hospital at little or no charge (See Appendix 7: Capital budget). Manpower costs would be transferred to the College and currently run approximately \$140,000 plus benefits (24.5% multiplier – \$174,300 total).

Classes for students would run concurrently with students of the College. The weekly academic calendar utilizes classroom facilities six (6) hours per day. Classes are expected to be offered during weekdays. Classes for selected advanced specialty courses offered during the senior year will be presented as evening and weekend classes as required and should not dramatically impact College facilities. Clinical experiences for students in the radiography portion of the curriculum (years 2 and 3) will initially be provided through the clinical sites of Bellin Hospital and St. Vincent's Hospital. Exploration into expanding clinical facilities will be examined with Bellin Medical Group practices as well as additional health care facilities in the region. Additionally, the advanced specialty courses will use clinical facilities at Bellin Hospital including women's imaging, and CT and MRI scanning. This is currently being done and should not impact the College.

Library holdings, currently housed in the Hospital's Imaging Department, will be transferred to the College library. Plans are in progress to assimilate current pertinent materials into the College's library budget to assure a seamless transition for students in the baccalaureate radiology program.

Integrated Academic Management System. *“Additional integration of technology in the curriculum, student services, faculty, and administrative support remains an ongoing challenge.”* With the growing technology demands of the College, a part-time staff person was hired in December of 2004 as the Technology Assistant. In February 2005, this position was increased to full-time to address the growing technological demands of the distance education offerings of the graduate program. Later in 2005, the position title was changed to Director of Technology and in 2006, a part-time Information Technology (IT) specialist was added. This was done in response to increased use of computer-assisted learning, the increasing number of distance education courses, and the need to manage the implementation of an integrated software system. The IT specialist position became a full-time position in 2007. In 2008, a new technology plan was introduced (See Display 17: BCON Technology Plan). This plan provides a status report of technology goals defined for past and current years, and a map of future technology goals, including linkages to recommendations, statements of purpose, and definitions of necessary resources. It also provides an overview of current technology equipment, software, and other technical-related resources.

The Technology Advisory Committee (TAC) was established in October 2006. This committee has representation from the technology department, administration, and faculty, as well as graduate and undergraduate students. The primary purposes are to

make recommendations about the present and future needs of students, faculty, and staff for information and technology services. It also provides a forum to which students, faculty, and staff may refer questions and recommendations concerning college technology policies, services, and facilities. New and/or emerging technologies that may enhance teaching and learning may be discussed or proposed to this group. Information from this group may be channeled to the President, Administrative Cabinet, or the Director of Technology for decision.

Efforts are on-going to provide a seamless mechanism for communication between the student services, finance, and faculty functions of the college. In 2005, agreement was reached to purchase Scholastic Online Information System (SONIS) for the sole purpose of connecting student registration, record keeping, and billing within one system. Additional potential within this system includes faculty grade management and student access for registration, course schedules, and grades. Over-sight for the process of fully implementing this system is housed with the College's Director of Technology, who is responsible for the execution and maintenance of SONIS capabilities.

Financial Security. *“The financial stability and future viability and security of the institution should continue to be a high priority in the Board of Trustees’ strategic and annual planning.”* Recommendations from the most recent visit included consideration of on-site accounting services dedicated to the College. In 2005, the College established and secured into that position a Vice-President of Finance, whose job description includes management and over-sight of the college's accounting processes. In 2006, a bursar's position was added which contributed to increased efficiency in tuition collection and management. A financial aid counselor was added in 2008 to provide

additional services to students. These job descriptions will be available for review (see Display18: Job Descriptions). In January 2008, the College received authorization from the Department of Education to be a third party servicer and administrator of federal Stafford and Pell Grant loans for the radiologic science program.

As of June 30, 2007, the Statement of Financial Position shows that the College has total net assets of \$13,131,599. Of the total net assets, \$2,593,471 is unrestricted funds, \$2,722,836 is temporarily restricted funds, and \$7,815,292 is restricted funds. Audited financial reports for the past three years are enclosed for review (Enclosure 1). These reports outline revenue sources, endowed funds, investments, and expense records.

In 2005, the College Board of Trustees changed the College's fiscal year from October 1 through September 30 to a fiscal year that begins on July 1 and runs through June 30. This new fiscal year was adopted in our fiscal year 2004-2005. This change allows the budget and financial reporting to match the educational year more closely.

A second recommendation was that following the fortification of the Master's in Nursing program, that the College explore offering additional bachelor's level health programs. To that end, this joint effort between Bellin Hospital and Bellin College is being undertaken to bring the School of Radiology into the College's domain.

Diversity. "...the institution needs to develop strategies to address diversity issues in enrollment management, curriculum, faculty, and staff." Efforts are on-going to increase the diversity of the college, including that of student, faculty, and staff. In 2005, a national search was conducted for a successor to the Dean's position. In spite of those efforts, due to the current shortage of qualified candidates for that position and the

additional challenges associated with relocation, no external candidates were found, and the position was ultimately filled from within.

As faculty needs increase, recruitment efforts have been expanded to areas outside of Northeast Wisconsin. Again, with an on-going, nation-wide shortage of qualified nurse educators, outside recruitment to fill open positions remains challenging. Four newly created positions: Vice President for Finance, Director of Grants, Director of Technology, and Technology Assistant, have been filled by males, thereby increasing the gender diversity within administration and staff.

Efforts to increase the cultural diversity of the student body also continue. In 2007, a Nursing Workforce Diversity Program grant, outlining a plan to strengthen both the financial and educational support needed by minority students, was submitted to Health Resources and Services Administration (HRSA). If approved, this grant would provide over \$300,000 in funding for recruitment via Summer Camps, and retention via increased counseling support.

A joint program through Bellin Health, the Bellin Foundation, and the College, providing tuition funding for up to four years of nursing education for Asian or Hispanic, bi-lingual minority students, was initiated in 2006. Currently, three students meeting those criteria are enrolled. Additionally, work is in progress in securing through the Hearst Foundation Endowment Scholarship funds to support students of diversity.

5. Plan for Implementing and Sustaining the Proposed Change

Faculty Involvement. The development and implementation of a baccalaureate program in radiologic sciences has been ongoing for nearly three years. The Program Director of the School of Radiologic Technology has been the principal person in this project with direction from Bellin Health Administration. The Program Director has a Master of Science degree from the University of Wisconsin-Oshkosh with an emphasis in health care administration. Prior to joining Bellin Health, he was employed as a district manager for 23 years for a major vendor in the medical imaging marketplace. His curriculum vita is included as Display 19. In the mid-70's, he served as the program director for Bellin Hospital's School of Radiologic Technology. During his tenure as a district manager, he continually remained in contact with the medical imaging educational community by participating in regional meetings and speaking at various symposia throughout the Midwest.

Upon returning to Bellin Health, one of his directives was to look into the feasibility and structure of a baccalaureate program in radiologic technology. His experience in dealing with many radiology department administrators afforded him the opportunity to learn first-hand what the employment community was looking for in radiology personnel as far as education and qualifications. It was clear that employers were looking for more technologists who were trained in more than one specialty area of imaging, rather than just radiography alone (see Display 20: Communication from Joseph Bittengle, 10/06) as an example of similar findings across the country relative to the need for multi-credentialed technologists.

In addition to the radiology program director, other members of the BS-RS Committee include an upper level member of Bellin Health administration as well as the President/CEO of Bellin College of Nursing. These members possess a Master's in Business Administration and PhD respectively. All members are experienced with nursing education and the administrative needs of the marketplace. The Committee members' qualifications are included in Display 21.

Following approval of the Program by Bellin Health Finance Committee, a curriculum task force was created. This group consisted of the School Program Director, Clinical Coordinator, the Vice President of Clinically Invasive Services, Team Leader of Imaging Services, Bellin Health, the Radiology School Medical Director, and Team Facilitators for MRI, ultrasound and mammography, PACS administrator and a curriculum expert from the College. This group represents the major curricular tracks for the Program and each is quite experienced in their respective area of expertise. Their respective qualifications are based upon academic credentials, specialty certifications, and clinical experience in the profession (See Display 22: BS-RS Curriculum Task Force).

Once the Program has approval, faculty will be secured. It is expected that most faculty will come from the local geographic area and reflect the various specialty areas. Each course instructor for the specialty tracks will be credentialed in accordance with HLC requirements, in their specialty by recognized certifying bodies, and each will have extensive clinical experience. All faculty will be required to participate in ongoing faculty development opportunities. Courses taught in the area of leadership and

management will be included with the College's courses and it is expected that no additional faculty will be needed for this area of emphasis.

Principle responsibility for students meeting curricular requirements will be with the Program Director, and ultimately the Vice President of Academic Affairs (VPAA) of the College. As the curriculum is structured as a 1 + 2 + 1 design (see p. 8), it is expected that the faculty needs for the specialty tracks will not be needed until the fourth year after the start of the Program. After that, specialty faculty will be contracted on an ongoing basis.

Administrative Structure. The Administrative and Corporate Structures of the College are addressed in Appendices 6 and 8 respectively, and reflect minimal change in reporting with the addition of the Program in Radiologic Sciences. The Program's Director will report to the Vice President of Academic Affairs of the College, who in turn reports to the College President. Principle responsibility for the Program will rest with the Director and will include the areas of admissions and enrollment management, budget, curriculum development and evaluation, expectations for faculty development including internal and external peer review, student outcomes, etc. Financial aid and tuition issues will be handled by the College's financial office and bursar, respectively. Financial aid services were shifted to the College in the Fall of 2007 and have presented no problem to the College staff.

Learning Resources and Support Services. Student counseling services will be assumed by the College in conjunction with the Program's director. Students will be able to access information and advisors in person or online. Since the number of students from the BS-RS program is relatively small by comparison, no significant impact to counseling

resources is expected. Processes for the School of Radiology admissions will be assimilated into the functions of the College, and financial aid counseling and assistance will be provided through the College's current mechanisms. Student services will be assessed for effectiveness on a regular basis as part of the College Assessment Program (CAP). Library holdings and resources from the School will be shifted to the College's new campus library where ample space and capacity is being planned.

Financial Data. Funding for the BS-RS program will include tuition and fees, selected grant monies, extramural support and solicitations from commercial and private donors. Significant commercial support is available through various medical imaging companies and radiologist groups. With the Program's focus on the specialty tracks of CT, MRI, and Mammography, and with a consistent emphasis on leadership, vendors and physicians are likely to financially support the education of future professionals in these areas. In our local geography, there are no competing similar programs in the radiologic sciences and it is felt that monies through endowments and contributions offer great potential for funding this innovative program. The budget for the proposed change, adding a BS program in radiologic sciences, is presented as Appendix 7. This budget identifies that the program should be self-sustaining by year three of implementation and a source of revenue for the College by year four and thereafter. Bellin Health as an enterprise has agreed to underwrite this program for one, full four-year cohort.

6. *Strategies to Evaluate the Proposed Change*

Documentation of Expected Outcomes. Program officials for both the College of Nursing and the School of Radiology will take advantage of existing Outcomes Plans and their respective measures of quality and success. The School of Radiologic Technology

has a well established and active Outcomes Plan that is currently in place. Building on that plan, a fifth goal was added to address the baccalaureate student/graduate. The plan measures student performance on an ongoing basis throughout the entire curricular experience. The five (5) Program Goals are as follows:

1. Graduates will demonstrate competency to include problem solving and critical thinking skills in patient care to assist in continually improving the health and well being of all people in the community they serve.

2. Graduates will have an understanding and professional appreciation for optimum radiation protection practices for patients, themselves, and other health personnel.

3. Graduates will demonstrate professional and effective communication skills with patients, the public, and all health personnel.

4. Graduates will demonstrate entry-level competency as a medical imaging professional.

5. Graduates will portray leadership skills, demonstrating initiative, professional communications, and teamwork traits.

Each goal has a subset of outcomes to help define the goal's expectations (see Appendix 9: Assessment Outcome Plan). Data is collected continually and entered into the School's Outcomes Plan. The Outcomes Plan has established outcomes measures for each outcome as described for each goal. Additionally, measuring criteria for each outcomes measure is documented as a benchmark for successful achievement. The person(s) responsible for measuring the outcome and interval for measurement is prescribed in the Outcomes Plan instrument. Program Effectiveness is an additional

evaluation separate from student outcomes (see Appendix 10: Program Effectiveness Plan).

The above described measures will become part of the College's Assessment Program (CAP), which is designed to assure on-going and regular evaluation of College processes (see Appendix 11: College Assessment Program Plan). The integrity of both plans will be maintained within the overall College mission. The School intends to maintain full, long-term accreditation through JRCERT and as such, its' outcomes assessment plan will also be monitored through that agency.

Integration of Assessment Plan. By design, the Outcomes Plan requires continual assessment of student performance according to the Program Goals. Data is collected in an ongoing fashion and entered into the Plan during faculty meetings according to the Plan schedule of data entry. Some of these measurements actually deal with student scores in specific study units in select courses within the curriculum. For example, Outcomes measure 1.3 (Patient Care Units 10, 11, and 12) considers student unit exam scores for these three units and calculates the mean score for these units. This mean score is entered as an outcomes measure, with successful completion of this measure established as a minimum of 80% proficiency. These types of measures are used consistently throughout the Outcomes Plan where appropriate.

Data is continually collected by way of student clinical evaluation forms, which are an integral part of the School's plan for measuring clinical proficiency. Specific clinical evaluation units are measured for all students and entered into the Outcomes Plan by the Clinical Coordinator.

As a measure of program effectiveness, the Outcomes Plan also looks at factors such as successful completion of the national certification examination, obtaining gainful employment within the profession, and student attrition rates. Additionally, the Plan allows for the assessment of graduate performance and success, by way of the employer community through graduate and employer surveys. This data is collected annually for each graduation cohort, six (6) months post-graduation and entered into the Plan in the Spring of each year (see Appendix 10: Program Effectiveness).

With the change from a certificate program to a bachelor's degree, plans are to continue with the current Outcomes Plan and process. Although the current Goals and Outcomes Plan focuses on entry-level radiography skills, the plan will be expanded to include the specialty tracks of CT scanning, MRI scanning, and Women's Imaging. Additionally, a goal addressing an outcome in leadership has been developed and will be integrated throughout the radiologic science curriculum. The Program mission and goals remain essentially unchanged in that they emphasize patient care skills, radiation protection and patient safety, critical analysis thinking, and entry-level professional skills. Expanding the Outcomes Plan to include the specialty tracks does not change the overall Plan design and effectiveness in ensuring Program quality.

The College and its School of Radiologic Sciences will continue to use the current Outcomes Plan, with the modifications as previously described. We will continue to assess patient care and communication skills, the application of sound radiation protection techniques and the ability of students to think critically in an active healthcare setting. Leadership principles will be integrated throughout the BS-RS curriculum and will be assessed as outlined in the Program Outcome document. Entry-level skills and

knowledge in radiography, CT scanning, MRI scanning, and mammography and DEXA scanning will be measured as an expansion to the current Plan. Finally, measures of program effectiveness will center on the employer and graduate surveys, program attrition rates, as well as on successful completion of the national certification examinations in radiography, CT Scanning, MRI Scanning, DEXA scanning and Mammography offered by the American Registry of Radiologic Technologists (ARRT). These examinations are viewed as a measure of entry-level proficiency in the various specialty areas within medical imaging. Program measures to include successful completion of the ARRT examinations in CT, MRI, DEXA Scanning, and Mammography will be incorporated as they are completed by graduates.

Students will be introduced to the Outcomes Assessment Plan during orientation to the Program. The student handbook will be used as a reference during orientation and will familiarize students to the Outcomes Plan design and intent as well as the various evaluative instruments and methods to assess achievement of Program outcomes. Participation in the Program Outcomes Assessment Plan is a requirement for graduation. The Program's Outcomes Plan is included as Appendix 9.

7. *The Proposed Bachelor of Science in Radiography Sciences (BS-RS) Program*

Planning Initiatives to Mount the BS-RS Program. Through a series of task force meetings and the collection of information from faculty and support staff, identification of initiatives to mount the BS-RS program are being addressed. This is a continually changing document that includes initiatives in the following areas: admissions, academic considerations/curriculum, finance, policies, recruitment and marketing, faculty/staff needs and a general miscellaneous category. Persons responsible

for taking the lead on drafting the information related to each initiative, as well as a timeline for completion have been developed (see Appendix 12: Project Schedule).

The Curriculum Plan. With input from the School's Advisory Committee, Baccalaureate Committee, Ad Hoc Committee of Medical Imaging Professionals, and the needs assessment, it was decided to offer a baccalaureate credential in radiologic sciences using 1 + 2 + 1 format, rather than the traditional 2 + 2 completion program format. The core curriculum will be radiography with the final year offering any number of specialty tracks of study. Design of the curriculum will reflect suggestions made by the American Society of Radiologic Technologists (ASRT) in terms of a recommended baccalaureate degree. The plan for delivery and sequencing of courses and an academic plan for the specialty areas of study have been developed and are included as Appendix 13: Curriculum plan.

The Program Curriculum Committee reviewed the literature about baccalaureate programs in radiology as well as the certification requirements of the ARRT for each of the specialty areas the Program intends to offer. Additionally, several existing Bachelor of Science programs in medical imaging were analyzed to identify common traits and unique offerings. All agreed that the BS-RS program should offer a liberal education component with radiography being the core professional requirement.

Emphasis on and elaboration of the liberal education core was a primary change in the proposed curriculum. A total of 43 liberal education credits is planned, and completion of 27 credit hours in liberal education classes is a JRCERT prerequisite to the radiography portion of the program (years 2 & 3). Year one will include traditional coursework in the natural sciences as well as course work in social sciences,

communication, and mathematics. The curriculum will integrate leadership concepts across all courses with a focus on application, synthesis, and evaluation.

The core of the BS-RS program is radiography. This ensures continued excellence in radiography education and accreditation by the JRCERT. Notification of a terminal credential change is incorporated in Form 108 (see Display 15: JRCERT-Notice of Substantive Change) and has been submitted to the JRCERT for its Fall agenda and meeting. Entrance to the medical imaging profession generally requires a basic radiography background and certification by the American Registry of Radiologic Technologists (ARRT). Exceptions to this include Ultrasonography and Nuclear Medicine Technology. By and large, however, most enter by way of radiography and then specialize into any number of medical areas.

The final curricular requirement would permit the student to select from three specialty tracks and focus academically and clinically in this area. Each specialty area will provide a didactic and clinical experience for students. Each track is intended to qualify the student to apply for, and complete the certification examination offered by the ARRT. This necessarily mandates both a didactic and clinical learning experience. Emphasis on this content prior to program completion will yield a graduate with improved marketable skills in response to an ever-changing workplace as well as leadership qualities and a desire for professional growth.

A leadership and management sub-core would be included in all specialty areas in an effort to produce better-prepared health imaging professionals with strong leadership qualities at all levels. As courses are developed, faculty will continue to build sound leadership principles and a vision for global responsibility into both the course content,

and the clinical practicum offered to students. At the completion of the program, the student will have broadened their knowledge regarding the health system, their responsibility to the larger society and the integration of advanced medical imaging roles.

As the BS-RS program outcomes were developed, the Task Force identified major concepts and content that would be expected within the program. A curriculum plan, outlining placement and credit allocation was developed using generally accepted academic calculations (see Appendix 13: Curriculum Plan). The Curriculum Committee then developed course descriptions and course outcomes for each class (see Display 23: Course Syllabi). At each stage of development, the decisions were thoroughly discussed by members of the Curriculum Committee with recommendations forwarded to the College.

Delivery of the Program. The Program will be delivered in a traditional academic environment with regularly scheduled classes and face-to-face interaction between students and faculty. The general education classes during the first year will be offered through the College of Nursing and the University of Wisconsin-Green Bay (UWGB). Students from outside the region may elect to take their liberal education courses at any accredited college/university and transfer those credits to the College's BS-RS program providing they meet the requirements of the curriculum. The medical terminology course will be offered at local technical colleges and students are required to successfully complete this course as a prerequisite to the radiography core.

The core radiography courses will be taught on the College campus through its facilities. The clinical experience for these courses will be provided through Bellin and St. Vincent's Hospitals. The final year of courses in the selected specialty tracks, will be

taught on the College campus with clinical experiences at Bellin Health and its facilities. Courses will be scheduled on a semester timeline. Each course and its prerequisites will be clearly published and made available to all interested students (see Appendix 13: Curriculum Plan).

It is anticipated that most students will enroll on a full-time basis, particularly for years one through three. The radiography core (years 2 and 3) require full-time enrollment. Enrollment in select clinical sites may be subject to the availability of those sites and is limited by student capacity restrictions to ensure optimum student learning. Select courses in the Leadership and Management track will be offered through the College and/or UWGB. Final matriculation necessarily requires completion of all liberal education and radiography core courses as well as 12 credit hours of specialty courses.

Faculty Development. The BS-RS task force clearly recognizes the logic of integrating the College and School of Radiologic Technology in order to offer an advanced level of education for the radiography professional. There is clear synergy in using shared faculty and resources whenever appropriate. Many of the general education classes for both nursing and radiography crossover and are of value to both medical professions. There is a clear economy of scale in an integration of faculty and resources. Faculty development for the specialty-course faculty will be ongoing and include participation in the College's faculty development activities as well as attending outside workshops and symposia. Additionally, plans will be made for observations of other programs through field trips and mentoring opportunities using current faculty. Monies will be allocated annually for faculty development and monitored by the School's program director.

Program Assessment. Strategies for program assessment will use two (2) principle sources: 1) the Outcomes Assessment Plan Results and 2) various measures of Program effectiveness including employment rates, wage and salary data, pass/fail rates on certification examinations, attrition rates, graduate and employer surveys, and application rates. A Program Effectiveness Committee will be established and charged with gathering and evaluating data relative to the various benchmarks of program quality and effectiveness. This committee will provide feedback to the Program's Advisory Committee and Director and to the College's CAP Coordinator to ensure optimum results. Suggestions for Program improvement will be presented to the College administration for implementation.

Conclusion: Part I

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 Bachelor of Science program in Radiologic Sciences. In support of this request, the College and School of Radiologic Technology have undertaken a needs analysis involving various communities of interest to document the need for an advanced credential in radiology education, have received internal approval at all levels and are appropriately situated to receive external approvals.

The College demonstrates its commitment to implement this change through such actions as the formation of a BS-RS Task Force Committee to determine the need for such a program, the creation of a Curriculum Committee empowered to begin curriculum development, the employment of a qualified radiography Program Director and the

inclusion of the radiography program in preliminary plans for new facilities and resources.

Internal approvals have been obtained at all levels of administration supporting the formation of a BS program in radiologic sciences. 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 a Bachelor of Science degree in Radiologic Sciences. Upon approval by the HLC, the College will move forward on all planned initiatives for program implementation.

The Proposed Change, Part II

1. Introduction: Permission to offer and facilitate Liberal Education Courses

The College is requesting authority to offer and facilitate select Liberal Education courses. The Commission's policies relevant to this change include Policy 1.C.2. a, Change in mission or structure; and Policy 1.C.2.b: Change in educational offering.

The expected outcomes of this proposed change are two-fold. First, the College would gain control over management and facilitation of these courses. Secondly, the College would be in a position to create an ancillary revenue stream through additional tuition dollars by offering these courses to Bellin College students as well as to non-matriculated students and the public.

The College's mission statement was reviewed and revised in fall 2007 to reflect a more global position. The changes proposed are in keeping with the new mission (see Appendix 1, College Mission), as well as with the College's strategic plan to expand its offerings (see Appendix 5, Strategic Plan-Initiative I, Financial, Section B-1).

Adding the capability of offering liberal education courses may afford the college an increased opportunity to expand the diversity of its student body by providing courses with broader appeal. It is expected that a minimum of four courses will be offered annually, with enrollment anticipated between 15 – 20 students, producing additional tuition revenue (see Appendix 14: Liberal Education Budget). Course offerings would start fall 2009.

2. Factors Leading the Institution to Undertake the Proposed Change

Acknowledging that quality education incorporates breadth as well as depth of understanding is integral to producing a well-rounded practitioner. Bellin College of

Nursing has subscribed to this philosophy, and since its inception has required its nursing graduates to complete over 60 liberal education credits. Because Bellin College of Nursing is single-purpose, offering and teaching nursing as its only degree, partnering with neighboring universities has afforded the College and its' students access to this component and has provided the students with options to completing their liberal education requirements.

Difficulties with completion of the liberal education requirements are encountered, however, as students progress into their professional courses which often require significant amounts of clinical. Scheduled clinical hours frequently interfere with the regularly offered liberal education courses conducted by the College's partnering universities. In the past, this has resulted in the College contracting with other educational institutions to provide those courses on the College campus at times amenable to student schedules (see Display 25: Academic Timetables 2004-2006).

While partnerships with neighboring universities are strong, arrangements for the provision of these courses are complex, involving multiple entities, and at times constraints develop when student numbers do not meet the partnering universities' requirements to offer courses on the Bellin College campus (see Display 26: Minutes Department Chair, 4/02 and Display 27: Minutes, Interinstitutional Coordinating Council 11/03). Additionally, because these courses are provided by different educational institutions, evaluations of the course and the faculty teaching the course are not generally shared. When problems arise, examining and resolving the issues is not as easily accomplished.

Informal meetings with the Vice President for Academic Affairs and the Undergraduate Admissions Counselor and Course Scheduler were held to discuss possible solutions to the scheduling issues. Through the course of these discussions, it was determined that four required courses are among those which have typically been challenging for students to gain enrollment in. These include: statistics, business, ethics/philosophy, and a course in ethnic diversity.

While multiple courses to fulfill these requirements exist in the academic timetable of the University of Wisconsin-Green Bay, the College's primary liberal education partner, scheduling conflicts restrict student access, constraining them to evening, weekend, or online courses, or eliminating entirely their ability to enroll in the needed course. While potentially convenient, weekend and online courses reduce options and restrict student ability to engage in a course methodology amenable to a particular learning style. These limitations also place time constraints on family obligations and social interactions.

For the upcoming fall 2008 semester, 31 students are enrolled in or eligible to take business, 22 are eligible for statistics and 13 are eligible for philosophy/ethics (see Display 28: Fall 2008 UWGB Outreach Enrollment). Translated into tuition dollars for the College, the addition of these courses would provide a supplementary revenue stream. Based on these past and current processes, it is hoped that by offering and facilitating liberal education courses, the needs of Bellin College students will more easily be addressed and met.

3. *Necessary Approvals Obtained*

Discussions have been held with both the Bellin College of Nursing Board as well as with College administration and faculty regarding the need and implications of assuming responsibility for the planning and offering of liberal education courses. The move to seek approval is consistent with the College's existing strategic plan (see Appendix 2: Strategic Plan). Prior and current issues with scheduling and providing required courses at times amenable to student schedules continues to be problematic.

Discussions with College administration confirm that an alternate methodology to making these courses more easily available needs to be pursued. Gaining approval from the Higher Learning Commission to pursue the provision and transcribing of select liberal education courses would allow the College to enhance student satisfaction while at the same time provide additional tuition dollars and secure a more stable financial base.

4. *Impact of Proposed Change on Challenges Previously Identified*

Doctoral-prepared Faculty. Challenges identified by the Commission as part of the last comprehensive visit in 2004 are described in Part I (Section 4, p. 14-16) of this proposal. Securing appropriately credentialed and experienced faculty to facilitate these select undergraduate liberal education courses will be accomplished through marketing, advertising, and contacting individuals who have previously expressed interest in adjunct teaching. Because these courses will be at the undergraduate level, efforts will be made to secure Master's or Doctoral-prepared faculty as appropriate. A review of faculty qualifications and curriculum vitae will be conducted prior to the offering of a limited term contract.

Facilities, Technology, and Planning for the Future. With the anticipated move to a new campus, space is not expected to be a barrier. Plans are underway for incorporating state-of-the-art technology into the classrooms to facilitate web-enhanced courses. Utilization of the College's current platform for offering online courses would also be a consideration, and would create no additional cost.

Scheduling courses would be facilitated via the College's current scheduling process, and will be completed following consideration of student time-commitment to theory and clinical courses. Courses will be offered at times amenable to the majority of students.

Integrated Academic Management System. No anticipated changes are expected beyond that which is described in Part I, p. 18. Liberal education courses attempted and completed will appear on the Bellin College transcript. All policies governing financial aid, tuition and fees, add, drop and withdrawal currently in place for nursing courses will apply also to the liberal education courses and such rules will be communicated to students via the Student Handbook, web site and other print material as appropriate (see Enclosure 2: Student Handbook).

Financial Security. Additional tuition revenue generated by offering liberal education courses will help contribute to the College's financial stability. No additional costs are anticipated with regards to space and technology needs. Scheduling and advising processes will be assumed by the College's current resources. Salary requirements will be the primary financial expenditure for the liberal education component and will be based on current prevailing salaries based on credential and

experience and in accordance with the “Adjunct Faculty and Overload Teaching Assignment Compensation Schedule” (see Appendix 15).

Diversity. Because liberal education courses have a potentially broader appeal, increasing the diversity of the student body is a distinct possibility, as is increasing the diversity of the faculty. Appropriate marketing of these courses would need to be undertaken.

5. *Plan for Implementing and Sustaining the Proposed Change*

Upon approval from the Higher Learning Commission, arrangements will be initiated via the Academic office to determine course needs of currently enrolled students. Past experiences have shown that four courses: Statistics, Philosophy/Ethics, Business, and a diversity offering, have been problematic in securing student placement. In an effort to attain additional and diverse enrollment, course offerings will be marketed both within the health system as well as externally via suitable mechanisms. Policies will be established that govern tuition and fees for non-matriculated students and course grades will be transcribed according to the procedures in place at the College. A minimum number of enrollees for offering the course will be established.

Once student numbers and a course time amenable to the majority of students have been determined, faculty will be recruited. Finding qualified faculty to teach the liberal education courses will require the College to draw on its own resources as well as to conduct recruitment, based on the College’s current recruitment plan, as deemed necessary. Currently the College receives inquiries about liberal education offerings, and a pool of appropriate faculty will be drawn from that list. Additional recruitment of qualified faculty members will consist of advertisement in local papers and educational

print and online material. Position postings will be provided to all campuses in the area.

Faculty members will hold a minimum of a Master's degree and have prior experience teaching the content area. A review of their qualifications and curriculum vitae will be conducted prior to the offering of a limited term contract. Salary will be comparable to the applicant's teaching experience.

6. *Strategies to Evaluate the Proposed Change*

Both course enrollment and faculty and student satisfaction with liberal education course content will be monitored on an on-going basis. Faculty will be subject to all policies of Bellin College, will submit appropriate course syllabi, and will adhere to course and faculty evaluation policies currently in place.

Following completion of each course, faculty and students will evaluate the course (see Appendix 16: Faculty Course Evaluation and Appendix 17: Student Evaluation of Course and Faculty), and these evaluations will be reviewed by the Vice President of Academic Affairs (VPAA) and discussed with the faculty teaching the course. Decisions for continued offering of the course and faculty re-appointment will be made as needed.

Conclusion: Part II

Bellin College of Nursing has a long history of providing excellent education for its nursing students. Given the College's revised strategic plan and its vision for future growth, expansion into teaching select liberal education courses, especially as an improvement in meeting the needs of its present and future students, is a logical and forthright move. Since the last Higher Learning Commission visit, the College has created for itself a more secure and stable financial position and has in place both hiring

and evaluation practices to sustain a venture into teaching liberal education. With a move to a new, technologically-equipped, and space-affording building planned for 2009, the College is in a position to be successful at this endeavor. Upon approval from the HLC, and in keeping with the College's Mission and Strategic plan, the College will move forward with this planned enterprise.

Institutional Snapshot

Overview. The following data is collected and organized to present to the reviewers an overview of the scope and nature of operations of Bellin College of Nursing that encompasses a two-year time frame: fall 2006 and fall 2007. Data has been collected from internal records as well as from the Integrated Postsecondary Education Data system (IPEDS) forms required by the U.S. Department of Education and submitted to the National Council on Education Statistics (NCES). Categories 1-7 are provided in the form of a chart (see Appendix 18, Institutional Snapshot); substantiating data will be available for review as Display 29. Category 6, Availability of Instructional Resources and Information Technology is provided as Appendix 19: Usage Report. Financial Data is provided via completed audit reports, available as Enclosure I.

Library Resources. Three libraries are available to students: the Meredith B. and John M. Rose Health Science Library (Rose Library) in the Bellin College building, the Cofrin Library on the University of Wisconsin-Green Bay campus, and the Todd Wehr Library located at St. Norbert College. The Rose library serves the entire Bellin Health system and includes 7,000 volumes, including 2000 books. The library is staffed by a master's-prepared librarian who serves as a resource to faculty and students, and the community at large. During the academic year, work study students staff the library in the evenings and on Saturdays.

In addition to print resources, students have access to numerous online resources, including CINAHL with full text capabilities, Cochran, PubMed, and the Nursing Resource Center. These resources may be accessed via computer stations located in the Rose Library and the College Learning Resource Center as well as through Moodle, the

College's online platform. Journal articles and books not owned by the Rose Library may be obtained for students and faculty through interlibrary loan. Cooperative borrowing arrangements are in place with the Northeastern Wisconsin Intertype Libraries (NEWIL) and the Fox River Valley Area Library Cooperative (FRVALC).

Technology Resources. The College has a self-contained computer network with different access rights for faculty, staff, and students. A student computer lab in the college provides eighteen computers where students can access Microsoft Office software, nursing educational software, Moodle online courseware, E-mail, and the Internet. The computer lab is open 8:00 a.m. to 8:00 p.m. weekdays with more limited weekend hours. Lightspeed provides Internet content and e-mail filtering capabilities through Microsoft Outlook.

The newly develop Technology Plan (Display 17) provides a status report of technology goals defined for past and current years, and a map of future technology goals, including linkages to recommendations, statements of purpose, and definitions of necessary resources. Plans for wireless access are being incorporated into the design of the new college building.