2014 Self-Study Report

for Reaffirmation of Accreditation

Report to the Higher Learning Commission of the North Central Association of Colleges and Schools

Bellin College

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INTRODUCTION

Bellin College, a fully accredited, private, not-for-profit special focus college that offers a Bachelor of Science in Nursing (BSN), a Master's of Science in Nursing (MSN), and a Bachelor's of Science in Radiologic Sciences (BSRS) is seeking reaffirmation of accreditation from the Higher Learning Commission of the North Central Association (HLC).

Overview

Bellin College, a mid-size college of health sciences located in Green Bay, Wisconsin with a population of slightly over 100,000, is primarily a commuter college with approximately 46% of the student body commuting regularly from distances ranging from 40-125 miles. Another 39% commute from areas in the greater Green Bay district. The majority of clinical experiences are provided within the greater Green Bay area, with opportunities for students who commute distances to complete their clinical experiences closer to their homes.

As of Fall 2013, of the 324 total enrolled (graduate and undergraduate) students, 104 (32%) are traditional students entering with less than 12 earned college credits and 181 (56%) are BSN/BSRS transfer students with 12 or more college credits or a previous degree. Current graduate enrollment is 39 (12%) of the total student population.

The undergraduate student population is relatively young with an average age of 22. This is slightly younger than data reported in a 2010 report published by The Bureau of Health Professions, which states that while the average age of RNs who graduated from their initial nursing education program after 2004 is 31 years, Registered Nurses whose initial nursing education is a bachelor's degree or higher tend to be 5 years younger on average (26) than either ADN or diploma graduates (U.S. Department of Health and Human Services, Health Resources and Services Administration (2010). *The Registered Nurse Population: Findings from the 2008 National Sample Survey of Registered Nurses, p. 2-3*). Table I-A provides a summary of the College's student body composition as of Fall 2013.

Table I-A: Student Body Demographic and Enrollment Summary

	BS Nursing	BS Radiologic Sciences	MSN Educator	MSN Family Nurse Practitioner
Headcount	246	39	11	28
Gender	232 female 14 male	33 female 6 male	11 female 0 male	28 female 0 male
Ethnicity	230 White 4 American Indian 1 Black 5 Asian 3 Hispanic	38 White 1 American Indian	11 White	28 White
Age Range	18 - 58	18 - 39	24 - 58	23 - 55
Enroll Status	205 – full time 41 – part time	32 – full time 7 – part time	0 – full time 11 – part time	0 – full time 28 – part time

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Accreditation History

Located in Northeast Wisconsin, Bellin College has a long, rich history of educating health care professionals. Founded in 1909 by Dr. Julius Bellin, the College has a 104-year history of providing education, primarily in nursing and most recently in radiologic sciences. The College Mission states that: "Bellin College is dedicated to preparing health care professionals by providing an intellectually stimulating environment focused on leadership, community service, and life-long learning that promotes excellence in health care practice and the advancement of the professions." The Mission serves as the foundation for the work of the College. The College's culture is built on the values of *Excellence, Integrity, Community, and Caring* which are threads for the work of the organization.

Bellin College, while an independent college, is a part of Bellin Health Systems, Inc. (BHS). Bellin Health serves a market of over 600,000 people and provides a multitude of services to the community and region by guiding patients in their journeys toward optimal health. Bellin Health's culture is built on the values of People, Superior Service, Continuous Improvement, Learning and Development, and Innovative Thinking.

Bellin College has been part of the BHS system since its inception, with classroom and faculty office and meeting space initially incorporated into the main hospital campus. As hospital space requirements increased, classroom availability became limited, thereby restricting program enrollment and growth. In 2006, the College began planning for a building separate from the hospital campus. The College moved to its current location in 2009.

The School of Nursing

Bellin College has been committed to the education of health care professionals for over 104 years. Formerly known as the Deaconess Sanitarium Training School, the nursing program was established in 1909 as a three-year diploma program, one year after the hospital was founded. The School's name was changed to Bellin Memorial Hospital School of Nursing (SON) in 1925 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 general education credits on that campus.

Following the conclusion of national and state nursing studies that demonstrated the need for a baccalaureate degree in the practice of professional nursing, the SON began studying the transition from a diploma-granting to a 4-year, degree-granting institution. A recommendation was put forward that 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 and in November 1983 the Board passed a resolution creating the Bellin College Board of Trustees.

As the baccalaureate program was developed, a formal relationship was established with UWGB to provide the general education component of the program. An articulation agreement and operational plan was developed to clearly delineate responsibilities and shared services between the two institutions. While UWGB continues to be the primary provider of general education for Bellin College, articulation agreements have been established with two other degree granting institutions: Silver Lake College, Manitowoc, WI and St. Norbert College, Green Bay, WI to simplify the transfer process thereby facilitating enrollment opportunities and a smoother transition to the professional program of study. A previous agreement with the School of Nursing and the College of the Menominee Nation, Keshena, WI was allowed to expire when that institution's school of nursing was accredited. Articulation agreements will be available for review onsite.

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 from Bellin Memorial Hospital School of Nursing to Bellin College of Nursing. The program received final approval from the State Board of Nursing in February 1989.

Bellin College was granted initial accreditation by HLC in January 1989. The National League for Nursing Accrediting Commission (NLNAC) granted Bellin College accreditation for an 8-year period in 1989. The College continued NLNAC nursing accreditation through 2006 at which time it chose to seek accreditation through the Commission on Collegiate Nursing Education (CCNE). This decision followed discussions with faculty and administration and was based on the growing recognition of a need to be acknowledged and accredited as a baccalaureate-degree in nursing granting institution. The change was a strategic decision as NLNAC accreditation focused on two and three-year program accreditation, and CCNE emphasis was on accreditation for bachelor's and higher degree programs. The College received a maximum 10-year reaccreditation to 2018 following a CCNE visit in 2008.

Changes since the 2004 Comprehensive Visit

The Campus

At the last accreditation visit in 2004, Bellin College leased 22,000 square feet of space from BHS. This space was in high demand by the System as it sought to grow its' clinic and acute care capabilities. As a result, there were frequent demands on the College's classroom and office space. In order to meet future enrollment needs, the College Administration initiated a capital campaign in 2007 to help with funding a new building and in 2009, a 73,000 square foot, free-standing educational facility was dedicated. This new building provided the College space to allow growth in enrollment and programs.

The Accelerated BSN Program in Nursing (15M)

In 2007, a decision was made to revise the existing accelerated 21-month transfer option to become a 15-Month (15M) accelerated program. This strategic decision, affirmed by the faculty, followed an extensive review of current literature and was designed to insure that the College would remain competitive with other nursing programs. This decision was approved by the

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College Board of Trustees and the State of Wisconsin Board of Nursing and the first 15M class was admitted in January 2008. Cohort groups are admitted twice per year, in January and June. To date, 184 have graduated from the accelerated program option.

The MSN Program

The College authorized an independent marketing research firm to conduct a survey to determine interest in graduate nursing education. Data indicated that a need existed, so in 2002, the Bellin College of Nursing Board of Trustees (BOT) approved planning for a master's degree in nursing. Final BOT approval was given in July 2003 to establish a Master's of Science in Nursing (MSN) degree. The MSN emphasizes nursing leadership with track options in both administration and education. Since HLC approval in 2004 and CCNE accreditation in 2006, 84 nurses have graduated with their MSN degree; 65 with the educator option and 19 with the administrator track. Admission to the administrator track was suspended in 2011 due to lack of enrollment. The last students from that track graduated in May 2013. Additional review of this option continues.

An advisory committee was formed in 2010 to review the MSN program offerings. Because of a growing need for advanced practice nurses, a decision was made to investigate the development of a Nurse Practitioner Program. Following survey input from graduates (Nurse Practitioner Program Survey) and practicing nurse practitioners (Nurse Practitioner Preceptor Survey), and on a recommendation from a consultant, a decision was made to initiate a part-time Family Nurse Practitioner Program (FNP). The first class of 16 students was admitted Fall 2012 with an anticipated graduation date of May 2015.

The School of Radiologic Sciences

The School of Radiologic Technology began in 1957 under the governance of BHS. This two year certificate program allowed qualified graduates to write the national board examination offered by the American Registry of Radiologic Technologists® (ARRT). The program was fully accredited through its accrediting body, the Joint Review Committee on Education in Radiologic Technology (JRCERT).

In keeping with the national trends to convert existing two-year, certificate programs to baccalaureate programs, and in accordance with Bellin College's existing Strategic Plan to expand its health care programs, a study investigating the transition of the 2-year radiology certificate program sponsored by BHS into a 4-year degree program was completed. Given the School of Nursing's long standing affiliation with Bellin Memorial Hospital and its strong program accreditation history, a proposal was developed that the school of radiology be incorporated under the governance of Bellin College. These recommendations were presented and approved by the Bellin College Board and the Board of the Bellin Health Systems. Subsequent to their combined approvals, a decision was made to move forward with HLC approval to offer a Bachelor of Science in Radiologic Sciences degree at the College.

The Bachelor of Science in Radiologic Sciences degree program (hereafter referred to as "BSRS") was initiated in 2008 following review and approval by HLC (2008 HLC Request for

Change), and the first class was admitted in Fall 2009. Subsequent to this, Bellin College of Nursing officially became known as Bellin College (hereafter referred to as Bellin College). JRCERT accreditation of the 4-year BSRS program was granted through 2015.

Introduction of General Education Course Offerings

Bellin College had increasing difficulty offering select general education courses to its students due to affiliated campus schedules conflicting with Bellin College students clinical schedules, especially in the upper division courses. This presented challenges for academic scheduling for students.

In 2008, Bellin College requested HLC approval to offer select general education courses (2008 HLC Request for Change). In addition to better management of the scheduling and course facilitation arrangements, rationale for this request included the creation of an additional revenue stream. The added capability of offering general education courses also afforded the College an increased opportunity to expand the diversity of its student body by offering courses with broader appeal.

Since HLC approval, a time-table for the offering of general education courses has been developed and courses have been systematically added and offered. Table I-B summarizes the schedule for general education offerings through Fall 2013.

Table I-B: General Education Course Offerings

Subject	Course Number	Credits	Course Name	Offered	Instructor
Business	BU 202	3 theory	Business & Its Environment	2011-Spring 2012-Spring*	Donald McCartney
	BU 320	3 theory	Foundations of Health Care Management	2012-Fall 2013-Spring 2013-Fall	Donald McCartney Dr. Connie Boerst
Chemistry	CH 125	4 theory	General Chemistry	2012-Spring 2013-Spring	Dr. Elizabeth Sorenson
	CH 125L	1 lab	General Chemistry Lab	2012-Spring 2013-Spring	Dr. Elizabeth Sorenson
Math	MA 101	3 theory	Intermediate Algebra	2011-Fall 2012-Fall 2013-Fall	Bonnie Denis
Human Diversity	DI 202	3 theory	Diversity Issues in Health Care I	2011-Spring 2012-Spring* 2013-Spring (online)	Dr. Wilfred Tabb
Ethics/ Philosophy	PH 202	3 theory	Introduction to Medical Ethics	2010-Fall 2011-Fall 2012-Fall 2013-Fall	Dr. Derek Jeffreys

*Canceled due to lack of minimum enrollment.

Each general education course and faculty is evaluated annually and feedback is provided to faculty as part of the evaluation process. A comprehensive review of the general education program occurred in 2012-2013 (CAP Short Form: Plan for Evaluation of General Education Course Offerings). The Summary Evaluation of GE Courses suggests that the financial goal for offering GE courses has been met (General Education Revenue Report). The Summary Evaluation also indicates student satisfaction with the courses that have been offered (Student Satisfaction with GE Component).

Change in Executive Leadership

Since the 2004 HLC visit, there have been multiple changes to all senior-level administrative positions at the College (see Table I-C, Executive Leadership Changes). With the hiring of a new President, Dr. V. Jane Muhl in 2005, the organizational structure of the executive leadership team was changed. The College transitioned from a three-tier leadership structure of a President, Vice President, and Dean, to a President's Cabinet composed of a President, Vice President of Business and Finance, Vice President of Academic Affairs (VPAA), Vice President of Development and Public Relations, and a Vice President of Student Services.

Table I-C: Executive Leadership Changes

Year	Title	Outgoing	Incoming
2005	President	Ms. Joyce McCollum	Dr. V. Jane Muhl
	VP of Finance	New Position	Mr. Joseph Keebaugh
2006	VP of Development and Public Relations	Ms. Donna O'Brien	Ms. Dionne Castor
2007	Dean of Nursing/VP of Academic Affairs (VPAA)	Ms. Patricia Swinford	Ms. Connie Boerst (Interim)
	VPAA	Ms. Connie Boerst	Dr. Shiphrah Williams-Evans
	VPAA	Dr. Shiphrah Williams-Evans	Ms. Connie Boerst
	VP of Development and Public Relations	Ms. Dionne Castor	Ms. Mary Pieschek
2008	VP of Development and Public Relations	Ms. Mary Pieschek	Mr. Matt Rentmeester
	VP of Student Services/Dean of Student Services	Ms. Terry Halcsik	Dr. Dottie Stepien (Interim)
2009	VP of Student Services/Dean of Student Services	Dr. Dottie Stepien	Ms. Joann Woelfel
2011	President	Dr. V. Jane Muhl	Dr. Connie Boerst (Interim +VPAA)
2012	President		Dr. Connie Boerst (appointed)
	VPAA	Dr. Connie Boerst	Dr. Emily Litt
2013	VPAA/Dean of Academic Affairs	Dr. Emily Litt	Dr. Stephanie Stewart
	VP of Student Services/Dean of Student Services	Ms. Joann Woelfel	Dr. Nancy Burruss

When Dr. Muhl announced her intended retirement in Fall 2010, a Search and Screen committee, composed of College BOT and faculty and staff representation, was formed and a national search for a presidential replacement was undertaken. Despite an extensive interview process, the search failed to identify a suitable candidate, therefore in January 2011, Dr. Connie Boerst was appointed as Interim President while maintaining her responsibilities as Vice President of Academic Affairs.

In November 2011, Dr. Boerst was offered and accepted the position of President/CEO, at which time a search was undertaken for the Vice President of Academic Affairs position. The position was filled in Fall 2012, vacated in Spring 2013, and subsequently re-filled in Summer 2013. These changes, along with associated faculty and staff retirements and resignations, provided an opportunity for realignment and restructuring of certain positions within the College. For example, in 2013, the administrative structure was re-evaluated and positions re-named to its current titling to better reflect roles and responsibilities: President/CEO, Vice President of Business and Finance, Vice President of Development and Public Relations, Dean of Academic Affairs, and Dean of Student Services. The Director of College Assessment position was changed from a 10-month, contracted faculty position to a full-time, year-round staff position and the MSN Program Director position was restructured to incorporate the coordination of the Family Nurse Practitioner (FNP) program. This decision was made following an extensive search for a FNP coordinator, and with the cooperation of the then-current MSN Program Director. A full complement of staff, faculty, and administration is currently in place, and work on planned initiatives and College enhancements is moving forward.

Assessment Program

At the time of the 2004 HLC review and through 2006, the College's assessment process, termed the Assessment of College Effectiveness (ACE) process, encompassed a comprehensive review of seven categories and 41 separate components each evaluated on a schedule ranging from every two to four years. Work was assigned to individuals and/or groups as appropriate and detailed reports were submitted to the department or committee responsible for the work. A copy of the original ACE plan will be available onsite.

In 2007, as part of the ACE schedule, a cross-functional team completed a systematic review of the ACE process and submitted their recommendations to administration (see ACE on ACE Plan). Three main recommendations were made:

1. Over-sight of the assessment process should be centralized.
2. The Baldrige Criteria for Education should be used as the organizing framework.
3. Assessment aspects should be consolidated.

Based on these recommendations, a College Assessment Program (CAP) was organized under a centralized office and a director was appointed. The Baldrige Criteria for Education were adopted as the organizing framework and existing accrediting criteria (HLC, CCNE, JRCERT) were aligned with the Baldrige criteria into an accreditation grid.

The original CAP plan consisted of two main components: critical indicators of success identified for each College department and committee, and the all-college project. Critical indicators were defined as those criteria essential for the success of a department or program and were designed to be evaluated annually. The annual all-college project was planned as a review of a college-identified issue that was intended to be completed within one academic year, with resulting conclusions and recommendations presented for follow-up. A more detailed description of the CAP plan and process is provided in Criterion 5.D. The CAP plan is currently under-going a planned review and revision.

Summary

Bellin College has graduated nurses for Northeast Wisconsin since 1909 and in 2013 graduated its first cohort from the radiologic sciences program. The undergraduate nursing program has placed over 1000 graduates into the nursing profession who have contributed to the improvement of health care locally, regionally, and nationally. Since 2006, 84 have graduated with a master's in nursing degree. Bellin College has demonstrated responsiveness to the changing trends in health care and the needs of the community through the initiation of a 15-Month BSN program, the development of a MSN program with emphasis in leadership in nursing education or nursing administration, and, most recently, the implementation of a Family Nurse Practitioner program. Additionally, in 2008, the College began offering select general education courses and in 2009 admitted the first class to the BSRS program. Bellin College has a long history in the region and has demonstrated responsiveness to the changes in healthcare. The College is committed to meeting the needs of the communities it serves.

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RESPONSE TO PREVIOUS CHALLENGES

2004 Accreditation Report: Topics Requiring Institutional Attention: Introduction

Bellin College has maintained a positive affiliation with HLC since its original accreditation in 1989. The College has strived to be responsive to the changing health care needs within the area as well as globally by initiating pertinent options (sophomore transfer, 21- and 15-month accelerated options), a MSN and a BSRS degree option. Following the 2004 accreditation review, and subsequent to receiving a 10-year reaffirmation, the College was advised to consider five areas of concern: 1) Doctoral-prepared faculty; 2) Facilities, technology, and planning for the future; 3) Integrated academic management system; 4) Diversity; and 5) Financial security. Each of these has implications for sustaining growth and maintaining College excellence is discussed below.

(1) 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.

Following the 1994 re-accreditation visit, the HLC site team suggested that a "mechanism be explored to facilitate doctoral preparation as a key element of faculty development." At the time of the 2004 re-accreditation visit, it was noted that little progress had been made toward achieving a higher percentage of doctorally-prepared faculty and the HLC reviewers suggested that consideration be given to enhancing faculty commitment to completion of the doctoral degree through the use of tuition grants, release time, and an examination of the faculty salary schedule and promotional materials. Bellin College responded to this concern by revising its sabbatical and tuition reimbursement policies, redefining its rank and promotion criteria and incentivizing plan, and establishing a mechanism to provide flexibility in teaching schedules for those pursuing doctoral degrees.

In 2007, the Faculty Committee completed a review of the College's sabbatical policy. In response to the recommendations from that committee, a Faculty Paid Sabbatical Leave Policy, 2.6, which provided tuition reimbursement dollars, half-time paid release, and required service time for release, was developed. While this benefit has never been utilized, it's felt that with individualized teaching schedules and flexible schedule allowances such as paid time for required colloquium attendance and adjusted schedules to allow for travel to and from classes, faculty have been able to earn their terminal degree while maintaining a work and teaching schedule. Since 2004 there has been an 18% increase in the number of doctoral-prepared faculty and administration. The Executive Committee of the Board of Trustees is reviewing the financial accounts linked to sabbatical policy to determine its efficacy. The 2007 Decision Profile detailing the development of the sabbatical policy will be available onsite for review.

The Faculty Supplement to College Benefit Plan, 2.1 outlines financial incentive plans, including tuition reimbursement, for those faculty pursuing doctoral degrees. For example, in addition to the $2000 annual award, faculty pursuing a doctoral degree may request an extra $500. Faculty

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are also given access to enhanced College library resources, such as free literature searches and are assisted with access to College data for dissertation completion. In 2007, the Rank and Promotion criteria were reviewed and an increase of between $1,500 and $2,000 was added to the PhD step. Table RTC-A, 2007 Faculty Salary Scale Adjustment, outlines the monetary increases for doctorally prepared faculty at the ranks of Assistant, Associate Professor, and Professor. An additional requirement was added that faculty applying for rank at the Associate Professor level have an earned doctorate. The rank and promotion criteria are currently being reviewed and updated.

Table RTC-A: 2007 Faculty Salary Scale Adjustment

Rank:	Assistant Professor		Associate Professor		Professor
Education:	MSN	PhD	MSN	PhD	PhD
2005	$3000	$3500	$2000	$2500	$5000
2007	$3000	$5000	$3000	$5000	$7000

(2) 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.

Facilities

In 2004, the College leased approximately 22,000 square feet from Bellin Health Systems. The lack of sufficient space to expand was recognized as an unresolved issue, especially in terms of potential growth. Following a capital campaign occurring between 2007 and 2009, the College purchased land and subsequently built a 73,000+ square foot, free-standing facility on 18 acres to house the current BSN, MSN, and BSRS programs. The building, which was dedicated in 2009, accommodates 450 students and quadrupled available lab, classroom, and library space. A large, open gathering space for students and faculty in the College atrium provided a warmer and more welcoming environment. Smaller meeting areas located throughout the building offered additional options for gathering. The additional space also provided for an expanded employee lounge as well as office space for adjunct faculty. Please refer to Criterion 5.A.1 Physical & Technological Infrastructure for further discussion.

In summer 2013, the College purchased an additional 8.39 acres of land adjacent to the current location. This purchase, along with unfinished space in the existing building, situates the College for future growth to meet the needs of its current and future student body. Currently, the College does not have specific plans for use of this purchase.

Technology

The new construction included plans to enhance technology capabilities. The current building is Wi-Fi capable throughout and considerable enhancements in the realm of simulation technology have occurred over the last five years (see Criterion 3.D.4, Technology Infrastructure for further

discussion). The College's web platform (Moodle) has been moved to its own on-campus server to provide for increased stability, functionality, and trouble-shooting.

A 1200 square foot simulation lab was included as part of the expansion. Beginning with low- and medium-fidelity simulators, student cohorts have been introduced to practicing reality situations in a safe environment. In the five years since its inception, simulation has grown to include: two high-fidelity adult patients, a birthing patient, a newborn, and a pediatric patient; three medium-fidelity patients (two adult and one pediatric), along with multiple low-fidelity patients and training aides. Faculty are incorporating simulation activities into the classroom, and simulation has served as an adjunct to clinical learning. Policies to define the use of simulation within the curriculum have been developed (Use of Simulation in the Curriculum, 4.3.10). The Health Sciences Resource Center (HSRC) Coordinator has recently been accepted into the National League for Nursing's Leadership Development Program for Simulation Educators under the direction of Dr. Pamela Jeffries, an internationally renowned researcher and developer of simulations and online teaching and learning.

The radiologic sciences lab is located in the HSRC and consists of a fully-energized radiographic room. The equipment design is hospital-grade and an additional room for expansion is built into the radiology lab area. X-rays generated in the lab are done using computerized radiography (CR) technology, and all images are stored digitally on an archive as needed for instruction. The CR system is hospital-grade and permits students to experience hospital and clinic technologies in a controlled laboratory environment. A campus-wide Technology Plan 2013-2014 has been established to assist with planning and implementation of additional technology needs.

Technology Personnel

In 2004, the College's technology department consisted of a part-time position held by the Registrar. In 2005, a full-time Director of Technology was hired, and a full-time Information Technology Specialist position was added in 2007. Most recently, with the onset of the 2013-2014, a full-time Instructional Design Specialist position was added and filled.

(3) Integrated Academic Management System
Additional integration of technology in the curriculum, student services, faculty, and administrative support remains an on-going challenge.

Prior to the 2004 HLC visit, the College relied heavily on reports generated by individual departments with no means of integration. Data retrieval was cumbersome and subject to much irregularity. In 2006 the College invested in SonisWeb, a fully integrated, web-based software package that was designed to provide educational institutions with applications for admissions, registration, grading, billing, and other administrative functions. The implementation of this system was intended to provide the College with the means to electronically enter and track data across departments with the goal of achieving increased accessibility and accuracy. Customization was available at an additional cost which allowed for the tracking and trending of data unique to Bellin College. Since the adoption of SonisWeb, the customization feature has been utilized on a limited basis due to the burden of added expense.

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In Fall 2011, the Technology Advisory Committee (TAC) led College-wide forums to review SonisWeb usage and issues. Technology Advisory Committee minutes (10/19/2011) document forum discussions regarding data entering issues and problems with accurate data retrieval, namely an inability to precisely track students from point of entry to graduation with a limited functionality to build reports. Usage issues were prioritized with the over-all intent of standardizing data entry to improve the consistency of data retrieval, and in January 2012, a comprehensive SonisWeb Project List was developed. Work began on addressing and rectifying the most prominent issues. A SonisWeb representative participated in discussions with employees in January 2013 to determine ways to better utilize SonisWeb capabilities. It was determined at that time that SonisWeb did not have the full functionality that was required for the College to move forward with programs to generate accurate reports and to accurately track student information.

Discussions continued at the President's Cabinet with communication to the Executive Committee of the College Board of Trustees. Consultations with other educational entities through the Association of Health Science Education Consortium (AHSEC) and the Wisconsin Association of Independent Colleges and Universities (WAICU) resulted in a decision to end association with SonisWeb and to explore other student information systems. A team led by the Director of Information Technology began to explore other options and two vendors, Comprehensive Academic Management System (CAMS) and Jenzabar were interviewed. Both programs were previewed during informational sessions conducted with all employees. CAMS was eventually selected by the President's Cabinet, a decision based on employee feedback, cost, amount and types of support, and ability to customize. This recommendation was forwarded to, and approved by, the Executive Committee and the full BOT and in Fall 2013 implementation of CAMS began. The CAMS contract will be available for review onsite.

(4) Diversity
Even though total enrollment has increased, the diversity of male and minority students has declined; thus, the institution needs to develop strategies to address diversity issues in enrollment management, curriculum, faculty, and staff.

Student Diversity

In 2004, ethnic minority representation in the College's student body was 2.9% (6/206) and male enrollment in the nursing program was 5% (10/206) (Diversity). Although the diversity of Northeast Wisconsin and the greater Green Bay area has increased especially among the Asian and Latino communities, recruiting qualified, ethnically diverse applicants into the nursing and radiologic sciences programs remains challenging. The College recognizes its responsibility to expand its enrollment among an ethnically and gender-diverse population in particular, and has included in its Recruitment Plan a specific strategy addressing that concept. Success in increasing diversity requires that two things must occur: 1) increased visibility to a diverse population and 2) development of a stronger, College-integrated support system to provide on-going advocacy for the minority representation and the student body at-large. Both of these areas will be discussed below. Table RTC-B, Recruitment Plan, outlines Bellin College's strategic initiative in this area.

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Table RTC-B: Recruitment Plan

Strategy 4: Enhance visibility of Bellin College to an overall diverse population ("diverse" includes gender, age, race, socioeconomic, etc., demographic).			
TARGET POPULATION: Prospective students and families			
1. Establish a presence in community outreach.	Ongoing	Ongoing	Admissions
2. Visit schools identified as "low income".	Ongoing	Ongoing	Recruiter
3. Participate in public forums attended by a diverse population.	Complete/Ongoing	Ongoing	Recruiter/Director of Admissions
PROGRESS/RECOMMENDATIONS: **Task 1:** Ongoing. Bellin College representative on Howe Community Center Board. **Task 2:** Ongoing. Recruiter frequents schools in the greater Green Bay area. **Task 3:** Complete yet ongoing. WI Education Fair: Booth at Mount Mary College attended by a diverse population – see attached school participation listing. Recruiter and Director participated in one diversity fair each.			

1. Increased Visibility

Beginning with the hiring of a new recruiter in 2012, concerted efforts were made to renew contact with high school counselors and to work more closely with them in assisting high school students interested in health care careers with selecting appropriate high school courses. The Bellin College recruiter attended numerous Wisconsin Education Fairs (WEF) that reach out to diverse student populations. For example, a WEF held in Milwaukee, WI included inner-city Milwaukee, Jewish, Muslim and other racially and economically diverse students. Attendance at the Oneida Health Careers Fair provided an opportunity to discuss Bellin College education opportunities with Native American high school students. Also attended was the Wisconsin Indian Education Conference where opportunities to discuss Bellin College programs with counselors, elders, tribal members, and parents existed.

Bellin College has also collaborated with UWGB in its Phuture Phoenix Primary program for grades K-5, which supports efforts of primary grades to embrace a culture of college awareness. In the program, every classroom "adopts" a university or college and displays symbolism for that campus including school colors and signs. Bellin College was adopted by a 2nd grade bilingual class which displayed information about the College as well as age-appropriate information about its program offerings (see Component 1.C.2 for additional information).

In an effort to address diversity and over-all recruitment strategies, the 2009-2010, 3rd Annual All-College Project focused on "Exploring Strategies to Attract and Engage Potential Students in a Health Care Career at Bellin College." Several recommendations related to diversity were proposed, including exploring an increased focus on gender diversity, and specifically attracting more men into the health science professions and particularly into nursing. A direct result of this

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was the development in 2013 of the Bellin College Chapter of the American Assembly of Men in Nursing (AAMN).

Established as a means to emphasize the role of men in nursing and to assist with future recruitment efforts, this chapter will not only serve to engage the College's male students and graduates, but will also serve as a means to promote the College as an inviting educational environment while concurrently presenting topics timely in nature to health care professionals in general. Efforts to establish the chapter were led by a Bellin College male faculty member. Recently, the development of this chapter was presented to the Wisconsin Center for Nursing as an exemplar in meeting the Institute of Medicine's (IOM) measure of success on diversity. The Wisconsin Center for Nursing is a recipient of a Robert Wood Johnson Foundation grant, awarded to assist with addressing the IOM Future of Nursing strategies of which one measure is diversity.

2. Increased Support

The 2nd Annual All-College Project completed in 2008-2009 examined best practices in retaining students and put forth several recommendations, including the strengthening of the student mentoring and tutoring program. A Peer Tutor Program (4.8) had been established in 2003 but was irregularly administered. In Fall 2012, an Admission's Counselor position was created. In addition to working with prospective students, job responsibilities for this position included counseling enrolled students with academic and/or personal needs and the coordination of tutoring requests. When the position was vacated, a reevaluation of the job responsibilities occurred and an Advisor and Career Services Coordinator position was created and subsequently filled. The position job description includes, among other things, responsibility for all academic advising, assisting with American with Disabilities Act compliance, and over-seeing the tutoring program. The College's tutoring program is now activated and monitored by the Advisor and Career Services Coordinator. Plans are in place to evaluate the tutoring program and to provide feedback to the tutors so that the program can continue to grow to meet the needs of the students. Because of the newness of the program, no evaluative data is available at this time. Criterion 3.D.1 provides additional information regarding student services.

Fall 2013 diversity data demonstrate that diversity has increased slightly in the 10-year time span since the last accreditation visit, with the greatest increase noted in gender: the number of male students almost doubled from 4.9% in 2003 to 9.3% of total enrollment. The total enrollment percent is on par with the 9.6% male nursing student enrollment that is reported nationally (U.S. Census Bureau, Men in Nursing). The increased enrollment of men in nursing may be partly due to the popularity of the College's 15M program, which attracts a more age- and gender-diverse group, and the new Bachelor of Science in Radiologic Science program whose male enrollment as of Fall 2013 is 15% (6/39) of the total BSRS enrollment. The depressed economy with lay-offs in all job sectors may also have prompted an increase of male students embracing a career change to nursing which, evidence shows, has greater job and financial security over the long term than many other professions.

Faculty Diversity

Faculty diversity has increased slightly, due partly to the initiation of Bellin College's General Education courses. As of Spring 2013, while still predominantly female and Caucasian, of the 50 listed full-time contracted, part-time, and adjunct faculty, ten (20%) are male. One faculty is non-Caucasian. At the time of the College's 2004 HLC accreditation report, all faculty were female Caucasian.

Staff Diversity

At the time of the 2004 HLC accreditation visit, the College had no diversity among its staff: all employees: faculty, staff and administration, were Caucasian female. In the ensuing decade, gender diversity has increased such that 20% (5/25) of staff employees are men, and of all, regular employees (staff, administration and faculty), 18% (9/51) are men. All new and open positions are advertised per Equal Employment Opportunity Commissions (EEOC) standards.

(5) 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.

At the time of the last College re-accreditation visit in 2004, oversight of the College's revenue and expense reports and activities was a direct responsibility of the president's office. While the College's finances were stable, the accreditation team felt at that time that having a dedicated office and onsite accounting services would better position the College for maintenance and over-sight of its financial transactions and would facilitate a more organized financial planning process. The College has worked on establishing this direct oversight, and has added two positions dedicated to finance: the Vice President of Business and Finance (2005), and the Bursar (2006) (Position Descriptions, VP of Business and Finance; Bursar).

The VP of Business and Finance has enabled the College to improve its financial viability in spite of significant alterations in the market and interest rates and has helped oversee accomplishment of two key initiatives from the 2008-2009 Strategic Plan: the completion of a successful Capital Campaign to fund a new building and the construction of a 73,000 square foot building dedicated to the education of health care professionals.

Through stringent over-sight, new educational opportunities have also been added including the implementation of a Bachelor of Science in Radiologic Sciences program, and the addition of a new Family Nurse Practitioner program to the Master's in Nursing option. Discussions are also in progress with the Medical College of Wisconsin (MCW) to collaborate on courses and simulation opportunities for medical students on a campus to be constructed in the Green Bay area. In addition, the College has removed Medicare Pass-through dollars as a source of revenue. This was a financial goal and was met within the strategic plan.

The College has also been able to grow its net assets by $18.4 million and has received an "unqualified opinion" on each of the audit reports since 2003. The definition of an unqualified opinion is as follows:

"*An unqualified opinion states that the financial statements present fairly, in all material respects, the financial position, results of operations, and cash flows of the entity in conformity with generally accepted accounting principles.*" (Reports on Audited Financial Statements, AU Section 508, p. 2153.)

In 2005, the College changed its fiscal year end from September to June to better align its financial reporting with the educational revenue cycle. Additionally, the College has maintained its Department of Education composite ratio at an acceptable level (Schedule of Change in Net Assets).

The Bursar works directly with students in the collection of tuition and assists in directing them to appropriate resources with financial aid and tuition payment questions. Table RTC-C, Accounts Balance Report, illustrates that each year since 2006 audit reports have indicated that outstanding balances on student tuition receivable accounts have been steadily declining.

Table RTC-C: Accounts Balance Report

	Fiscal Year 2010-2011	Fiscal Year 2011-2012	Fiscal Year 2012-2013
Billing	$6,469,196	$6,516,041	$6,359,187
Outstanding Receivables	$110,858	$85,612	$76,170
%	1.7%	1.3%	1.2%

▶ **CRITERION ONE – MISSION**

The institution's Mission is clear and articulated publicly; it guides the institution's operations.

Introduction

Bellin College, a private, independent, and nonsectarian college, offers three degrees: a Bachelor and Master of Science in Nursing and a Bachelor of Science in Radiologic Sciences. Bellin College is an independent educational institution that is separately incorporated and is solely responsible for its educational processes. Professional nurse and radiologic science graduates possess a broad theoretical base of knowledge and have a high level of clinical competence. Graduates of the MSN program are prepared for leadership roles in advanced practice.

MISSION: Bellin College is dedicated to preparing health care professionals by providing an intellectually stimulating environment focused on leadership, community service, and lifelong learning that promotes excellence in health care practice and the advancement of the profession.

VISION: Bellin College will be the best health science college in the state of Wisconsin.

VALUES: Excellence, Integrity, Community and Caring

CORE COMPONENT 1.A: The institution's Mission is broadly understood within the institution and guides its operations.

Bellin College has a single Mission that guides all programs and departments. The Bellin College Mission Statement was adopted and approved by the College Board of Trustees in 2003 in anticipation of the addition of a Master's in Nursing (MSN) program and reviewed again in 2007 in response to a request to add a Bachelor of Science in Radiologic Sciences program (see CAP Report, Mission, November 2007).

The College Mission is the basis for all organizational activity. The faculty, staff, and trustees are committed to the Mission, Vision, and Values of the College and dedicated to student development and professional achievement. Faculty demonstrate excellence in their roles through advanced study, clinical practice, and scholarship, and staff demonstrate their dedication to excellence via their educational qualifications and their continuing efforts in the acquisition of current knowledge and best practices. Employees and students contribute to the quality and spirit of the college community by participation in its governance and through organizational, professional, and community services.

The College Vision, "Bellin College will be the best health science college in the state of Wisconsin," speaks to its past history of excellence and its continued commitment to providing exceptional health care education and being the college of choice among applicants. Developed by the Bellin College Board of Trustees in 2012 as part of the Strategic Plan review and revision,

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the College Vision is intended to provide guidance for decisions as the College moves into the future.

The College Values of Excellence, Integrity, Community, and Caring are derived from the Mission statement and provide a framework for decision making for all interactions. Emphasis on the use and incorporation of the College Values into daily practice is seen in the 2010-2011 4th Annual All-College Project: Integrating College Values into Everyday Practice. Criterion 5.D.1 provides additional information on All-College Projects. This College-wide project provided an extensive review of the understanding and incorporation of the College's Values into the daily operations of the College. A visible outcome of that work is the revised Staff Individual Performance Feedback and Development Form that now includes four major headings, each one reflecting one of the College Values. Additional project recommendations, including the use of the College Values as a framework for annual faculty evaluations and for student clinical evaluations, continue to be addressed.

As noted in the BSN/MSN and BSRS Linkages documents, the College Mission provides the framework and organizational structure for curriculum development, review, and oversight, and illustrates the inter-relatedness of the Mission, Values, and Program Outcomes within the three degree offerings. In the BSRS linkage document, Program Goals are used based on JRCERT accreditation language.

The College Purposes reflect the more broadly-stated mission and demonstrate the impact of graduate education and the addition of the radiologic sciences program. In 2007, prior to the addition of the BSRS program as a degree option, the College's Purposes were reviewed and revised (CAP Report, Mission, November 2007). These purposes are:

1) To provide excellent educational programs which are responsive to the community;
2) To create an intellectually stimulating environment for students, faculty, and staff;
3) To contribute to the community's well-being through faculty, staff, and student service: and
4) To stimulate a climate of quality improvement.

Component 1.A.1
The Mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

As a part of the College's Assessment of College Effectiveness (ACE) program in place prior to 2006 and in anticipation of the initiation of a new degree program, the College Mission, Purposes, and Values were reviewed in 2003 just prior to the HLC re-accreditation visit. The goals of that revision were to create a Mission statement and purposes that would address the addition of the MSN program. While the existing Mission addressed the underlying Philosophy, Purpose, and Vision of the College, there was a desire to develop a Mission statement that acknowledged the changing health care environment and educational landscape and would help guide the College into the future.

The primary responsibility for this revision occurred within the committee structure existing at that time, with members of the Administrative Council taking the lead. The Administrative Council included representation from faculty and staff who reported monthly to the President's Cabinet. All employees had an opportunity for input and the final proposal was submitted to the Board of Trustees for review and approval. The revised Mission statement adopted in 2004 became the College's standard for the succeeding three years.

College Mission: Pre-2004

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.

College Mission: Adopted 2004-2007

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 College Values were also reviewed at that time, and changes enacted that simplified and clarified the tenets that the College espoused. The Values pre-2003 were as follows:

Creativity:	the making of the new or rearranging of the old in a new way.
Humanism:	An attitude that reflects concern for human beings.
Quality:	To attain excellence in all pursuits.
Self-actualization:	To function at one's highest potential.
Viability:	Alive, healthy, and evolving.
Proactivity:	Optimally positioning for the future through creative action.
Collegiality:	A firm commitment to the process of consultation and to interdependence in decision-making.

Subsequent to the review, the following four values were adopted:

Excellence:	Being the best.
Integrity:	Honest and ethical behavior.
Community:	Partnership and shared participation.
Caring:	Empowering relationships based on empathy and respect.

In Spring 2007, with a new partnership with St. Norbert College being developed, the proposed assimilation of the Certificate of Radiology into a baccalaureate program being considered, and the initiation of a general education component under review, a evaluation of the College's Mission was once again undertaken. A group composed of faculty, staff, and administration was formed. This group examined Mission statements from select colleges and proposed the development of a revised Mission statement that was more succinct in wording and more broadly applicable to the future introduction of new health care disciplines, yet did not lose sight of the College's primary focus of educating health care professionals. A revision was submitted to Faculty of the Whole (FOW) (FOW minutes, 11/05/2007). College BOT minutes document approval of the revised Mission and will be available onsite for review. The CAP Report, Mission, November 2007 details the actions and rationale for this Mission review.

College Mission: 2007-Present

Bellin College is dedicated to preparing health care professionals by providing an intellectually stimulating environment focused on leadership, community service, and lifelong learning that promotes excellence in health care practice and the advancement of the professions.

In January 2012, following the installation of a new President and in accordance with the CAP Plan to review the Mission at the time of a new Presidency, the Mission was again reviewed by the President's Cabinet and determined to be both appropriate and timely (Criterion 5.D provides

additional details on the CAP plan). During this review, a new Vision statement, "Bellin College will be the best health sciences college in Wisconsin," was developed to provide further guidance and support for any future plans and strategies. The CAP Short Form: Mission, 2012 details the actions and rationale for the 2012 Mission review.

The Mission and Values were further evaluated in Fall 2012 prior to commencing a review of the College's existing Strategic Plan. These discussions and decisions were communicated to the Board of Trustees (BOT) via the College's Executive Committee. The BOT minutes (09/19/2012) are available onsite. All new employees are oriented to the College Mission and Values through the use of the orientation guides: Staff New or Transferring Employee Orientation Guide, 3.8.1 and Faculty Orientation Schedule, 2.3.1. Per the College Assessment Program Plan, the standard process for reviewing the Mission is on a 10-year cycle or with a change in presidential administration. Pending any further leadership or programmatic changes, the Mission is due for review in 2022.

Component 1.A.2
The institution's academic programs, student support services, and enrollment profile are consistent with its stated Mission.

MISSION: Bellin College is dedicated to preparing health care professionals by providing an intellectually stimulating environment focused on leadership, community service, and lifelong learning that promotes excellence in health care practice and the advancement of the profession.

VISION: Bellin College will be the best health science college in the state of Wisconsin.

VALUES: Excellence, Integrity, Community and Caring

Academic Programs

The Mission emphasizes that Bellin College is dedicated to the preparation of "health care" professionals. All three degree programs emphasize that aspect of the Mission with undergraduate preparation in both nursing and radiologic sciences, and graduate preparation in advanced nursing practice as family nurse practitioners and educators. The MSN program specifically states its graduates are being prepared for *leadership* roles and evaluates that component through the administration of the Leadership Practices Inventory[®] (Criterion 3.E.2 provides a more complete discussion of the inventory). Faculty in all three degree programs ascribe to *excellence* and providing an *intellectually stimulating environment* as seen in their credentials (Faculty Certifications), contributions to their professions (Faculty Accomplishments), and contributions to the community and to society as a whole. Similarly, staff are qualified in their areas of expertise and actively seek engagement with their professions and so remain pertinent to their roles. The 2013 Staff Achievement Tracking Tool (STATT) provides evidence of staff qualifications and engagement in professional activities.

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Student Services

Academic advising, library resources, and student organizations in particular are geared toward exemplifying the Mission by supporting students in the attainment of their professional degree through a well-rounded educational experience.

The Admissions Counselor evaluates prospective student applications and determines admission eligibility based on undergraduate admissions guidelines and accepted articulation agreements. These guidelines and agreements are designed to facilitate *excellence* in the admissions process and help facilitate smooth transition to college preparation and success. The counselor is active in promoting Bellin College via informational sessions that emphasize Bellin College's expressed educational purpose: that is, the *education of health care professionals*. Academic advising for progression in the undergraduate programs is provided by the Advisor and Career Services Coordinator. For the graduate program, these services are provided by the MSN Program Director. Additional support services including tutoring and personal and academic counseling are also available to the students. The Admissions Counselor, Advisor and Career Services Coordinator, and MSN Program Director position descriptions clearly articulate how their roles and responsibilities align to Bellin College's dedication to *providing an intellectually stimulating environment…"*

In keeping with its Mission, Bellin College prides itself in attracting highly engaged students who, through education and experience, develop into the future leaders of their profession. One way students gain opportunities for involvement and leadership exposure is by joining any of the eight Bellin College student organizations. A complete listing of Bellin College's student organizations is found in *The Bellin College Guide: Student Handbook and Catalog* (BC Guide, p. 18-25). Of particular relevance is student involvement in the Institute for Healthcare Improvement (IHI), an inter-professional education community that gives participants the skills to become change agents and leaders in health care improvement. Online continuing education courses in the areas of improvement capability, patient safety, *leadership,* and quality, cost and value are offered, some of which are required assignments in specific undergraduate nursing courses. Participation is free to all students and faculty; certificates are offered after completion of required courses in specialty areas. Criterion 3.B.5 provides additional discussion on IHI.

In addition to those student organizations listed in the BC Guide, undergraduate and graduate students also have the opportunity to participate in their respective curriculum committees, providing select students with opportunities to develop as leaders within their respective cohorts. Efforts have been undertaken through the Student Governance Committee (1.1.4.12) to provide student members with the opportunity to plan, organize, implement, and evaluate a function, all of which contribute to the development of future *leaders*.

Library Resources

Library resources to support the attainment of the professional degree are available on campus via the Hendrickson Library which serves the entire Bellin Health System. Library space increased from just over 1200 to 3400 square feet, nearly tripling in size with the College's new construction. The Hendrickson Library houses over 48,000 volumes onsite including books,

journals, and audio-visual resources covering medicine, nursing, radiologic technology, and other health-related subjects. These resources serve to complement the College's Mission of educating health care professionals. Component 3.D.4 provides are more complete description of library resources.

Enrollment Profile

Bellin College's Mission is to *prepare health care professionals.* Recruitment efforts are geared toward engaging students who are interested in health care, and efforts are designed to emphasize the two primary majors: nursing and radiologic sciences. Enrolled undergraduate students have already completed high school and/or college pre-requisites that would enable success in these majors. The BC Guide, available to all students on the College's website, supports these recruitment efforts and emphasizes the admission criteria, including required high school grade point average and ACT scores, and college grade point average (GPA) where appropriate. Table CR1-A, Admission Criteria, illustrates the admission requirements for each program and program option.

Table CR1-A: Admission Criteria

	BSN 4-year Traditional	**BSN Sophomore Transfer**	**BSN 15M**	**BSRS 4-year Traditional**	**MSN**
GPA	HS: 3.25/4.0	College transfer GPA 3.0/4.0	College transfer GPA 3.0/4.0	HS: 3.0/4.0	College GPA: 3.0/4.0
ACT	23 or above	NA	NA	20 or above	NA
Required Courses	High School diploma or GED plus: English (4) Social Science (3) Algebra (1) Adv. Math (2) Biology (1) Chemistry (1) Adv. Science (1)	High School diploma or GED plus 29 specific general education credits completed with "C" grade or higher	High School diploma or GED plus 60 specific general education credits completed with "C" grade or higher	High School diploma or GED plus: English (4) Social Science (3) Algebra (1) Adv. Math (2) Biology (1) Chemistry (1) Adv. Science (1)	Health Assessment (3 credits within previous 5 years); Statistics (baccalaureate level within previous 5 years); Research Course; RN license

The admission requirements (BC Guide, p. 63-70) and recruitment materials for the BSN, BSRS, and MSN programs provide to future students information necessary to prepare them for the rigors of study required in both the undergraduate and graduate majors. These standards are developed to be consistent with the College's Mission of educating health care professionals in an *intellectually stimulating* environment to be *leaders* of *excellence* in their chosen professions.

Undergraduate admission standards for the BSN program were reviewed and revised in Spring 2013. Among the changes made was the inclusion of a category that emphasized *service* which would serve as a building-block for meeting the College's Mission as well as its core Value of *community*. The MSN admission criteria were reviewed and revised 2011 prior to enrolling the

first FNP cohort. Guidelines and admission requirements for the MSN program are also available in the BC Guide. Recruitment materials for this program reflect the standard of excellence that Bellin College maintains. The BSRS admission criteria have remained static throughout its first five years in existence. Now that the first cohort has graduated in 2013, the BSRS admission guidelines will be reviewed in 2014 as part of the planned over-all curriculum review.

Component 1.A.3
The institution's planning and budgeting priorities align with and support the Mission. (This sub component may be addressed by reference to the response to Criterion 5.C.1)

The College's Strategic Plan outlines the long-term strategies for the operationalization of the Mission, Vision, and Values of the College and elucidates the priorities for the future. The Board of Trustees and the President's Cabinet together discuss, design, and implement the strategies outlined.

The College's Strategic Plan was evaluated in July 2012 by the President's Cabinet and the Board of Trustees. A thorough review occurred, and a new Vision statement (CAP Short Form: College Vision, September 2012) was adopted. At that time, the Strategic Plan outlined five key strategies: Customer Service, People, Quality, Growth, and Financial. Table CR1-B, Strategic Plan Strategies, provides a sample of key drivers for each strategy.

Table CR1-B: Bellin College Strategic Plan Strategies

Strategy	Description	Primary Driver
#1: Customer Service	Bellin College will provide an outstanding experience for students and alumnae through its quality academic programs and specific support services.	Bellin College will develop a comprehensive plan to support students. (Board Driven) The student experience is the reason to come to campus. Support Alumni.
#2: People	Bellin College will recruit and retain quality employees and enhance relationships with Bellin Health.	Bellin College is a premier health sciences college employer in the Northeast Wisconsin area. Bellin College is an organization that is deeply rooted in the community. Bellin College develops and maintains strong community connections. Bellin College lives it Mission and Vision.
#3: Quality	Bellin College will continue to report exceptional results.	Bellin College produces highly qualified graduates. Bellin College maintains accreditations from the Higher Learning Commission, JRCERT, and CCNE. Bellin College offers high quality programs. College Assessment Plan drives improvement across the curricula and programming at Bellin College.
#4: Growth	Bellin College will add new offerings and enhance existing programs in order to serve the community and diversify the student base.	Current programming filled to capacity. Bellin College is perceived to be the premier bachelors prepared health sciences college in NE Wisconsin. New revenue streams are added each year.
#5: Financial	Bellin College will continue to solidify its future by achieving specific goals related to endowment, operating revenue and the capital campaign.	Bellin College is a financially stable institution.

In November 2013, the Strategic Plan was again updated with the addition of specific benchmarks for the identified strategies. The Strategic Plan provides evidence of the College's commitment to its Mission of educating health care professionals for the future. Table CR1-C, Mission/Strategic Plan/Strategy, provides an illustration of the correlation of the College Mission, Strategic Plan, and an identified strategy.

Since the 2004 HLC reaccreditation visit, significant effort has occurred that has positioned the College for the future. The capital campaign and construction of a building dedicated to health care education and designed for the future are key examples of the alignment of planning and budgeting in support of the College's Mission. In November 2009, a new building survey was conducted to seek input regarding satisfaction. The results suggested a high level of satisfaction with all areas. Improvements suggested at that time, including the selection and cost of food available in the BC Express and the utilization of the Wellness Center are being addressed (see Strategic Plan, Strategy 1). Evaluation of facility and space is included in the Workplace Satisfaction survey. The 2012 and 2013 results suggest satisfaction with facility with ratings of 3.5/4.0 and 3.3/4.0 respectively.

Table CR1-C: Mission/Strategic Plan/Strategy

MISSION	STRATEGIC PLAN	STRATEGY
"…preparing healthcare professionals"	Strategy 1: Bellin College will develop a comprehensive plan to support students.	• Strategy 1.1b: Design and implement a program for academic remediation in the BSN program.
"…intellectually stimulating environment"	Strategy 3.3: Bellin College offers high quality programs.	• Strategy 3.3a: Develop and implement a data-driven plan to review and revise existing programs.
"…focused on leadership"	Strategy 3.1: Bellin College produces highly qualified graduates	• Strategy 3.1d: Leadership Practice Inventory (LPI ®) given at the start and end of the MSN program. Results are compiled and tested for statistical significance.
"…promotes excellence in health care practice…"	Strategy 2.1: Bellin College is a premier health sciences college employer in the Northeast Wisconsin area. Strategy 3.1: Bellin College produces highly qualified graduates	• Strategy 2.1b-c-d: Provide support for professional development for all faculty, administration, and staff • Strategy 3.1a: Review internal tests for rigor

Bellin College continues to explore involvement in offering additional health care programs. Following an intensive review, the Medical College of Wisconsin (MCW), whose primary campus is located in Milwaukee, WI, announced its intent to locate an out-reach campus in Green Bay. After exploring all current educational programs located in Green Bay, MCW announced its intended collaboration with St. Norbert College (SNC), the University of

Wisconsin-Green Bay (UWGB), and Bellin College to assist with the provision of educational and simulation experiences to medical students with emphasis on inter-professional education. Work is proceeding with the expansion of the College's simulation lab facilities in anticipation of the first MCW cohort admission in 2015.

The President's Cabinet maintains the responsibility for developing and monitoring the budget. The Cabinet and the Board of Trustees work diligently to maintain a reasonable tuition and to provide resources to help off-set the costs of education. Strategy 5 in the Strategic Plan is devoted to financial stability and places a strong emphasis on growing the current scholarship base, developing a 5-year Financial Plan, and maintaining targeted financial results. Each strategy is overseen by a Cabinet member, and target dates for completion are developed. Discussion on progression toward strategic goals is a standing item on Cabinet/Board agendas. Benchmarks continue to be developed and evaluated for each strategy and sub-component Component 5.C.1: Strategic Plan provides addition detail on the Strategic Plan.

CORE COMPONENT 1.B: The Mission is articulated publicly.

Beyond the work of consistently reviewing the College's Mission and Values, the institution strives to communicate these elements in an effective way to internal and external constituents. Internal constituents are defined as our customers, the students, and all employees. External constituents include all in the public domain with whom the College has business. These include, but are not limited to, education partners, donors, alumni, employers, clinical agencies, and vendors. The Mission and Values are displayed prominently and are articulated via interinstitutional committee meetings with education partners, during recruitment activities, and a variety of other modalities. The Mission is stated clearly in the documents provided to prospective students. Table CR1-D, College Mission Visibility, lists the documents and publications which highlight the Mission.

Table CR1-D: College Mission Visibility

PUBLICATIONS
The Bellin College Guide - Handbook & Catalog, p. 1
Employee Manual: Mission, 1.0.3
Annual Report
BSN Recruitment Brochure BSRS Recruitment Brochure MSN FNP Recruitment Brochure
College Campus Corridor
Website

Component 1.B.1
The institution clearly articulates its Mission through one or more public documents, such as statements of purpose, Vision, Values, goals, plans or institutional priorities.

MISSION:	Bellin College is dedicated to preparing health care professionals by providing an intellectually stimulating environment focused on leadership, community service, and lifelong learning that promotes excellence in health care practice and the advancement of the profession.
VISION:	Bellin College will be the best health science college in the state of Wisconsin.
VALUES:	Excellence, Integrity, Community and Caring

College documents and publications clearly articulate the Mission, Values, and Program Outcomes. The Mission and Values are displayed prominently in the College corridor near the main entrance to the College building.

The College website clearly identifies the College Mission. The College tagline*: "Bellin College: A Better Education…A Better Future"* is prominent on our webpage and all marketing materials, and is consistent with the College Mission of providing an education that provides an *intellectually stimulating environment* and promotes *excellence* in health care practice. The website is updated regularly to offer prospective students, alumni, and donors the latest information on campus events, links to resources, and job opportunities.

Component 1.B.2
The Mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its Mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

MISSION:	Bellin College is dedicated to preparing health care professionals by providing an intellectually stimulating environment focused on leadership, community service, and lifelong learning that promotes excellence in health care practice and the advancement of the profession.
VISION:	Bellin College will be the best health science college in the state of Wisconsin.
VALUES:	Excellence, Integrity, Community and Caring

As noted in Component 1.A.1, the College's Mission, Vision and Values have all been reviewed and updated as necessary, most recently in 2011-2012. The CAP plan recognizes the need for on-going assessment of these and has determined that review occur no less than every seven years, and with a change in presidency or program. Component 5.D CAP Plan provides additional information.

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The BSN Linkages document is an example of the correlation between the Mission, Values, and BSN program outcomes in the preparation of health care professionals. These Program Outcomes are linked to the Mission and demonstrate how the BSN program strives to meet the needs of the community via professional commitment and inquiry and a commitment to a future of evidenced-based practice and outreach service. These efforts can be seen in program courses such as research and ethics, via invitation to join the local chapter of the nursing professional honor society (Sigma Theta Tau, International (STTI), Kappa Pi, Chapter-at-large), and in a commitment to a future of evidenced-based practice and outreach service. Two examples are:

1) From 2011-2013, a Bellin College faculty was chair of the Bellin Health Systems Corporate Institutional Review Board which is responsible for the review and oversight of all health-related research being conducted within the system. A faculty member continues to serve on that committee.

2) In 2013, a Bellin College faculty who is a Certified Pediatric Nurse Practitioner provided over 676 pediatric physical exams to underprivileged children as well as 240 acute care visits for teachers and volunteers. These healthcare service centers are located within two of the seven Encompass Early Education & Care Centers, Inc., a not-for-profit organization providing high quality education and care for infants and children and support for families from low-income settings throughout Green Bay, WI.

Students also have the opportunity to complete clinical hours at the centers and have been instrumental in providing health topic presentations. In the last three years, 292 student clinical hours have been spent at the Encompass Early Childhood Centers along with students performing 32 presentations. Last year, the centers provided $81,820 worth of billable services to the children alone. The Encompass 2011, 2012, and 2013 year-end reports detail the provision of services provided to Encompass participants by Bellin College faculty and students.

The BSRS program, in alignment with its accrediting body the Joint Review on Education in Radiologic Technology (JRCERT), uses *goals* to depict program end-points. The BSRS Program Outcomes and Goals Plan document illustrates the concerted efforts to educate health care professionals with evidence of competency attainment and on the development of leadership potential. In keeping with the College Mission (*promotes excellence)* and Value of *Excellence: being the best*, the BSRS program has recently begun exploration of establishing a chapter of Lambda Nu, the national honor society for radiologic and imaging professionals (see BSRS Program Committee minutes, 10/14/2013).

Bellin College

Component 1.B.3
The Mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

MISSION: Bellin College is dedicated to preparing health care professionals by providing an intellectually stimulating environment focused on leadership, community service, and lifelong learning that promotes excellence in health care practice and the advancement of the profession.

VISION: Bellin College will be the best health science college in the state of Wisconsin.

VALUES: Excellence, Integrity, Community and Caring

The guiding documents for Bellin College clearly identify the essence of the College which is to educate health care professionals. This is reiterated in both the Mission and Vision statements. Excellence and "being the best" are referenced in all three documents, and serve as the framework for the staff, faculty, and administration in their daily operations. While the primary constituents are the students the College serves, an ancillary and equally important constituent is the general public. The Mission of the College is to prepare excellent health care professionals dedicated to enriching the lives of others. The College strives to continually improve its product, the education of health care professionals, and to proactively identify challenges and implement interventions so that its primary constituents, its students, are well-served.

These philosophies of excellence and being the best are also seen in communications with the College's partners. Articulation agreements serve to express and reiterate the College's Mission and Purpose as well as apprise each educational partner of changes and revisions. These documents outline the role and responsibilities of both the partner and Bellin College in the provision of the general education component of students' education and any agreed upon shared services. Articulation agreements will be available for review onsite.

Clinical agencies partner with the College through contractual agreements in support of the College's Mission, Vision, Values, and Purposes. These agreements illustrate their understanding and commitment to the education of future employees and leaders. Meetings with clinical agency representatives are held annually and provide an opportunity for agency and College inter-collaboration and communication. The College has contractual agreements with over 80 clinical agencies including those that serve the BSN, BSRS, and MSN programs.

CORE COMPONENT 1.C: The institution understands the relationship between its Mission and the diversity of society.

MISSION: Bellin College is dedicated to preparing health care professionals by providing an intellectually stimulating environment focused on leadership, community service, and lifelong learning that promotes excellence in health care practice and the advancement of the profession.

VISION: Bellin College will be the best health science college in the state of Wisconsin.

VALUES: Excellence, Integrity, Community and Caring

Bellin College has an obligation to prepare health care professionals to be excellent practitioners and prepare them to function in a global society. One of the College's core Values, *Community: partnership and shared participation*, articulates the College's Vision that the health care practice environment is global in nature and requires a partnership between the provider and the communities it serves.

Component 1.C.1
The institution addresses its role in a multicultural society.

Beginning with its Mission statement and continuing through its employment and recruitment practices, Bellin College strives to become more diverse, and to support diversity throughout the College campus and beyond. In the past decade, staff diversity has grown from 0% to 20%, and faculty gender diversity has increased to 10%. See Response to Concerns 4: Faculty Diversity for additional discussion. While work needs to continue to expand the diversity of faculty and staff, the diversity of the College is consistent with the gender diversity and more than double the minority representation of Bellin Health Systems, Inc.

In recognizing the increasing diversity of the population of Northeast Wisconsin and in keeping with its Mission, Bellin College has also endeavored to provide a wide-range of experiences for its students to expose them to an overall diverse population (gender, age, race, socioeconomic). A broad range of clinical agency partnerships exist that allow for opportunities to observe, learn, and participate in the health care and education of a wide variety of populations including, but not limited to, the prison population, homeless shelter residents, and community clinics that serve the low-income and uninsured. Samples of the assignments from the courses listed below will be available onsite for review.

Nursing, BSN: In NUR 412: Pediatric Nursing, students are required to complete a Child Health Service Learning Project which emphasizes health education to children or adolescents requiring assistance with special needs. Special needs are defined as medical, developmental, behavioral, or learning. A comprehensive assessment is completed and age-appropriate education on a health topic is provided, with feedback solicited from the education facilitator.

Nursing, MSN: In the MSN program, FNP and Educator students alike are required to complete NUR 590: Advanced Health Assessment. This course focuses on comprehensive and systematic assessments across the lifespan, and has as a requirement the completion of a focused clinical assessment that addresses among other things the variations in gender, culture, age, genetic-family history, occupation and mental health status.

Radiologic Sciences: In the BSRS program, in addition to the completion of the diversity course required of all undergraduate students, BSRS students are exposed to diversity in RS 202: Patient Care in Radiologic Sciences 1. In this course, students are required to complete a diversity paper that researches cultural beliefs and values as they relate to health and medicine and discusses the challenges that may develop.

Enrollment of a diverse student population was identified as an area of concern in the 2004 HLC report (see Response to Concerns 4: Diversity for previous discussion). In the decade since that last report, there has been an increase in gender and ethnic diversity (Diversity) and recruitment strategies have been developed to enhance the enrollment of minority populations. Increased effort has been made on reaching out to high school counselors and providing them with accurate and up-to-date information on Bellin College programs and admission requirements. The Admission's recruiter attended the Wisconsin Education Fairs that focus on ethnically diverse students as well as both the Wisconsin Indian Education Conference and the Oneida Health Careers Fair. Diversity has been included in the Strategic Plan and metrics are in the process of being determined.

Component 1.C.2
The institution's processes and activities reflect attention to human diversity as appropriate within its Mission and for the constituencies it serves.

Recruitment efforts have extended beyond the 60 mile radius of the College, and recent social media efforts have accelerated inquiries of prospective interest both regionally and nationally. Strategy 4 in the College's Recruitment Plan (Table RTC-B) identifies specific approaches to use in reaching diverse populations. As mentioned previously, increased recruitment efforts have centered around providing a steady presence among the high schools especially and also establishing a relationship with the upper middle grades. Since 2003, ethnic minority enrollment has increased from 2.9% to 7.2% and gender diversity has increased from 4.9% to 9.3%, largely due to the initiation of the undergraduate BSN 15M program and the BSRS program.

As noted in Response to Concerns: Diversity, Bellin College has collaborated with UWGB's Phuture Phoenix Primary program for grades K-5, which supports efforts of primary grades to embrace a culture of college awareness. In the program, every classroom "adopts" a university or college and displays symbolism for that campus including school colors and signs. In Fall 2013, Bellin College was adopted by the bilingual 2nd grade class of Eisenhower Elementary school. Age-appropriate Bellin College informational materials were distributed and BSN and BSRS student speakers assisted with "Show and Tell." Future students assigned to that classroom will be exposed to Bellin College and its programs. The Phuture Phoenix Primary program helps to increase the visibility of Bellin College and its programs earlier in a student's education, and also helps increase awareness to an ethnically diverse population.

CORE COMPONENT 1.D: The institution's Mission demonstrates commitment to public good.

MISSION:	Bellin College is dedicated to preparing health care professionals by providing an intellectually stimulating environment focused on leadership, community service, and lifelong learning that promotes excellence in health care practice and the advancement of the profession.
VISION:	Bellin College will be the best health science college in the state of Wisconsin.
VALUES:	Excellence, Integrity, Community and Caring

Component 1.D.1
Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

The College's Mission speaks to the public good and the commitment and obligation that Bellin has to "prepare health care professionals…that promote(s) excellence in health care practice…" The emphasis placed on the teaching efforts provided by faculty and the learning expected of students is noted in the College's Philosophy of Teaching and Learning which articulates the role of faculty in establishing "an intellectually stimulating environment focused on….community service" (Mission):

> "Bellin College faculty are facilitators, role models and resources in the learning process. We provide an environment that supports a diverse student population. We pursue excellence in education by assisting students to develop critical thinking skills with a commitment toward the College Values of Excellence, Integrity, Community, and Caring.
>
> Teaching/learning is a dynamic process of discovery attained through interaction and engagement. Faculty members implement cooperative teaching strategies in partnership with students to achieve program outcomes. Students share the responsibility of achieving their learning goals through participation in the education process. As co-creators of their learning, students have a responsibility to develop a scholarly approach to learning through assimilation and integration of new knowledge, utilization of technology, and life experiences.
>
> Graduates of Bellin College are prepared to function in leadership roles and to affect social, ethical, political, and economic issues (Philosophy of Teaching and Learning, Philosophy, 1.0.5)."

Commitment to the public good is also evidenced by that fact that applicants to all programs must meet strict admission criteria that reflect an expectation that students have the intellectual and physical capabilities to withstand and be successful in a rigorous curriculum. Student excellence is demonstrated by their performance in meeting the program outcomes, performance

on standardized assessments, and on the NCLEX® and ARRT® registry exams. The admission criteria reflect Bellin College's commitment to high educational performance. For example, applicants for the traditional BSN option must graduate from high school with a 3.25 or better GPA and have an ACT composite score of 23 or higher. A composite score of 21 or 22 is reviewable by the Admissions team. Most recently, in a coordinated effort between the Admissions and Academic departments to improve NCLEX results, an admission rubric was developed to rank applicants' qualifications using specified criteria. Only qualified applicants are selected for entry into their program of study. Criterion 3.A.1 provides additional detail for the admissions process.

In 2008-2009, Faculty Council members developed the Faculty Achievement Tracking Tool (FATT) (Faculty Development and Scholarship, 2.27) which provides a broad, visual overview of faculty accomplishments. The instrument includes ten criteria, including academic course work, professional certification, conference attendance, presentations, publications, and community service. This instrument is updated annually by faculty and reviewed and maintained by the academic department's Faculty Council. Each area is defined and benchmarked. The Faculty Achievement Tracking Tool component that addresses community service is defined as:

"…activities outside the College in which you (sic) are a representative of the College or the profession. Service might include presentations to non-professional groups such as high school health classes, student recruitment activities in the community, and volunteering with health related group such ass a Red Cross Blood Day, Multiple Sclerosis Walk-a-thon, Health Fairs, etc."

For academic year 2012-2013, 26 of 28 faculty (89.6%) participated in some element of community service meeting the established benchmark of 80% (FATT 2012-2013). In Fall 2013, faculty and staff together held a fund-raising effort in support of the Wounded Warrior Project which is dedicated to the provision of programs and services to the severely injured service members. A goal of $200 was surpassed when $535 was raised.

Students are also involved in community service through classroom and external opportunities. In the classroom, 15M students complete NR 475A: Service Learning Clinical Practicum which is designed to enable students to engage in experiential learning activities that address community health needs. Integral to this course is the identification of a special needs group, the exploration of the unique needs of that group and a holistic examination of how the social situation of the group affects their "health, wellness, ability to learn, and ability to be compliant." Student placement in clinical ranges from head start agencies to emergency shelters where students "build reciprocal relationships, nurture a culture of social responsibility, and embrace the College Values" (NR 475A Service Learning syllabus).

External community service opportunities occur through fund-raising efforts. In spring 2013, Bellin Student Nurses Association (BSNA) and Bellin Student Senate co-hosted a Red Cross Blood, Bone Marrow, and Food Drive, with all food products donated to Paul's Pantry which provides food to families in need. In November 2013, BSNA again hosted a fund-raising effort

to help purchase supplies for the North East Wisconsin (N.E.W.) Community Clinic which provides a variety of supplies for low-income and uninsured families.

Component 1.D.2
The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization or supporting external interests.

Bellin College is a 503c, tax-exempt, non-profit institution. Monies generated through tuition or donations are used for the operational expenses of the College, and to assist students in the funding of their education. Financial audits for 2011, 2012, and 2013 demonstrate meeting audit requirements. Financial stability was recognized as a key concern in the 2004 HLC report. Much effort has been devoted to strengthening the financial leadership, planning, and monetary reserves in the ensuing years. As noted in the Response to Concerns section, these areas have been addressed through the leadership of the Vice President of Business and Finance who is dedicated to over-seeing the financial operations. The Schedule of Change in Net Assets illustrates the growth of net assets since 2004. Financial audits for the last three years will be available onsite.

Component 1.D.3
The institution engages with its identified external constituencies and communities of interest and responds to their needs as its Mission and capacity allow.

Various communities-of-interest contribute to the health of Bellin College. These groups are comprised of both internal and external agencies which assist in the maintenance of program quality. Acting as an advisory and informational sharing mechanism, these committees and groups provide regular opportunities to meet with the College's education partners to provide program updates, to discuss future collaborations, and to assure the promotion of the College's Mission and Vision.

There are several mechanisms whereby members of the community-of-interest provide input into the curriculum and the teaching-learning practices. At the beginning of each academic year, the three primary acute care clinical agencies are invited to participate in Clinical Agency Updates, informational sessions providing updates on agency modifications in preparation for student experiences. Agency changes such as new or updated policies, technology, and physical space are discussed. Revisions to orientation materials and expectations for students are also distributed to faculty. The agencies also receive information about changes at the College, those directly related to student learning experiences and those related to larger College efforts. For example, these updates provide both the College and clinical agencies with information and coordination of compliance issues and computer training requirements. Data from student evaluations of clinical sites are reviewed and the agencies in attendance provide validation and/or clarification of emerging trends. All faculty attend these meetings which allows for two-way communication of expectations.

Eight Interinstitutional Committees exist whose sole purpose is to provide a mechanism for an exchange of information between the College and communities of interest. The Interinstitutional

Clinical Agency Committee (1.1.4.18) provides an opportunity for affiliated clinical agencies to have a dialogue with the nursing program regarding student clinical experiences. Discussions also focus on changes in nursing practice and the knowledge essential for new graduates. Members of this committee include representatives from clinical sites including hospitals, nursing homes, and some community agencies as well as faculty. This committee meets twice a year. Minutes from Fall 2012 and Spring 2013 meetings are provided as examples to illustrate the forums.

Communication with agencies also occurs on an as-needed basis via phone and email. Each agency shares relevant institutional changes along with clinical issues. The faculty considers this information in planning curricular and clinical site changes.

The Dean of Academic Affairs and the Directors of the BSN, MSN and BSRS Programs engage in sharing information about student clinical placement with each educational partner that has an impact on their respective programs. For example, a meeting was held in the Fall 2012 with the Associate Dean of Northeastern Wisconsin Technical College to discuss mutual challenges in effective use of clinical sites for BSN student learning experiences.

The BSRS program established an Interinstitutional Radiologic Sciences Advisory Committee (1.1.4.20) which meets semi-annually. This group consists of professional radiographers, radiology directors, clinical affiliate representatives and a high school guidance counselor. The committee's Spring 2013 and Fall 2013 meeting minutes reflect discussion about program quality and characteristics as well as medical imaging marketplace dynamics.

The Interinstitutional Graduate Community Advisory Committee (1.1.4.19) meets annually. The purpose of this group is to exchange information regarding expectations for MSN students in the practice environment. The committee also plans future practicum experiences. The members of this committee include nurse executive and representatives from expected practicum sites (hospitals, primary care agencies, public health agencies, educational institutions, and local health systems). This group also recommended that all initial arrangements for practicum placements be coordinated between the MSN Program Director and the agency placement coordinator in order to maximize the potential for the best placement of students. Unlike some programs that have students directly contact potential preceptors, this committee felt that they, and other agency nurse leaders, would want to be consulted so that placements would best benefit both the agency and the student. This recommendation was accepted by the MSN Program and implemented through a policy for graduate student practicum placement. The opinions and recommendations of communities of interest are also represented through the graduate, alumni, and employer surveys that are conducted as part of the College Assessment Plan. Criterion 4.A.6 discusses the surveys, the survey results, and Bellin College's response to the results. Minutes from the Spring 2012 Graduate Community Advisory Committee meeting are provided to illustrate this forum.

CRITERION ONE

Summary

Throughout the last decade, Bellin College has strived to remain current with both internal and external changes. Its Mission has been reviewed and updated to reflect first the addition of a graduate nursing program and most recently the addition of the Bachelor of Science in Radiologic Sciences program. Its' Mission and Values are visible and concerted efforts have been and are being made to have these declarations modeled by all employees on a daily basis. Bellin College will continue to remain current and will work fervently to be an exemplar in higher education.

Strengths

- Mission, Vision, Values and Purposes express the work of the College.
- Mission and Values are interwoven throughout Bellin College.
- Commitment to articulating and living the Vision and Values is present.
- Expansion of programs and offerings demonstrates the College's commitment to healthcare education to the community at large.

Challenges	*Plan*
Strengthening of commitment to increasing diversity among students, faculty and staff	• Develop metrics for accountability in student diversity • Engage student's and employees in recognition of diversity
Continue work of integrating Values and Customer Service Standards into evaluative processes: faculty evaluations and student clinical evaluations	• Faculty Evaluation process to be evaluated by Human Resources and Administration • Student Clinical evaluations to be referred to Dean of Academic Affairs and BSN, MSN and BSRS Program Directors
Increased effort to disseminate the College Mission and programs to the community at large	• Increased recruiting • Increased marketing strategies • Increased acknowledgement of donors
Demonstrate link between BSRS program goals and the College Mission of "…providing community service"	• Refer to Dean of Academic Affairs and the BSRS Program Director

▶ CRITERION TWO – Integrity: Ethical and Responsible Conduct
The institution acts with integrity; its conduct is ethical and responsible.

Introduction

Bellin College has since its inception worked to espouse the highest ethical standards and conduct and has chosen as its Values: Excellence, Integrity, Community, and Caring. These Values drive all College activities and relationships. Bellin College has endeavored to embody these Values and make them integral to and visible in every day operations. The 4th Annual All-College Project examined processes for the integration of the College Values into everyday practice with the express purpose of making the Values more visible and to establish individual accountability. The second Value, Integrity, is defined as "honest and ethical behavior." As a result of the work completed in that annual project, measureable characteristics for Integrity were identified. These included: ethical behavior, maintaining high standards, honest communication, and respecting confidentiality.

CORE COMPONENT 2A: The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty and staff.

Institutional policies and procedures comply with federal and state laws and regulations. All College employees and the Board of Trustees are expected to adhere to the College's Code of Ethics (1.0.6) as documented in the employee manual. This states that all members of the College will treat each other with dignity and respect. The College functions within its own set of policies and procedures and works to maintain consistency in communicating those regulations.

Prior to 2013, the College utilized two separate documents to convey information to prospective and enrolled students. These documents, the College Catalog and the Student Handbook underwent a review in 2013 as part of the 6th Annual All-College Project which resulted in recognition that there were inconsistencies and inaccuracies in information that was common to both documents. A recommendation was made that in addition to a thorough review of policies and procedures that the revised documents should be placed into a single document. With the assistance of a consultant with human resource experience, a thorough review, updating, and reorganizing of the College policies and procedures occurred. Efforts were made to ensure the integrity of the document and student processes for all programs offered at Bellin College. All student-related policies and procedures have been combined into a single, web-based document now known as *The Bellin College Guide – Handbook & Catalog*. Areas of concern or future correction are addressed and presented to the Dean of Student Services who is accountable for document maintenance.

Bellin College

Financial

Following the 2004 HLC accreditation visit and based on an HLC recommendation, the College conducted an internal evaluation of its financial operations. While solvent, there existed a need for the College to strengthen its financial organization and over-sight. Two positions, a Vice President of Business and Finance (2005) and a Bursar (2006), were added. Bellin College's financial staff are members of College and University Business Officers (CUBO) and the National Association of College and University Business Officers (NACUBO) and attend annual educational updates provided through these organizations.

Since 2003 and through 2013, the College has received an "unqualified opinion" from Wipfli, LLP, one of the top independent auditing firms in the United States. In 2013, audit report requirements were changed to reflect new verbiage: unmodified opinion. As part of the audit process, an A-133 audit, used in auditing federal assistance and federal grant programs, is also conducted. This audit includes a review of the College's compliance with federal rules and regulations regarding the administration and distribution of federal, state, and institutional financial aid funds. Bellin College audit reports from the last three years will be available onsite for review.

Bellin College has its annual budget approved by the Board of Trustees. The internal financial statements are provided monthly and are reviewed by the College's Finance Committee and Executive Committee as well as by the President's Cabinet. Fiduciary items are regularly discussed at Board meetings and decisions made to best serve the campus community and the students it serves. Minutes from the proceedings of these three committees will be available onsite for review.

The College Board of Trustees monitors its investments through the combined efforts of the Executive Committee of the Board of Trustees and the Investment Committee. The investment committee is a team composed of Bellin College board members, the Bellin College Vice President of Business and Finance, select members from Bellin Health System (BHS) and the BHS Foundation. The BHS Foundation is responsible for the oversight of all donations contributed to Bellin Health System. Details regarding the Investment Committee will be available onsite.

The Investment Committee meets quarterly to monitor and review investment portfolios and to provide oversight of operating funds. The Bellin College Board of Trustees reviews College investments on a quarterly basis. The investment advisor and manager meet with the Bellin College Board of Trustees on an annual basis to review College investment progress and to make suggestions and recommendations. Recommendations for change are discussed at the investment committee meeting. The Bellin College Vice President of Business and Finance presents information and recommendations to the College Board of Trustees and/or the College Executive Committee for approval. The College has grown its net assets to $26.4 million for fiscal year ending 2012-2013, reflective of efforts to not only maintain, but to grow in its financial reserves.

Academic

The American Nurses Association (ANA) Code of Ethics for Nurses (BC Guide, p. 2-3) guides the behavior of nursing faculty and enrolled students in both undergraduate and graduate nursing programs. The ANA code of ethics states:

> the nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

The code further states that the nurse will have a commitment to the patient, their family's and the community and at all times strive to protect the health, safety and rights of the patient.

The American Registry of Radiologic Technologists Principles of Professional Conduct is the guiding document that provides criteria for the evaluation of professional conduct (BC Guide, p. 3-4). Elaboration on professional and ethical behavior is embedded in the policies relating to student behavior Student Bill of Rights (BC Guide, p. 31).

The Bellin College Guide - Handbook & Catalog

The Bellin College Guide - Handbook & Catalog (BC Guide) was developed in 2013 following administrative and employee concerns regarding the accuracy of two former documents: the College Catalog and the Student Handbook. The BC Guide combines information previously found in these two documents, and includes general information about the College and its academic offerings as well as policies and procedures of interest to prospective and enrolled students.

The BC Guide clearly details expected student behavior (BC Guide, p. 30-31) that encompass personal, professional, course, and College requirements. The BC Guide serves as a mechanism for conveying rights and responsibilities as well as a way to communicate regulations and procedures. A student appeals processes and Student Grievance Procedure (BC Guide, p. 101-102) are clearly depicted as are policies governing the Family Educational Rights and Privacy Act (FERPA) (BC Guide, p. 33-35). The BC Guide is under the direction of the Dean of Student Services and is updated quarterly. Any concerns regarding coursework or academic progression are handled by the program directors and the Dean of Academic Affairs.

Personnel

The Human Resources (HR) Department of Bellin Health Systems, Inc. supports hiring practices that are consistent with state and federal guidelines. Bellin College has a dedicated HR representative who works specifically with the College. This representative knows and understands the needs of academic institutions and supports the College in maintaining compliance.

Employee Manual

Bellin College has its own Employee Manual which includes policies and procedures pertinent to faculty, staff, and administration. The Employee Manual, which is coordinated by the President's Office Administrative Assistant, contains policies and procedures that govern the rights and responsibilities of each employee group. Any identified issues are discussed and if necessary, follow-through is completed with appropriate individuals. An Employee Grievance Policy and Procedure (6.24) is in place should the need arise.

Within the College's relationship with BHS, certain policies cross over from the health system. Examples include: funeral leave, jury duty, Family and Medical Leave Act (FMLA), etc. Benefits for all employees are provided through BHS. The HR Department is open to all employees for questions or concerns related to College employment.

BHS Human Resources supports Bellin College needs and serves as a consultant to insure integrity and ethical hiring practices. Hiring processes are conducted internally by appropriately credentialed administrators, faculty and staff following pre-determined recruitment and selection guidelines. A specific College policy is in place guiding the faculty search and screen process (Faculty Recruitment, Selection, and Appointment, 2.2).

All salaries and wages are determined by Bellin College with guidance from BHS to assist with market analysis of positions. The College President has the final voice of hiring and wages. All faculty contracts are issued by Bellin College.

Performance appraisal tools are available for faculty and staff and guide the annual evaluation process. Accomplishments, areas for improvement, and for faculty, goals are established that correspond with the Rank and Promotion process. The evaluation process is in alignment with the College's Mission and Values. The Staff Performance Feedback and Development Form was recently revised and structured based on the four College Values. Work continues on further integrating these measurable characteristics into operational documents.

Auxiliary Functions

Student at Bellin College obtain their books through an agreement with the UWGB Phoenix Bookstore. Students can purchase their textbooks each semester through the bookstore. The Academic Affairs office maintains communication with the Bookstore to provide our needs and lists for courses. In addition, student can purchase their books online.

Bellin College's hours of operation are from 8 am – 8 pm, Monday through Friday. Hours are adjusted during the summer months based on the academic course schedule. The front entrance doors of the building are open between 8 am – 4:30 pm. The rear doors are secured at all times.

Students and faculty access the building via individualized name badges. Security is provided onsite during the day operation hours by administration and the Building and Grounds Technician, and a security officer is in the building between 4:30 pm – 8:30 pm Monday through

Friday. As programs are added and grow, it is anticipated that these procedures will continue to be evaluated and revised as needs dictate.

To accommodate student meals, The BC Express, a "grab and go" café is open Monday through Friday from 7:00 am – 2:00 pm. Hot breakfast items, yogurt, bagels, and a variety of beverages are available. During the lunch hour, two soup choices, a full salad and sandwich bar, and a small selection of hot items are available as well as items within the "grab and go" display case. During non-operating hours, a vending area provides snack and beverage options. Two refrigerators for storing food items are available for students who bring their lunches from home.

CORE COMPONENT 2B: The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

The College strives to be transparent to the public in all its activities whether it is accreditation status, licensure/certification results, or enrollment or employment data. The College's website homepage provides links to both regional and specialized accreditation status, partner relationships, and specific program academic plan information.

In Fall 2013, a Statistics link on the College's website was developed to provide customers access to the most recent data on enrollment, graduate employment, persistence and graduation rates, and NCLEX licensure and ARRT registry results (CAP Short Form: Statistical Information on the BC website). The Reporting of College Statistics policy guides the placement and annual updating of key data. This policy is in the process of finalization and will be available onsite for review.

The "Parent's" portal on the website provides additional links to faculty and staff biographies and tuition information. Transparency assures the community as a whole and the College's stakeholders that the College operates with ethical and responsible conduct. The Bellin College website, www.bellincollege.edu, defines all costs to students, accreditation relationships, and academic plan requirements for nursing and radiology.

The Annual Report of the College is published online, and is available in hard copy if requested. The financial statements of the College are audited annually by Wipfli, LLP, one of the nations' most reputable accounting firms, and are available in hard copy for comment by appropriate readers. The financial audits will be made available to the site team.

Tuition and Fees

In May of each year the College publishes on its website its Tuition and Fees for the following academic year. Tuition and fees are illustrated for each individual program and options for BSN, BSRS, and MSN students.

Program Requirements

Program requirements for the BSN, BSRS, and MSN degree options are published in *The Bellin College Guide - Handbook & Catalog* and available on the College's website. Included in the program requirements are the General Education courses needed for graduation (Program Requirements). Admission requirements for each program are also listed in the academic section of the BC Guide.

Faculty & Staff

Administrative, faculty and staff directories are available on the College's website (Contact Us: Administrative, Faculty, Staff Directories).

Accreditation

The College maintains three accreditations, one institutional accreditation through HLC, and two programmatic accreditations, one for nursing through the Commission on Collegiate Nursing Education (CCNE) and one for radiologic sciences through the Joint Review Committee on Education in Radiologic Technology (JRCERT). Bellin College accreditation information can be found on the College website (College Accreditation link).

CORE COMPONENT 2C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Bellin College and Bellin Health Systems (BHS) have a strong working relationship, with their Mission, Visions, Values and strategies complementing one another. It is a relationship of support and integrity to provide outstanding health care to their patients (BHS) and to prepare health care professionals (Bellin College) who can meet the future demands of the health care environment. Bellin College's Board of Trustees (BOT) is autonomous and functions in the best interest of the College. The two organizations complement one another with their work within the health care community.

Overview of Bellin Health Systems, Inc.

Bellin College is a subsidiary of its parent organization: Bellin Health Systems (BHS). Both the Bellin College Organizational Chart and the BHS Corporate Structure delineate the relationship between BHS and Bellin College. In 2003, an agreement was signed by the President of Bellin Health and the President of Bellin College clearly identifying what services Bellin Health would provide to the College. These services are paid services and can easily be identified in the budget process. In 2013, with the recent change in College leadership, the service agreement was reviewed and updated to clearly define changes and current trends in higher education. This Service Agreement will be available onsite for review.

CRITERION TWO

The College and BHS have a relationship of trust and mutual respect. The Bellin College BOT are responsible for the hiring and evaluation of the President of the College. The President of Bellin College, the President of BHS, and the President of the Bellin College BOT meet four to six times per year to discuss plans, initiatives, and any areas of concern. The primary purpose of these meetings is to assure that the two organizational Missions and work of the strategic initiatives are not in conflict, and to provide a process for organizational updates.

The budgeting process also illustrates the collegial relationship that exists between Bellin College and BHS. The budget is developed with input from all employees submitted to their appropriate Director, Dean, or Vice President. The budget is prepared and finalized by the President's Cabinet. It is then present to the College BOT. Once approved at the Bellin College Board level, the President of the Board and the College President present the budget to the BHS BOT and finance committee for information. The budget adheres to the fiscal year operating from July 1- June 30 annually.

Board of Trustees: Structure, Membership, and Roles

The Bellin College Board of Trustees is the official governing board of the College. 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:

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

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

3) To recommend to the BHS Board the annual operating and capital expenditure budgets for the Corporation.

4) To manage the budget of the Corporation and enforce businesslike controls over expenditures.

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

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

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

8) To grant degrees.

9) To recommend to the BHS Board the selection and/or removal of the President of the Corporation.

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

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

The Bellin College Board of Trustee Bylaws (1.1.1) articulate the roles and responsibilities of the BOT members, provide clear directions regarding the lines of communication between BHS and the BOT, and delineate the roles and responsibilities of the individuals and committees that form the governance of the College.

The work of the Board of Trustees reflects the Mission of the College. The Board of Trustees works with the College leadership to establish priorities for the College. The full Board of Trustees meets five times per year. Currently, five Trustees (33%) 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 Board of Trustees. In addition, the President of the College is a part of the BHS Board as a member of the system-wide leadership team. Articles II and III of the Bellin College Board of Trustees Bylaws provide a detailed description of the power and authority of the Board.

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 (BOT minutes, 01/19/2013). Minutes also reflect motions on the candidates for graduation that are put forward by faculty and administration (BOT minutes, 05/01/2013; 08/08/2013). The BOT approves changes in the promotion policies and on faculty promotions, again brought forward by the faculty to administration. The BOT does not get involved with the curriculum other than to periodically receive curriculum and program updates and approve new initiatives.

Each new BOT member is provided an orientation to the College. The review includes the Mission, Vision, Values, purposes, organization structure, financial health and Board duties and responsibilities. Committee membership options are also presented (Board Committees) and Board members are eligible to serve on any committee.

The Executive Committee of the Board meets monthly. At the November 2013 meeting of the Executive Committee, the BOT Committee Structure and roles and responsibilities were reviewed. A recommendation to disband the Marketing Committee in lieu of developing a BOT Enrollment and Communications Committee was made. Details are in process at the time of this report. Minutes from this meeting will be available.

The Finance and Development Committees meet at least every other month; the Investment Committee meets quarterly. The BOT committee reports are an agenda item at the BOT meeting. The Nominations Committee meets on an "as needed" basis to recruit new members. In 2012, three new members were recruited to the BOT through the work of the Nominating Committee. The Academic Committee's purpose is to review candidates for Rank and Promotion.

Recommendations and decisions are made in the best interest of the College and are made based on the Mission and needs of the institution.

The BOT members actively engage with the community and donors. BOT members disclose any conflict of interest on an annual basis. Conflict of interest disclosure forms will be available for review onsite. BOT members also assist the College's Development and Public Relations department with donor requests from those donors with whom they have established relationships.

Communication between the Bellin College President and the President of the BOT occurs on a regular basis by phone, e-mail or in-person. Transparency is evident. In addition to BOT meetings, the Bellin College President maintains communication with BOT members through committees as well as email and phone calls. Most recently the public announcement of the Green Bay campus Dean for the Medical College of Wisconsin was announced. The Bellin College President sent an e-mail out to the Bellin College BOT which included detailed information on that appointment.

The BOT interact with faculty and staff via numerous events and committees. Each year the BOT hosts an Employee Breakfast. This is a chance to introduce and get to know one another. In addition, there is committee interaction as well. For example, the BOT Academics Committee, whose members are current or retired physicians and university professors with tenure and extensive teaching experience, reviews all Rank and Promotion portfolios. After working with the review process, it was discovered that there was a lack of distinction between the assistant, associate, and professor role. The Academic Committee representative met with the Rank and Promotion Committee members to provide input and guidance. The BOT Academic Committee also provided input to Faculty Council on the UWGB Scholars' Program. This program, which is designed "to provide an opportunity for faculty to engage in discussion and activities that enhance teaching and learning," was opened to Bellin College faculty, and currently has one Bellin College faculty enrolled. The BOT Executive Committee also provided financial assistance for this opportunity.

Component 2.C.1
The governing board's deliberations reflect priorities to preserve and enhance the institution.

The Board of Trustees (BOT) consists of 17 members from the community (Board of Trustee Membership, 1.1.2). The Board of Trustees, whose members are reflective of the community at large, is responsible for the decision making and operation of Bellin College. BOT members have held executive positions in local companies, are active or retired health professionals, have knowledge of higher education, and use their respective expertise as a part of that governing body (Board of Trustee Biographical Information).

The Strategic Plan of the College is the principle document that depicts the Vision and the priorities for the future. The BOT and the President's Cabinet together discuss, design, and implement the strategies outline.

Bellin College

Strategic Plan

In Fall 2011, the Bellin College President completed a strength, weaknesses, opportunities and threats analysis (SWOT) with the faculty, staff, administration and the Executive Committee of the BOT. The purpose of the SWOT was to determine if the strategies for the College were current and on task with the future of higher education. The strategic plan in place at the time (2008-2009) had strategies that were active and some that had been resolved. Over the course of the next six months and using the results of the SWOT analysis (CAP Short Form: All College SWOT Analysis, January 2012), work began with the Executive Committee on reviewing the strategic plan. It was determined that the new plan should identify quantifiable metrics for benchmarking the advancement of the College. Several informal sessions were held to help educate the Executive Committee and the President's Cabinet on metric development. For example, the President's evaluation tool moved from a narrative format to a metric-driven document to assist with the process. This document was developed over a period of five months.

In Fall 2012, work and revisions began on the strategic plan. In January 2013, a Board of Trustee retreat was held at the College to discuss where the College currently was at, where it wanted to go, and to assist with priority setting. This session also provided in depth information to newer board members in absorbing the College's long history. Minutes and reflections from this retreat will be available onsite for review (BOT minutes, 01/19/2013). Shortly after this session, two vacancies occurred at the President's Cabinet and work on the strategic plan was put on hold until replacements for the vacant leadership positions could be found. In November 2013, with all President's Cabinet positions filled, work on the strategic plan (November 2013) resumed. Three and five-year targets continue to be established.

Component 2.C.2
The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during decision-making deliberations.

The Board of Trustees considers both internal and external stakeholders during its decision making processes. The Board makes decisions in the best interest of the College that reflect the Mission to educate health care professionals of the future. In 2007, pursuant to a demonstrated need for additional space, College leadership entered into discussions to identify and purchase land for the construction of a free-standing educational facility. Students and employees were surveyed to determine their interests and needs for a new building and results were incorporated into final new building recommendations (New Building Interest Survey: Board and Faculty and New Building Interest Survey: Students). These discussions ultimately culminated in a new building being dedicated in 2009.

Beginning in 2010, discussions were held regarding the development and implementation of a Family Nurse Practitioner option in the MSN program. Pursuant to those discussions, alumni and potential nurse practitioner preceptors were surveyed regarding their thoughts and perceptions about institution this new option.

CRITERION TWO

In 2012, the College President and the Executive Committee of the BOT began active discussions with the Medical College of Wisconsin to enter into an agreement to share Bellin College space for the education of medical students. This is reflected in BOT Minutes from May 2012, September 2012, and November 2012. Bellin College employees were given an opportunity to participate in a joint survey regarding their Vision for such an affiliation (MCW Survey Results). This concluded with the Medical College, Bellin College, St. Norbert's College and the University of Wisconsin-Green Bay (UWGB) forming a joint partnership. Inauguration of the program is scheduled for July 2015.

Component 2.C.3
The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Article II and Article III of the Bellin College Board of Trustee Bylaws (1.1.1) clearly delineate the roles and responsibilities of the respective constituents of the BHS Corporation and the Bellin College Board of Trustees. The Corporation maintains oversight regarding the College's Strategic Plan, capital expenditures and employee fringe benefits as outlined in Article II 2.1, which was amended in 2013 to better align over-sight with that of other corporation constituents.

General College business is managed by the College's Board of Trustees whose responsibilities are detailed in Article III-3.1. Day to day operations of the College are directed by the President and the President's Cabinet. Respective responsibilities are outlined in the individual job descriptions for these positions (Position Descriptions: President/Chief Executive Officer, Vice President of Business and Finance, Vice President of Development and Public Relations, Dean of Academic Affairs, Dean of Student Services). A decentralized approach is taken with faculty and staff. The faculty members are accountable and responsible for their respective curricula.

Component 2.C.4
The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

The President/CEO provides visionary leadership for the College and together with the members of the President's Cabinet (1.1.4.2) retain the authority to manage the operations of the College. Per the Bellin College Board of Trustee Bylaws, the administration and day-to-day operations of the College are delegated to the President. Article V-5.3 states:

> "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."

Article V-5.4 states:

> "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."

As noted in Core Component 2C, the board does not involve itself in curriculum management other than to periodically receive curriculum updates and to approve new programs for the College. Program Directors, in conjunction with the Dean of Academic Affairs, provide direct over-sight of academic affairs and curricular matters. Faculty and students actively participate as committee members and/or contributing members and are involved in the decision making processes of the College.

CORE COMPONENT 2D: The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

The Teaching and Learning Philosophy (Philosophy, 1.0.5) creates a culture that is supportive of inquiry for faculty and students. The Philosophy states that faculty are facilitators and role models who implement cooperative teaching strategies in partnership with students. These dedicated faculty provide an environment that supports a diverse student population who pursue excellence in education by assisting students to develop critical thinking skills with a commitment toward the College Values of Excellence, Integrity, Community, and Caring. Students share the responsibility of achieving their learning goals through participation in the education process. As co-creators of their learning, students have a responsibility to develop a scholarly approach to learning through assimilation and integration of new knowledge, utilization of technology, and life experiences.

Support for freedom of inquiry for faculty is demonstrated in Employee Manual policies Faculty Rights, 2.14 and Faculty Responsibilities, 2.15. Faculty rights state that faculty have the right to "express opinions and discuss issues of importance, to disagree without reprisal." The College has also endorsed the "Statement of Principles of Academic Freedom" of the American Association of University Professors (1940; 1995) which provides interpretive guidelines for the pursuit and publication of research. These guidelines also provide parameters for classroom discussion and when speaking outside the confines of the College (Academic Freedom, 2.16).

Support of freedom of inquiry for staff is demonstrated in policy Support Staff Rights, 3.5. According to this policy, the staff have the right "to express opinions and discuss issues of importance." An Employee Grievance Policy and Procedure, 6.24 found in the Employee Manual and applicable to both faculty and staff, is in place to provide a mechanism for the protection for their rights.

The College has many mechanisms in place to ensure that students also have the ability to "engage in a sustained and independent search for truth, utilizing good judgment" (BC Guide, Student Bill of Rights, p. 31). Each student organization has a faculty facilitator to help guide

them in making appropriate choices for activities and programs. 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 a variety of College committees including BSN Curriculum Committee, BSRS Program Committee, MSN Committee and the Student Governance or 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.

In addition, policies exist and are published in the BC Guide to fully inform students of their rights and expected behavior: Student Behavior (p. 30-31), Anti-Harassment (p. 29-30), and Student Bill of Rights (p. 31). The Undergraduate Exit Survey, which is administered to each graduating cohort, also provides the graduate an opportunity to share feedback about the program. The Student Grievance Procedure is also published in BC Guide (p. 100-101). These polices were most recently reviewed in 2013 as part of the 6th Annual All-College Project. In the past 20 years, only one formal student grievance has been filed; no formal student complaints have been filed.

The Workplace Satisfaction Survey, which assesses the over all College climate, is completed by faculty and staff as part of the College Assessment Plan (CAP). Beginning in Fall of 2002, a joint tool, removing repetitive items, was developed for all employees to complete (faculty and staff) and then implemented in January 2003. This survey has had minor revisions since implementation and was most recently completed Fall 2013. Results are shared and reviewed with President's Cabinet and redacted copies are provided for employees. Trends and interventions are discussed at annual All-College meetings.

Following the College's move to its new building and location in 2009, a New Building Survey was administered. While focusing primarily on the physical setting, this survey did provide all employees with the opportunity to provide feedback regarding their work environment (CAP Short Form: New Building Survey, March 2010). Suggestions for improvement including a review of food offerings and prices, more outdoor seating, expanded vending area were reviewed and addressed.

As part of the CAP program, all employees and students have had multiple opportunities to provide feedback on a variety of topics addressed in the All-College Projects and focused surveys including Professionalism (2011), Financial Aid (2011), College Values (2010), and Student Support (2009). In 2010, a First-Year Satisfaction survey was implemented with the initial BSRS class. This 6-question survey was expanded to include the Undergraduate BSN program beginning in 2012. Results from these queries have helped to foster the strengthening of student support services (CAP Short Form: 1st Year Satisfaction Summary, March 2013). Discussions are underway to consider the use of a standardized Noel-Levitz or National Survey of Student Engagement student satisfaction survey.

Additionally, CAP All-College Projects are designed to be multi-departmental in nature with all areas being involved in the review and evaluation process for identified issues. See the All-College Projects Summary for an overview of the projects and outcomes. All completed reports

will be made available onsite. 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.

CORE COMPONENT 2E: The institution ensures that faculty, students, and staff acquire, discover and apply knowledge responsibly.

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." In the 4th Annual All-College Project, integrity was further defined as "being honest" and "showing respect."

Component 2.E.1
The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

Faculty and Staff

The College adheres to the research guidelines listed in the Employee Manual (Research Guidelines, 5.6). These guidelines provide direction for all employees who choose to engage in formal research. Bellin Health's Corporate Institutional Review Board (CIRB) serves as the overseer of research proposals, both medical and allied health. The research guidelines provide step-by-step criteria needing to be addressed in securing approval to proceed with research in order to ensure the protection of human subjects and comply with research governance. A Bellin College faculty member serves as a representative on the CIRB and provides a voice at the table in the discussion and interpretation of any research proposal. These research guidelines were most recently updated in 2010 (CAP Short Form, Research Guidelines, May 2010), and are also available on Moodle, the College's web-based platform.

Faculty who use College data for research purposes (for example, the completion of a doctoral dissertation) are required to stipulate that confidentiality of the data will be maintained, that anonymity of results will be protected should final results be published, and that security of the data will be ensured.

Faculty and staff are also directed to the College's Copyright Policy (5.3). This describes in detail the rights and responsibilities in acquiring and using for personal benefit the works of another. Faculty are additionally required to complete an assigned copyright tutorial within three months of employment (Faculty Copyright Education Requirement, 2.3.1 and CAP Short Form: Copyright Education Requirement, May 2010).

Students

Graduate students, whose Leadership Integration Projects (LIP) projects require research as defined by the Bellin Health System Corporate Institutional Review Board (CIRB) (Conducting Research at Bellin Health), are required to seek CIRB approval before proceeding. Students are provided with a LIP checklist and are guided through the process of seeking such approval by their faculty mentor. All College employees and students who are involved in research must complete a "Training in the Protection of Subjects" online course per the CIRB requirements.

Component 2.E.2
Students are offered guidance in the ethical use of information resources.

Serving as guides for the ethical use of Information Technology are policies on Student Technology Requirements, Acceptable Use, Electronic Mail, and Online Verification which are published in the BC Guide, p. 14-18. Documents detail the expectations of the student with regard to ethical and appropriate use of technology. Examples are provided of acceptable use and a description of ramifications for failure to abide by set guidelines is also provided. All students who are first-time enrollees or are returning after an extended absence are provided an in depth orientation to the use of e-mail (the College's primary source of communication), campus WI-FI connectivity, and Moodle (the College's web-based platform). Students are also provided an overview to the College's Copyright Policy (5.3) by the Librarian during the orientation to library resources. This describes in detail the rights and responsibilities in acquiring and using for personal benefit the works of another.

Undergraduate nursing students are provided instruction in the ethics of research in their nursing research course (NUR 320 – Traditional; NR353A – 15M). An entire unit is devoted to a discussion of the legal and ethical issues in research, the elements of informed consent, the role of the institutional review board, and research with vulnerable populations. While no formal instruction on research ethics occurs in the BSRS program, students completing projects on evidenced-based practice receive faculty guidance in the design, formulation, and dissemination of research Criterion 3.B.3 provides added detail. Likewise, graduate students discuss ethical considerations for research including informed consent and the requirements for institutional review. In completing research critiques assignments, the issue of human subjects' protection must be addressed (NUR 635: Research Critique Assignment). Graduate students are also required to complete a human subject's training module.

Component 2.E.3
The institution has and enforces policies on academic honesty and integrity.

It is the basic premise that all College students, faculty and staff are entitled to fair and respectful treatment and should be able to work and study in a safe, harassment-free environment. Policies exist that collectively help to guide and assure that faculty, staff, and students operate in a manner that espouses the College's Value: *Integrity*. While the College strives for the strict adherence to ethical standards, occasions arise when deviations to those standards occur. For all

students, these deviations may take the form of both academic and non-academic occurrences. Academic misconduct is defined as:

"Academic misconduct includes the active and/or passive participation in giving or taking information, allowing information to be given or to be taken from an unauthorized or unacknowledged source in a situation where individual performance is required" (BC Guide, p. 97)

All programs are governed by a single Academic Misconduct policy which is published in the BC Guide (p. 97-100). The policy provides an overview into expectations for ethical behavior and offers examples as to what may constitute a deviation. Should academic misconduct occur, the policy details the due process description and details the steps that are followed in determining any consequences as a result of divergence from the stated policy.

To provide an environment that serves to reduce the possibility of academic misconduct, faculty developed and approved Guidelines for Faculty in Test-Taking Situations (CAP Short Form: Test-Taking Situations, Guidelines for Faculty, June 2011). These guidelines are published policies for employees and students as follows: Employee Manual, 4.2.12, and BC Guide, p. 89. While the assumption is that students will pursue their studies with honesty and integrity, forces exist that may predispose them to bypass normal ethical behavior. These guidelines provide suggestions for faculty to promote an honest, quiet testing environment and to minimize academic misconduct. These guidelines also lay out instructions for proctoring exams when exceptions have been made as in the case of a student illness, excused absence, or for a student with accommodations. The guidelines also provide direction for dealing with instances where misconduct has occurred during a testing situation.

The Information Technology Policies (Employee Manual, 6.14 and BC Guide, p. 14-18) provides parameters to employees and students on what constitutes appropriate and inappropriate use of technology. Policies applies to all users of Bellin College technology resources. A "user" is defined as any individual who uses, logs into, or attempts to use or log into, a College system; or who connects to, or attempts to connect to or traverse, the College network, whether by hardware or software or both, whether on campus or from remote locations. Students sign a general statement indicating that they are aware of policies included in the BC Guide and agree that all submitted course work is the student's original. Failure to abide by any of the above policies will result in initiation of the academic/non-academic misconduct policy. Faculty misconduct is channeled through the Dean of Academic Affairs who counsels the faculty and documents required action and interventions. If further action such as termination is warranted, the Dean consults with the President prior to initiating any consequences.

Staff misconduct is addressed via the Discipline policy, with points tied to the action. This is a common policy used by BHS for hourly employees. The College adopted this policy as it provided flexibility yet a solid process to assist a staff member with improvement.

Summary

Strengths

- Engaged and autonomous Board of Trustees
- Strong financial position
- Print material is accurate and clearly addresses current practice

Challenges	Plan
Current College website requires updating to ensure enhanced transparency and ease of use	• Website enhancement planned for Fall 2014 with complete rework for 2015-2016
Lack of accountability for follow-through and implementation with changes and policies	• Dean of Student Services accountable for regular review and update of the BC-Guide • CAP Short Form revised to include algorithm for change notification

▶ CRITERION THREE – Teaching and Learning: Quality, Resources, and Support
The institution provides high quality education, wherever and however its offerings are delivered.

Introduction

In keeping with its Mission of providing an *intellectually stimulating environment,* Bellin College is committed to offering a high quality education designed to prepare graduates for *excellence* in professional practice. The resources and support necessary to provide students with quality curricula will be documented. This chapter will detail the quality education that is delivered in the undergraduate and graduate programs.

CORE COMPONENT 3A: The institution's degree programs are appropriate to higher education.

Component 3.A.1
Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Bellin College is a special focus college currently offering a baccalaureate degree in nursing (BSN), a master's degree in nursing (MSN), and a bachelor's of science degree in radiological science (BSRS). The School of Nursing has enjoyed continuous programmatic accreditation, first with the NLNAC through 2006 at which time the nursing program chose to seek accreditation through CCNE. This decision followed discussions with faculty and administration and was based on the growing recognition of a need to be acknowledged and accredited as an institution granting a baccalaureate-degree in nursing. The change was a strategic decision as NLNAC accreditation focused on two and three-year program accreditation, and CCNE emphasis was on accreditation for bachelor's and higher degree programs. Following the initial 5-year accreditation in 2003, CCNE confirmed a maximum 10-year reaccreditation in 2008. The BSRS program is accredited by its accrediting body, JRCERT, through 2015.

Nursing, BSN

The BSN program admits qualified applicants through three options: the Traditional Option, the Sophomore Transfer Option, and the 15 Month Option (15M) (BSN Program Options, BC Guide, p. 65). The Bachelor of Science in Nursing, Traditional and Sophomore Transfer Options, require a minimum of 128 credits for graduation, 64 credits in general education, and 64 credits in nursing. Students enrolled in the 15M Option must complete a total of 124 credits: 60 credits in general education and 64 credits in nursing.

The Traditional Option is designed to admit students who apply directly from high school or who have completed 11 credits or fewer of college-level courses. Students in the Traditional Option

plan to complete the nursing program in four years or eight semesters earning a total of 128 credits of which 64 are in general education and 64 are in nursing.

The Sophomore Transfer Option accommodates those applicants who have previously completed a minimum of 29 required general education credits. Students in the transfer option need to complete 44 credits in residence at Bellin College of which 30 credits must be in upper level nursing courses. This includes the completion of the two 100-level nursing courses completed online during the summer session prior to enrolling in the traditional sophomore courses.

The 15 Month Option is for applicants who have completed a distribution of 60 required general education credits: 16 credits of natural science, 12 credits of social science, 12 credits of humanities, 6 credits of upper division courses, with the remaining credits distributed in business, communications, writing, diversity, human development, and statistics. Entry to this option is offered in January and June of each year. No prior degree is required. Within this option, students complete seven, 8-week sessions.

Nursing, MSN

Following an extensive period of research and a needs assessment survey conducted by an independent marketing research firm, Bellin College proceeded with the development and subsequent approval to establish a Master's of Science in Nursing degree with options in both administration and education. Final BOT approval was granted in 2003 and HLC approval awarded in 2004. Since that time, 84 nurses have graduated with their MSN degree; 65 with the educator option and 19 with the administrator track. Admission to the administrator track was suspended in 2011 due to lack of enrollment. The last students from that track graduated in May 2013.

An advisory committee composed of College administration and faculty was formed in 2010 to review the MSN program offerings. Because of a growing need for advanced practice nurses, a decision was made to investigate the development of a Nurse Practitioner Program. Following survey input from graduates (Nurse Practitioner Program survey) and practicing nurse practitioners (Nurse Practitioner Preceptor survey), and on a recommendation from a consultant (MSN Advisory Committee minutes, 06/14/2011), a decision was made to initiate a part-time Family Nursing Practitioner Program (FNP). The first class of 16 students was admitted Fall 2012 with an anticipated graduation date of May 2015.

The MSN program currently has two options: the FNP track and the Nurse Educator track. The FNP track is a 48-credit program designed to prepare graduates to function as licensed independent practitioners in primary care. The Nurse Educator track is a 38-credit option. Graduates from this option are prepared to practice in a variety of settings including academic teaching, staff development, continuing education, or patient and community education and are eligible to complete the Certified Nurse Educator[TM] Exam upon completion of specified professional education practice. A student who transfers into the FNP track must complete a minimum of 39 credits in residence; a student transferring into the Nurse Educator track must complete 29 credits (BC Guide, p. 128-129).

CRITERION THREE

Radiologic Sciences, BSRS

Students in the School of Radiologic Sciences earn a Bachelor of Science in Radiologic Sciences (BSRS). The current program of study is a total of 120 credits, 50 of which are general education and 70 BSRS credits. A student who transfers into this program must complete a minimum of 65 credits in residence. Entry to this program is offered in the Fall of each year. No prior degree is required. A Sophomore Transfer Option for students with prior college courses has just received BOT approval and will begin admitting students for a Summer 2014 start date. All credits, inclusive of all programs, must be completed within a 6-year timeframe to successfully graduate with a degree.

Progression Requirements, All

A cumulative GPA of 2.0/4 is required for students to remain in the undergraduate programs, with an earned grade of "C" or better in all Bellin College required courses, nursing, radiologic sciences, or general education. Students whose GPA falls below 2.0 or who receive a grade below "C" in a required course are placed on academic probation. Because of the design of the 15M program, a grade below "C" in any nursing course for any 15M student results in immediate dismissal (Progression Policy, BC Guide, p. 96-97). A 15M student who is dismissed must re-apply and repeat the failed course at Bellin College when the course is available. The graduate program requires students to maintain a cumulative GPA of 3.0/4.0 and to achieve a "B" or better in each of their nursing or elective courses. Failure to do so results in academic probation. In the graduate program, cumulative GPA must be raised to 3.0 within one consecutive semester if full time or 2 consecutive semesters if a part-time student (Academic Probation-MSN, BC Guide, p. 96).

Curriculum

The BSN curriculum plan is organized to incorporate content, concepts, and learning experiences in order to facilitate the student achievement of program outcomes. Program outcomes in the traditional, sophomore transfer, and 15M options are identical. The undergraduate curriculum is logically organized. Concepts relating to the program outcomes are threaded throughout the curriculum and reflected in individual course outcomes. These concepts build in complexity of depth and breadth as students advance through the curriculum, resulting in completion of the overall Program Outcomes. The undergraduate program outcomes are accomplished through a variety of learning methods. The BSN Curriculum Map illustrates the variety of teaching strategies that are employed across the nursing curriculum to help students achieve the Program outcomes. Maps have been developed for both the Traditional and 15M options.

The MSN curriculum is organized from core knowledge to specialized knowledge that emphasizes the application and synthesis of advanced knowledge into the specialized role of the Family Nurse Practitioner or Nurse Educator. The FNP track of the MSN Program is organized to incorporate content, concepts and learning experiences in order to facilitate student achievement of the graduate program. These program outcomes were developed by the MSN Committee after receiving input from faculty and completing a review of the core content from the *Essentials of Master's Education* (2012), the *National Organization for Nurse Practitioner*

Standards (National Organization for Nurse Practitioner Faculties (NONPF). (2012). *Nurse Practitioner Core Competencies.* Washington, DC: Author), and by completing a review of the literature. The data collection focused on the required abilities for the master's-level specialized nursing roles. A variety of learning environments are used to support student learning needs.

The BSRS curriculum is designed as a 1 + 2 + 1 curriculum with the first year providing an introduction to radiography sciences and a full complement of general education courses including 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. This fulfills a JRCERT requirement addressing the inclusion of general education courses. The second and third years in professional radiography studies include both didactic and clinical components, and the fourth year includes 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 BSN Curriculum Committee, the MSN Committee and the BSRS Program Committee are each responsible for the planning, implementation, and evaluation of their respective curricula. These committees facilitate all processes related to the implementation of their corresponding educational programs.

Curriculum revisions are initiated at the committee level at regular intervals with input from faculty and students. The *Essentials of Baccalaureate* and the *Essentials of Master's Education* as well as the National Council of State Boards of Nursing (NCSBN) blueprint provide the basis for any revision to the nursing programs. The BSRS curriculum is guided by JRCERT requirements. Local and national trends in both health care and higher education are also considered. Courses in all programs are updated annually by faculty. The Traditional and 15M curricula are in the process of evaluation (BSN Curriculum Committee minutes, 10/21/2013). Having graduated its first cohort in May 2013, the BSRS curriculum is due for review academic year 2013 -2014.

Component 3.A.2
The institution articulates and differentiates learning goals for its undergraduate, graduate programs, post-baccalaureate, post-graduate, and certificate programs.

Goals specific to each degree have been developed and are publicized in the BC Guide. The Program Outcomes represent the knowledge essential for BSN and MSN-prepared professionals. Program Goals and Outcomes for the BSN and MSN program are publicized in the BC Guide. Table CR3-A, Comparison of Program Goals and Program Outcomes, describes the leveling of these for the BSN, BSRS, and MSN programs.

Table CR3-A: Comparison of Program Goals and Program Outcomes

Program	Program Goals	Program Outcomes
BSN	• To prepare professional nurses to meet the needs of a global society. • To provide a foundation or graduate education.	At the completion of the program, the graduate is able to: • Apply the critical thinking process to professional nursing practice. • Possess a philosophy that encompasses the values and attributes of professional nursing. • Synthesize general education and nursing knowledge into professional practice. • Use effective interpersonal and technological communication in the provision of nursing care. • Achieve quality health care outcomes by integrating the professional nursing roles into practice. • Incorporate the principles of health promotion and maintenance, disease prevention, illness management, and end-of-life care into nursing practice.
BSRS	• Graduates will demonstrate problem solving and critical thinking skills. • Graduates will have an understanding and appreciation for optimum radiation protection. • Graduates will demonstrate professional behavior and effective communication skills. • Graduates will demonstrate entry-level competency as a medical imaging professional. • Graduates will portray leadership skills.	Each program goal has specific student learning outcomes and measures that are integrated into the BSRS curriculum and assessment plan.
MSN	• Prepare nurses for leadership in advanced roles. • Provide a foundation for doctoral study.	At the conclusion of the program, the graduate is able to: • Demonstrate accountability for professional practice. • Demonstrate leadership that uses critical and reflective thinking in education and health care settings. • Synthesize, critique, evaluate, and use theory from nursing and related disciplines to guide advanced nursing roles. • Use information technology and evidence-based practice for implementation and evaluation of strategies for quality and safety. • Analyze ethical, legal, and societal factors that influence access, equity, quality, and cost of health care. • Collaborate and consult with intra- and inter-professional teams to improve outcomes. • Deliver safe, patient-centered care to diverse populations in a variety of settings and roles.

Component 3.A.3
The institution's program quality and learning goals are consistent across all modes of delivery and all locations (main campus, at additional locations, distance delivery, as dual credit, through contractual arrangements, or any other modality).

The BSN goals and program outcomes are consistent throughout all modes of delivery on the College campus. Program goals and outcomes are the same for all BSN degree-entry programs: traditional, sophomore transfer, or 15M options. The same is true whether a particular course is offered face-to-face, hybrid, or wholly online. The BSRS and MSN programs have established program outcomes, goals and curriculum plans that are consistent regardless of mode of course delivery.

As part of the 2008 Higher Learning Commission Request for Change, Bellin College sought and was granted approval to teach and transcript select general education courses. A plan for the development and delivery of these courses was designed and to-date, five courses are being offered on a regular basis. The philosophy and rationale for the provision and completion of general education courses is identical across all programs and program options. Table CR3-B illustrates the integration of outcomes (BSN) and goals (BSRS) throughout the BC general education courses.

Table CR3-B: Correlation of General Education Courses to Undergraduate Program Outcomes and Goals

	Diversity Issues in Healthcare I	Introduction to Medical Ethics	Foundations of Healthcare Management	Intermediate Algebra	General Chemistry + General Chemistry Lab
BSN Outcome	PO 1, 2, 4, 5, 6	PO 1, 2, 4, 6	PO 1, 3, 4, 5	PO 1, 3, 5,	PO1, 3, 5
BSRS Goal	PG 1, 3, 5	PG 1, 3	PG 1, 3, 4, 5	PG 1, 4	PG 1, 2

BSN Program Outcomes (PO)	BSRS Program Goals (PG)
1. Apply the critical thinking process to professional nursing practice. 2. Possess a philosophy that encompasses the values and attributes of professional nursing. 3. Synthesize general education and nursing knowledge into professional practice. 4. Use effective interpersonal and technological communication in the provision of nursing care. 5. Achieve quality health care outcomes by integrating the professional nursing roles into practice. 6. Incorporate the principles of health promotion and maintenance, disease prevention, illness management, and end-of-life care into nursing practice.	1. Graduates will demonstrate problem solving and critical thinking skills. 2. Graduates will have an understanding and appreciation for optimum radiation protection. 3. Graduates will demonstrate professional behavior and effective communication skills. 4. Graduates will demonstrate entry-level competency as a medical imaging professional. 5. Graduates will portray leadership skills.

CORE COMPONENT 3B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Component 3.B.1
The general education program is appropriate to the Mission, educational offerings, and degree levels of the institution.

All Bellin College undergraduate students complete a required core general education component (Course/Credit Requirements, BC Guide, BSN - p. 110 and BSRS - p.121-122) for degree attainment. Oversight of these general education requirements is the purview of the BSN Curriculum (1.1.4.5) and the BSRS Program (1.1.4.7) Committees. Selected general education courses are referred to the Registrar for review. The General Education Committee (1.1.4.9) is responsible for reviewing the rationale for the selected courses. Tables CR3-D and CR3-E illustrate the general education components along with the rationale for their selection.

The general education component of the curricula align specifically with BSN Program Outcome #3: "The graduate will synthesize general education and nursing knowledge into practice" and BSRS program goal #3: "Graduates will portray leadership skills." General education, along with nursing or radiologic knowledge, provides the core for knowledge synthesis. For example, the business course supports the nursing leadership course; the math and chemistry courses provide core knowledge for nursing's medication calculation, pharmacology, and pathophysiology courses and radiology's physics course. The influence of general education courses on the professional degree, either nursing or radiological sciences, is evaluated by all graduates when completing the Undergraduate Exit Survey. Chart CR3-C, Influence of General Education, illustrates student perception of the role of general education courses in the attainment of their professional degree. The BSRS program does not have a specific goal addressing this area.

Chart CR3-C: Influence of General Education

	2010-2011	2011-2012	2012-2013
BSN Exit Survey Outcome #20 WELL-ROUNDED LIBERAL EDUCATION	3.16	3.43	3.12
BSN Exit Survey Outcome # 32 SYNTHESIS OF LIBERAL EDUCATION AND NURSING KNOWLEDGE	3.27	3.55	3.24
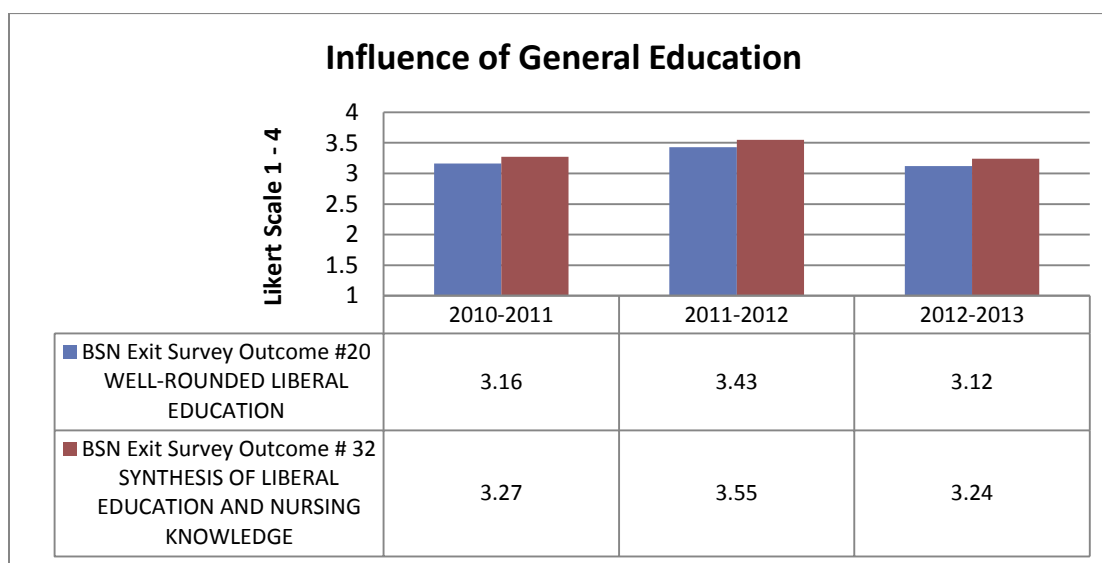
Bellin College

While Bellin College does offer select general education courses, the University of Wisconsin-Green Bay (UWGB) is the College's primary partner for the provision of a majority of the GE courses and in particular the natural sciences. An articulation agreement and an operational plan is in place with the UWGB, the primary general education partner for the College. This document outlines the role and responsibilities of both the University and Bellin College in the provision of the general education component of the curriculum and also outlines some shared student services. In addition to UWGB, articulation agreements are in place with St. Norbert's College (SNC), De Pere, WI and Silver Lake College in Manitowoc, WI.

Articulation agreements 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. Through these agreements, students are prepared to transfer to the nursing program after completing the initial general education course work on these campuses. These agreements are reviewed annually through the President's Office. Articulation agreements will be available for review onsite.

The College's committee structure provides an avenue for regular dialogue and collaboration on general studies requirements for the undergraduate programs. These discussions insure that the general education requirements remain consistent with, and relevant to the stated program and goal outcomes. The Interinstitutional Academic Coordinating Committee (1.1.4.14) with UWGB and the Interinstitutional Administrative Committee (1.1.4.16) with St. Norbert's College meet on a scheduled basis to discuss issues related to the provision of general education courses, including proposed changes to courses, relevance to respective curricula, and course scheduling. For example, during a review of the current letter of agreement with St. Norbert College and based on feedback solicited during Interinstitutional Administrative Committee meetings (IIAC SNC minutes, 01/29/2009; IIAC SNC minutes, 04/12/2012), it was determined that constraints existed from both parties with scheduling of classes, making attendance at Bellin College classes by St. Norbert's students very challenging. Following additional dialogue, a new arrangement was agreed upon whereby beginning in 2013 St. Norbert's College students would complete their general education requirements at SNC and then transfer into Bellin College's 15M BSN option. St. Norbert's College has also since altered the way courses are scheduled, making the traditional BSN option more amenable to students. Work continues on further development of this possibility. Component 1.D.3 provides additional detail on the role of the Interinstitutional Committees.

The general education requirements may be completed on other campuses as well which is described in Transfer of General Education Courses/Credits (BC Guide, p. 81-82). Students transferring college credits from a non-articulation agreement school will receive a Bellin College credit evaluation which will indicate accepted courses and credits as transferable to satisfy Bellin College requirements. Factors affecting transferability include: 1) accreditation status of the previous institution(s) attended; the quality of the student's achievement; 3) course content; and 4) the dates the courses were completed. Students must have grades of "C" or above in each course to meet the transfer requirement. Nursing credits taken at a CCNE or NLNAC regionally accredited Associate Degree or Baccalaureate program may be submitted for a credit evaluation if completed within 5 years of the application.

Table CR3-D: General Education Requirements and Rationale

Components Bellin College Required	BSN/BSRS Credits	Rationale/Philosophy for Course Selection	Program Learning Outcomes	
			BSN Outcomes	BSRS Goals
I. Human Development	3/3	Provides an essential foundation to communication and relationships.	3, 6	3
II. Psychology	3/3	Develops an understanding of behavior from psycho-physiological, cognitive, social and clinical perspectives to apply them to personal, community and professional concerns.	1, 3, 6	1, 3, 5
III. Human Diversity	3/3	Promotes an understanding of the ways cultural, racial, social, economic, religious, and lifestyle variations are expressed to enhance the provision of appropriate, competent care.	2, 4	1, 3, 5
IV. Sociology/ Anthropology	3/0	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.	2, 4, 6	NA
V. Statistics	4/0	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.	1, 4	NA
VI. Philosophy/Ethics	3/3	Broadens an individual's ability to critically reflect regarding difficult issues.	1, 2	1, 3, 5
VII. Communication	6/6	Supports students' ability to express themselves effectively with individuals and groups.	4, 5	3
VIII. Upper Division Elective	3/0	Promotes synthesis of prior knowledge into an area of interest.	1, 4	NA
IX. Business	3/6	Offers the students a variety of business courses which are applicable to nursing/radiology and radiology practice within a variety of health care systems.	4	3, 5
X. Science Requirements	4/4 5/4 5/5 4/0	Provides essential foundation for understanding the biophysical components of nursing/radiology	3, 6	1, 4
XI. Math	3/3	Reinforces a working knowledge of algebraic calculations essential to safe practice in medication calculation and an understanding chemical reactions and measurements and radiographic exposure calculations as it applies to successful practice of nursing and radiology.	1, 3, 5	1, 2, 4
TOTAL (required)	**52/40**			

CRITERION THREE

Table CR3-E: General Education Electives and Rationale

Components Bellin College Electives	BSN/BSRS Credits	Rationale/Philosophy for Course Selection	Program Learning Outcomes	
			BSN Outcomes	BSRS Goals
XI. Humanities	3/3	Provides forum for the study of values, ethical principles and an opportunity to participate in joint learning activities with students from other disciplines.	2, 3, 4	1, 3
XII. Social Science	3/3	Strengthens the emphasis on evolving trends in health care and the global society.	3	1, 3, 5
XIII. General Electives	6/7	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.	NA	NA
TOTAL (electives)	**12/10**			
GRAND TOTAL (general education credits)	**64/50**			

CRITERION THREE

Bellin College

Component 3.B.2
The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

BSN Program

The BSN Curriculum Conceptual Framework Model is depicted in Figure CR3-F and 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. A core component of the curriculum is the synthesis of nursing knowledge with liberal (sic) education.

The Program Outcomes represent the knowledge essential for a baccalaureate-prepared professional nurse. General education courses such as sociology, anthropology, psychology, philosophy, and the diversity requirement challenge the student to examine personal, social, and civic values. For example, DI 202: Diversity Issues in Health Care emphasizes the historical, sociological, anthropological, and cultural resources necessary for understanding diversity in health care in America. The course stresses how stereotypical prejudice presents a barrier to the delivery of optimum health care. While acknowledging historical events that contribute to the development of cultural bias, the course heightens awareness of the opportunities that exist for graduates to serve as advocates to improve the delivery of health care services to a diverse population.

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. Core Component 1.C.1 provides examples of student assignments in the BSN, MSN and BSRS programs that emphasize the integration of general education principles into nursing and radiologic sciences course work.

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 general education courses support the development of critical thinking as the basis for clinical judgment. Concepts from these courses are integrated into the nursing curriculum to ensure a broad-based professional nursing practice. General education, along with nursing knowledge, provides the core for knowledge synthesis.

Figure CR3-F: BSN Curriculum Conceptual Framework Model

Bellin College
School of Nursing
Baccalaureate Curriculum Conceptual Framework Model
Final 05/20/2009
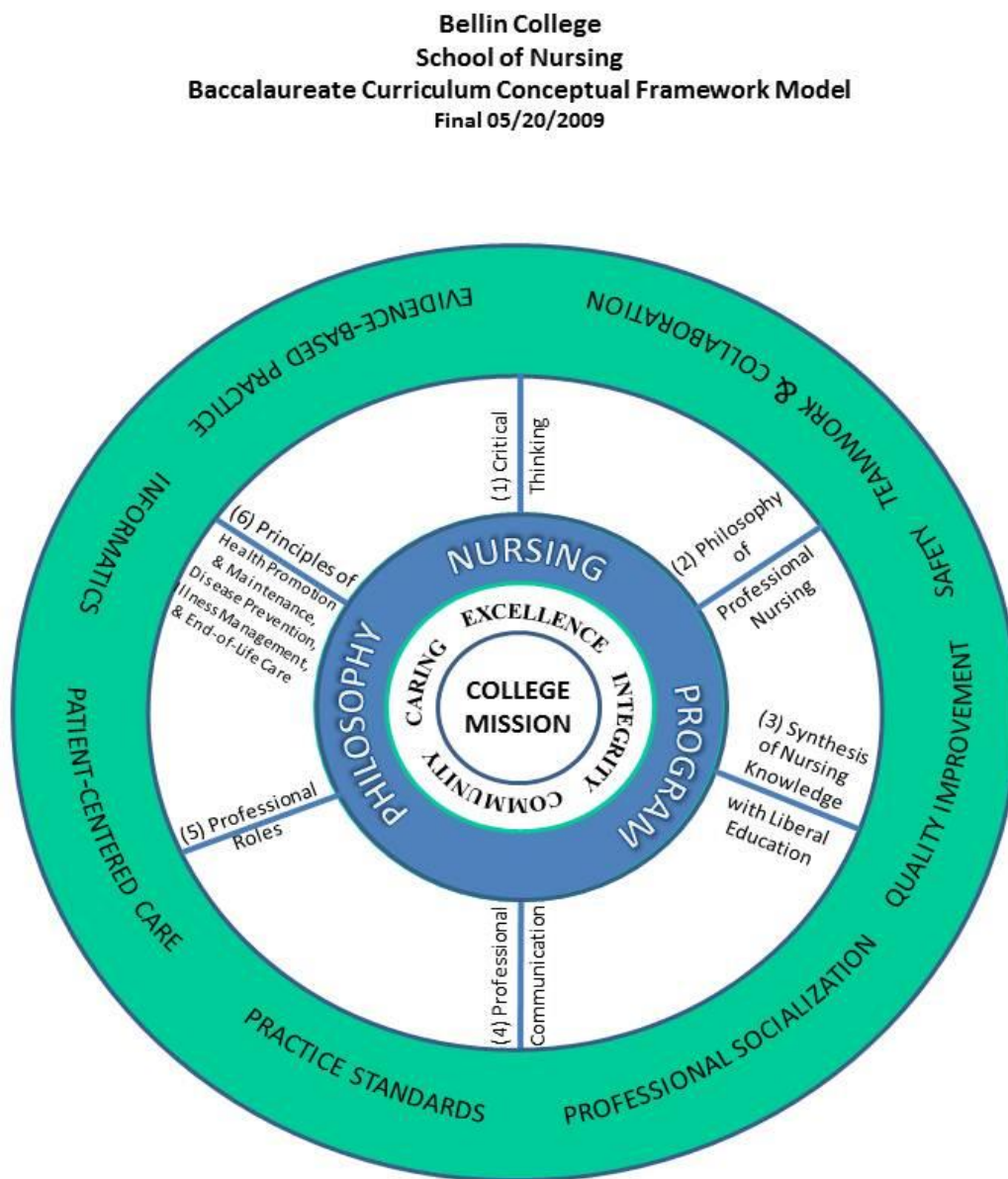
[Approved, Faculty of the Whole 05/20/2009]

BSRS Program

When considering the conversion of BHS' Certificate of Radiology program into a baccalaureate degree program, it was acknowledged by the cross-functional work team that a general education component was an essential segment of the professional degree. Emphasis on and elaboration of the general education core was a primary change for the new degree curriculum and was driven by its accrediting body. In April, 2007, the Joint Review Committee on Education in Radiologic Technology (JRCERT) adopted the American Society of Radiologic Technologists (ASRT) revised curriculum (p. 3) prerequisite of requiring 15 general education, college-credit bearing courses as part of the entry-level radiography education. These general education studies included oral and written communication and mathematical and logical reasoning, as well as courses in the arts and humanities, information systems, social and behavioral sciences and natural sciences.

The current BSRS curriculum plan requires completion of 50 credits of general education, including courses in the natural and social sciences as well as an integration of leadership concepts that focuses on sound leadership principles and a vision for global responsibility. BSRS Program Goal #3 speaks to the integration of these principles as the "graduate will portray leadership skills." These skills are measured by accomplishments in BU 320: Foundations in Healthcare Management, the completion of the professional portfolio, and ultimately by job attainment and employer satisfaction.

Student satisfaction with Bellin College general education courses was evaluated as part of the General Education Review conducted in Spring 2013. Chart CR3-G, BC General Education Course Student Satisfaction, illustrates results from 2010 to 2013. Faculty teaching in Chem 125 and Math 101, where results fall below the College benchmark of 3.0, are being assisted in reviewing their evaluation results and in developing enhancements. While results for these two courses continues below the benchmark, improvement in both is noted.

Chart CR3-G: BC General Education Course Student Satisfaction

BC General Education Course Student Satisfaction, 2010-2013

Likert Scale 1 - 4

	BU 202 Business and its Environment	BU 320 Foundations of Health Care Management	Chemistry 125 Theory	Chemistry 125 Lab	Math 101 Intermediate Algebra	DI 202 Diversity Issues in Health Care	PH 202 Introduction to Medical Ethics
2010-2011	3.63					2.8	3.8
2011-2012			2.3	1.96	2.6		3.5
2012-2013		3.58	2.86	2.6	2.7	3.1	3.8
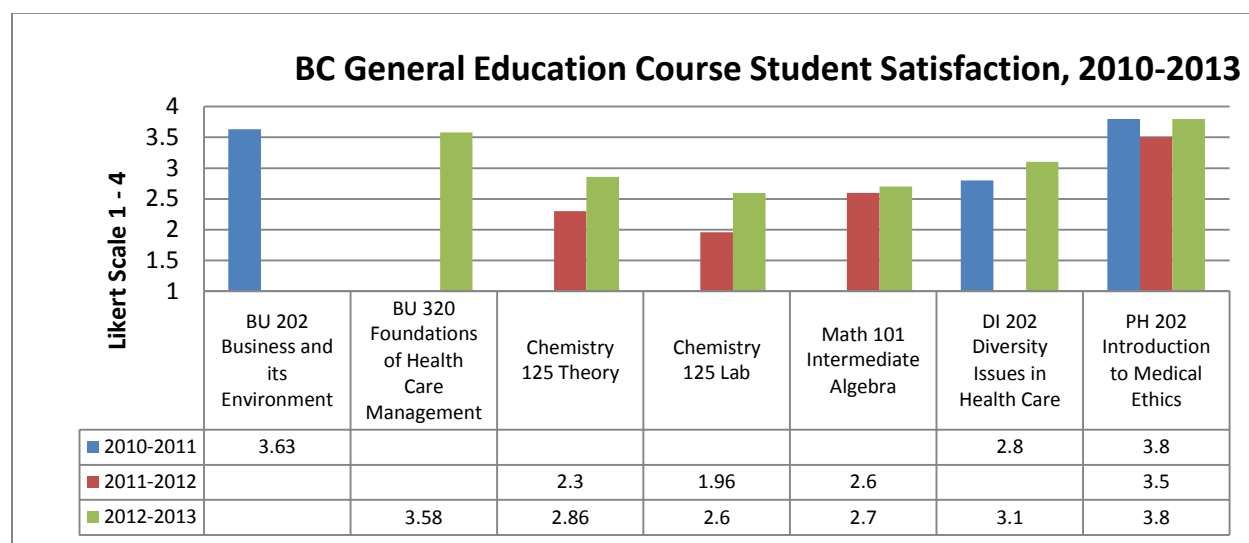
Component 3.B.3
Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Both the undergraduate BSN and BSRS and the graduate MSN programs have goals, outcomes, and courses designed to measure growth in the ability to collect, analyze and communicate information throughout the curriculum. Components of this outcome include clinical reasoning, nursing process, research process and mastery of specific competencies. BSN Program Outcome #4: "use effective interpersonal and technological communication in the provision of nursing care" and BSRS Program Goal #3: "Graduates will demonstrate professional behavior and effective use of communication skills" are demonstrated by verbal, written, informatics, group process, and inter- and intra-professional collaboration. All students engage in inquiry and creative work such as individual and group student posters, presentations, concept maps development, and, prior to graduation, the development of a personal professional portfolio. For example:

> *BSRS:* In the BSRS program, RS 210 Anatomy & Physiology in Imaging, students are required to communicate and defend the importance of a body system. Each student becomes the manager of a body system and as part of the assignment the student is informed that due to budget cuts, one system has to be shut down. In completing their analysis, each student must create a presentation explaining to the board why their system must stay open.

> *MSN:* In the MSN program, the completion of a Leadership Integration Project by all graduates requires final synthesis and dissemination of research findings. Component 3.E.2 provides additional detail on this project..

> *BSN, 15M:* In the BSN 15M program, NR 353 Nursing Research stresses the importance of developing skills in searching for and evaluating sources of information. Students are required to research an area of interest by critiquing an article and creating a poster presentation displaying current evidence related to their topic and providing recommendations for practice change.

> *BSN, Traditional:* In NUR 418 Nursing Leadership students are required to critically analyze a health care organization, examining its structure, function, power, authority, culture, and climate. In completing their analysis, students write a paper analyzing their findings and make recommendations for change.

Component 3.B.4
The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Threaded throughout the undergraduate curricula are concepts related to psychology, diversity, and human development. Students bring an awareness of these concepts to their professional

program courses and clinical experiences. Bellin College also emphasizes human and cultural similarities and differences. Students are exposed to the ongoing trends that ethnic, gender and cultural diversity present in both classroom and clinical experiences. Psychology, diversity, adulthood and aging, and introduction to human development are all examples of courses that provide students with a deeper understanding of human and cultural diversity. Samples of the assignments from the courses listed below will be available onsite for review.

BSN Program

All students are required to complete a diversity course. For example, DI 202 Diversity Issues in Health care, a Bellin College-sponsored diversity course, introduces the student to a historical perspective of diversity and uses a multi-disciplinary approach in exposing the student to understanding the issues of diversity in health care in the American experience. Students transferring from any of the College's education partners have a selection of diversity courses to choose from. Information is provided in the BC Guide which is available on the website. Individual undergraduate nursing courses place emphasis either via content or assignments on the emerging changes and challenges in considering an ethnically diverse population. For example:

NUR 318: Nursing Care of the Child-bearing Family. This course has a specific outcome: "Analyzed the influence of human diversity in the nursing care of childbearing patients and their families" which requires the student to complete a cultural care paper. In this assignment, students are challenged to broaden their perspectives related to culture and to develop an awareness of cultural values, customs, and spiritual beliefs. Students in this course are also required to complete the 5-lesson IHI Module on "Patient and Family-centered Care." One of the lessons is on "Culture and Beliefs."

NUR 410: Gerontological Nursing. In the nursing curricula, much emphasis is placed on the aging population and gerontological principles are threaded throughout the undergraduate curriculum. An end result of the 2008 BSN curriculum revision was the development and implementation of NUR 410 Gerontological Nursing, a three-credit course emphasizing the humanistic care and specialized considerations of the aging adult. Students in this course are required to complete a *Functional Assessment* on an older adult of their choosing. This assignment focuses on assessing an older adult's functional status and health expectations, including a physiological and psychosocial nursing diagnosis.

NUR 420: Community & Public Health Nursing: This course co-sponsors with the University of Wisconsin – Extension Office a *"Poverty Simulation"* that provides an opportunity for student and employee volunteer participants to experience an underprivileged situation. Additionally, some students engage in Mission trips for which they are given credit in the NUR 422: Community Clinical course.

MSN Program

NUR 750: Family Nurse Practitioner Theory I is the first of three courses focusing on health promotion, disease prevention, and clinical management across the lifespan. Students completing

the course will have an understanding of health wellness and illness, acute and chronic conditions based on age, development stage, family history and ethnicity. This course will be taught for the first time Spring 2014.

BSRS Program

In addition to completion of the diversity course required of all undergraduate students, BSRS students are exposed to diversity in RS 202: Patient Care in Radiologic Sciences 1 in their professional program. In this course, students are required to complete a *Diversity Paper* that researches cultural beliefs and values as they relate to health and medicine and discusses the challenges that may develop.

Diversity and Clinical Experiences

Clinicals for all professional programs are provided in semi-urban as well as rural areas, and BSN students have opportunities to complete clinical in areas ranging from a homeless shelter, to a community outreach clinic to a prison setting. Bellin College maintains clinical agreements with over 80 varied sites among the three programs. Lists of these clinical sites are provided: BSN, BSRS, MSN. While students are not able to participate in every clinical experience, all students are provided at least one opportunity to experience a diverse environment. BSRS students rotate through a variety of acute care and clinic sites in both urban and rural settings that offer exposure to a variety of patient care experiences. Clinical practica for FNP students are in the primary care settings in which students are exposed to clients across the age span in addition to ethnic diversity.

Component 3.B.5
The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's Mission.

The primary role of a faculty member at Bellin College is teaching. It is expected that a faculty member's scholarship will directly influence his or her teaching, pedagogy, and curriculum. Students are introduced to research principles and evidence-based practice and are challenged in their assignments to analyze practice standards and refute or support them by exploring and critiquing the available research. MSN students complete a Leadership Integration Project which, depending on design, may be a research project.

Faculty

While the Mission of Bellin College is to "…prepare health care professionals by providing an intellectually stimulating environment," Bellin College recognizes the importance of developing faculties of excellence. 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 as contained in the policy on Nursing Faculty Promotion in Rank, 2.4, demonstrate the integration of this definition.

Bellin College

Scholarship: In 2010, Bellin College adopted Boyer's Scholarship of Teaching and Learning and the Scholarship of Engagement as the framework for annual faculty evaluation and goal setting, granting of promotion, as well as faculty development activities. Recognizing the importance of maintaining well-rounded faculty who possess not only theoretical and clinical expertise, the Bellin College Faculty Council, in conjunction with consultation with BOT academic experts, developed the Nursing Faculty Rank and Promotion Criteria. These criteria provide detailed explanations for securing adequate artifacts to demonstrate attainment of identified benchmarks for the ranks of Assistant Professor, Associate Professor, and Professor distinctions. In 2008-2009, Faculty Council (1.1.4.8) (formerly Faculty Senate) developed the Faculty Achievement Tracking Tool (FATT) as outlined in policy, Faculty Development and Scholarship, 2.27. This tool is updated annually and provides a broad, visual overview of faculty accomplishments; see FATT 2012-2013. The development and implementation of this tool was published in *The Journal of Nursing Education* (March 2009).

In the BSRS program, faculty meet the requirements of their accrediting body (JRCERT), which requires that only the Program Director hold a Master's degree and that the clinical coordinator have a Bachelor's degree. Recognizing the need to meet HLC criteria, a BSRS Master's Degree Plan (2.35) has been developed and implemented for the BSRS faculty. This plan assures that BSRS faculty will attain of minimum of a Master's degree within five years of employment. Upon attainment of that degree, BSRS faculty will be eligible to utilize the same rank and promotion criteria in effect for the nursing program faculty.

Faculty and students are provided the opportunity to present their research, publications, or seminar attendance during the Spring Faculty Development Day (see 2013 offering). This forum provides an opportunity for the sharing and dissemination of research results and well as an open-discussion for the significance of findings. Since its beginning in 2008, over 25 faculty and graduate students have taken advantage of sharing their research findings, Leadership Integration Project results, and pearls gleaned from conference attendance.

The College demonstrates its commitment to supporting and promoting a College of excellence through the work of Faculty Council (1.1.4.8), whose role is to "…address professional matters of interest to faculty members of Bellin College." Included amongst its functions are the oversight of the faculty appraisal process, faculty benefits, orientation and mentoring, and the promotion of faculty role development in the areas of teaching, scholarly activities and service. Faculty Council oversees the faculty development program both for on-campus and off-campus offerings (see 2012-2013 Faculty Council Annual Report).

Three strategies are in place to facilitate faculty participation in research, scholarly activity, and professional development. First, 13% (192 hours) of each full-time faculty's workload includes a provision for time allotted for research, scholarly activity, and professional development (Faculty Workload Formula, 2.18)). Second, internal funding for professional development is available through the operational budget. Each faculty member is allotted $500 annually to be applied to course work, conference attendance, or certification attainment or maintenance. Application for funding is processed through the Dean of Academic Affairs (Faculty Conference Attendance, 2.34 and Faculty Development, 2.33). Criterion 3.C.4 further discusses faculty development

details. And lastly, faculty development is supported through a work group out of Faculty Council. This work group facilitates fulfilling development needs identified by faculty via surveys administered every two years. 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 education.

Community Service: Inclusive of the past three years (2010-2013), 93% of faculty (27/29) have been involved in community service as defined in the FATT tool. Currently 48% (14) hold leadership positions at local, regional, and national levels in professional organizations. Professional external service, such as consultation, manuscript reviewing, accreditation evaluation or writing for the NCLEX has been completed by 56% (10) of the faculty. Eight faculty have published in national journals and or books. Forty-one percent (41%) (12/29) have presented at local, regional, or national conferences (Faculty Accomplishments).

*Clinical Practice***:** 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. The rationale for this selection was that the definition of the scholarship of practice clarifies the Rank and Promotion Criteria.

> 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).

Eight faculty members maintain clinical practice in addition to their teaching assignment. Of these eight, six complete their clinical outside of their normal contracted time; two faculty have clinical practice included within their teaching assignment. Of these two, one is a Certified Pediatric Nurse Practitioner, who is subsidized by Bellin College to provide 16 hours per week of clinical practice during the academic year. This practice is maintained through an articulation agreement with a local child-care center serving vulnerable population.

Students

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 as *"evidenced-based practitioner"* for nurses. Beginning in early course work, students are expected to use technology and library services for literature searches and for validation of knowledge. A statistics course is a prerequisite to the research course and provides the foundation for discussing and critiquing quantitative research. This experience better prepares the students to critically evaluate nursing research for practice.

BSN: Students are regularly introduced to research within their nursing classes as faculty share the latest health care advances and studies. The formalities of research are provided via the NUR 320/NR353A Nursing Research Course which introduces the students to the research process with an emphasis on the ability to adequately critique nursing research. An example of students' application of the research process occurs in this course which requires them to complete a critique of an article as a component of creating an *Evidence-based Practice Research Poster*. Students are referred to resources for continued updates and encouraged to discuss this issue with clinicians in their clinical settings.

BSRS: Radiology students in RS 304: Principles of Radiation Protection/Radiobiology complete a research project as part of the course requirements. This course discusses radiation protection practices as utilized in a modern medical imaging department. Radiation effects at the molecular and cellular level are presented as well as the factors effecting biological responses to irradiation including acute and chronic effects. In Spring 2012, students surveyed area hospitals regarding their policies on shielding patients during radiology procedures. Research has demonstrated that 100% shielding protects patients long-term and is recommended practice. Students presented their findings at the 2012 State Spring Symposium. Findings were also presented to the staff of Bellin Health's Radiology department for consideration of changes to practice.

Undergraduate students in both the BSN and BSRS programs are involved in the Institute for Healthcare Improvement (IHI), an organization committed to "redesigning health care into a system without errors, waste, delay, and unsustainable costs." Multiple courses throughout the nursing curriculum include student involvement in specific IHI courses. For example:

> NUR 103: Foundations in Nursing
> NUR 318: Nursing Care of the Child-bearing Family
> NUR 426: Nursing Synthesis

IHI courses are 1 ½ - 2-hours in length and students receive a certificate upon completion. BSRS students have IHI incorporated as a requirement in their BU 320 course beginning Fall 2013.

Students who are members of IHI focus on a variety of topical projects designed to increase the safe delivery of health care with an emphasis on evidence-based practices. For example, students participated in a study in a local hospital assessing noise levels in the acute care units. Using hospital-provided data collection instruments, students recorded noise levels throughout a night shift and reported their findings to the Director of Nursing.

Master's degree students complete a 3-credit Leadership Integration Project (LIP) as the culmination of their graduate studies. The purpose of this project is to demonstrate "integration of coursework to an advanced nursing role and nursing scholarship" (Leadership Integration Project Student Guidelines – NUR 797, 798, and 799, BC Guide, p. 130-131). Students are assigned an advisor by the MSN Program Director based on the proposed topic and faculty workload availability. The project is usually completed in two semesters, but some students have

required an additional semester. The projects vary in scope, but all are required to have applicability to clinical and/or educational practice along with academic rigor.

Depending on the nature of the project, a student may be required to secure Institutional Review Board (IRB) approval prior to implementation. Students who engage in a quality improvement or system change project, for example, are not required to secure IRB approval. All students are required to disseminate project findings at an appropriate venue that is agreed upon with the LIP advisor. Examples of dissemination have included poster or podium presentations at nursing conferences, articles submitted for publication, or presentations at an agency for which the project was completed. The LIP advisor is expected to attend and evaluate presentations. All students have the opportunity to present results at the annual Bellin College Faculty Development Day (LIP Projects List).

The addition of the FNP program has required a change in the focus of the project for those students. The revisions are being guided by changes in the Master's *Essentials* and the need to introduce evidence-based practices to improve client outcomes in practice settings. This is ongoing work because the FNP students are in the second year of the 3-year curriculum.

CORE COMPONENT 3C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

The administration, faculty, and staff are responsible to plan, implement, and evaluate the nursing education and radiologic sciences education programs under the direction of the President of the College. Bellin College continually strives to employ a diverse workforce with excellent credentials. Student enrollment is a driving force behind the total number of employees.

Component 3.C.1
The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Faculty

Bellin College has adequate faculty to meet the needs of the curriculum. Each program option and the general education courses that are offered have adequate employees to meet the student needs.

Faculty members are on a 10 month contract, being employed either full time or part time, with 12 credits of workload equating to full time. The contractual pay is based on 1570 hours or 190 work days within the academic year (Faculty Workload Formula, 2.18). The contract is paid out over the entire fiscal year. Summer teaching assignments are outside of the 10-month contract. A letter of agreement is issued for those assignments.

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Adjunct faculty members are employed on an as needed basis to teach a specific class, lab, or clinical experience (Adjunct Faculty/Overload/Substitute Teaching Assignment Compensation Schedule, 2.18.1). The adjunct faculty member is given a letter of agreement outlining their assignment and responsibility for a specific time period. A sample letter of agreement will be available onsite for review. Recruitment of adjunct faculty is completed through the academic department and the Dean of Academic Affairs. Selection is based on qualifications in area and the teaching assignment. The Dean of Academic Affairs and the appropriate Program Director work to support adjunct faculty needs.

For academic year 2013-2014, the College employs 20 faculty. Thirty-six additional adjunct faculty assist with the teaching of general education courses and the facilitation of clinical in both the BSN and BSRS programs (Table CR3-H, Faculty Employment, All Programs).

Table CR3-H: Faculty Employment, All Programs

Faculty	2011-2012	2012-2013	2013-2014
Full-Time	22	20	20
Part-Time	4	4	4
Adjunct	18	29	36

Notably, the average length of employment for graduate and undergraduate nursing faculty currently teaching is 11 years. Even with the reduction in total faculty at the beginning of the 2013-2014 academic year, this length of employment continues to provide relative stability to the curriculum ensuring a quality result. All BSRS faculty are new to the program in 2013.

BSN Program

Within the BSN program, faculty members teach across both the traditional and the 15 Month options. Faculty members teach courses that align with their nursing clinical experience and or their certification or specialty area. In addition, administrators with appropriate credentials also teach within the nursing program. For example, the Dean of Student Services and the President each teach within the BSN program but are not included in the FTE allotment

At the end of the 2012-13 academic year, retirements and faculty resignations resulted in vacancies. Efforts have been made to fill these positions. At the onset of the 2013-2014 academic year, qualified adjunct faculty members are teaching classroom theory in maternity, gerontology, and pharmacology. Appropriate support and mentoring have been assigned to assure their success. At the time of this report, the academic department is at full complement of faculty with only a 0.6 FTE remaining to be filled. Plans exist to fill this position in the 2014-2015 budget year. Table CR3-I, BSN FTE, illustrates the faculty teaching allocation for the BSN program.

Table CR3-I: BSN FTE

Faculty	2011-2012	2012-2013	2013-2014
Full-Time	18 FTE (n=18)	16 FTE (n=16)	14 FTE (n=14)
Part-Time	2.4 FTE (n=4)	2.2 FTE (n=4)	1.6 FTE (n=3)
Adjunct	NA (n=12)	NA (n=15)	NA (n=17)
Students	**253**	**231**	**246**

MSN Program

Prior to 2012, the MSN program offered an Educator and Administrator track. The Program Director and one other contracted faculty had dedicated teaching assignments in the MSN program. Additional faculty members who possessed requisite knowledge and credentials taught in both the BSN and MSN programs. Adjunct faculty also taught in the MSN program on an as-needed basis.

Beginning academic year 2012 -2013, a Family Nurse Practitioner track was implemented. With the addition of the FNP program, a search began for an FNP Coordinator. The goal was to combine the MSN Program Director role and FNP Coordinator role if the appropriate candidate was found. In the interim, the FNP Coordinator position was filled by a BSN faculty member with FNP credentials who worked closely with the MSN Program Director in the design of the FNP program. At the end of academic year 2012-2013, the interim FNP Coordinator accepted a full-time FNP position but continues to hold adjunct teaching status with the College.

With the arrival of the new Dean of Academic Affairs in July 2013, a search began to fill the FNP Coordinator position. A qualified candidate who met the qualifications for both the MSN Program Director and FNP Coordinator positions was interviewed and hired. Efforts continue to add additional contracted and adjunct faculty members with FNP experience. Table CR3-J, MSN FTE, illustrates the teaching FTE for the MSN program.

Table CR3-J: MSN FTE

Faculty	2011-2012			2012-2013			2013-2014		
Full-Time	2 FTE			1 FTE			2 FTE		
Part-Time	0			0.6 FTE			0.4 FTE		
Adjunct	NA (n=3)			NA (n=3)			NA (n=6)		
Students	Ed	Adm	FNP	Ed	Adm	FNP	Ed	Adm	FNP
	22	**9**	**NA**	**9**	**2**	**13**	**11**	**NA**	**28**

BSRS Program

In 2009 the BSRS program received HLC approval and was implemented. In the BSRS program, the planned retirement of the Clinical Coordinator, coupled with the resignations of both the Program Director and the one course faculty, left the BSRS program with a need for new personnel. A new team of faculty was hired during the Spring and Summer of 2013. Prior to employment with the College, each member had previous teaching experience either as a clinical

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instructor or as a preceptor. Three of the four held adjunct teaching assignments prior to full time employment with the College. The BSRS program is fully staffed with a team of experientially qualified faculty. Appropriate mentorship responsibilities have been assigned for all new BSRS faculty, and orientation to College policies, procedures, and program curricula are on-going. Table CR3-K, BSRS FTE, illustrates the teaching FTE for the BSRS program.

Table CR3-K: BSRS FTE

Faculty	2011-2012	2012-2013	2013-2014
Full-Time	2 FTE (n=2)	3 FTE (n=3)	4 FTE (n=4)
Part-Time	0	0	0
Adjunct	0	NA (n=5)	NA (n=6)
Students	**31**	**39**	**39**

General Education Offerings

Bellin College offers select general education (GE) courses that are taught based on the needs within the College's curriculum. All of our GE faculty members are adjunct faculty who come to the College to teach a specific GE course for a specific semester. These faculty are experientially qualified with five years or more teaching experience within their area of proficiency. Currently, all GE faculty hold full-time teaching appointments with the College's education partners with whom articulation agreements are in place.

General Education faculty report to the Dean of Academic Affairs and work closely with the BSN, MSN, and BSRS Program Directors as appropriate to ensure course rigor and attainment of program outcomes. In addition, their courses are approved through the GE committee. The GE faculty are assigned a mentor to assist with any questions related to teaching. Adjunct GE faculty members are hired on an as-needed basis depending on the College's need to offer select GE courses. Students evaluate the GE course and faculty member each time a course is taught. The faculty member evaluates their respective course(s) and recommend any improvements. These student course and faculty course evaluations are referenced during the faculty's annual performance evaluation with the Dean of Academic Affairs or the appropriate Program Director as assigned. All GE faculty have remained consistent within their assigned courses since BC began offering them. Table CR3-L, General Education FTE, illustrates the teaching FTE for the General Education offerings.

Table CR3-L: General Education FTE

Faculty	2011-2012	2012-2013	2013-2014
Full-Time	0	0	0
Part-Time	0	0	0
Adjunct	3	6	7
Students	**103**	**168**	**in process**

The existing over-all student/faculty ratio is 11:1. Clinical ratios for BSN and MSN have been set as published in the BC Guide available on the College's website. Table CR3-M,

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Student/Faculty Ratio, illustrates the current ratio. BSRS clinical ratios are governed by JRCERT criteria. The number of BSRS clinical faculty required and the number of students placed at a single agency is determined by the volume of procedures completed and the number of technologists employed by that agency. For the BSRS program, a minimum of one clinical instructor must be designated at each recognized clinical education setting. A ratio of one full time clinical instructor for every ten students must be maintained.

Table CR3-M: Student/Faculty Ratio

Student/Faculty Ratio (BSN)	Student/Faculty Ratio (BSRS)	Student/Faculty Ratio (MSN)
• Classroom 35-50:1	• Classroom 12-15:1	• Classroom 14:1
• Lab 12:1	• Lab 6:1	• Lab 14:1
• Clinical 7-12:1	• Clinical 1:1	• Practicum 6:1

Component 3.C.2
All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

As stated in *The Criteria for Accreditation, Assumed Practices B2a,* "all faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching and faculty teaching in graduate programs should hold the terminal degree determined by the discipline" (Version 1.2, p. 10). College faculty are appropriately qualified and experienced within their various areas of discipline. All BSN faculty possess a minimum of a Master's degree in nursing, and 15/21 BSN faculty (71%) hold specialty certification. All faculty teaching in the Master's program have the terminal degree, or are experientially qualified to teach. In the 10-year time span since the College's last accreditation review, the number of doctoral-prepared faculty has increased from three in 2004 to ten in 2013 (Doctoral-prepared Faculty).

BSRS faculty hold the minimum credentials required for JRCERT, their accrediting body. The BSRS Program Director must possess a Masters degree as required by JRCERT. However, the unique market of Masters-qualified faculty within the radiologic sciences revealed a low supply of qualified faculty candidates, particularly within the specialty courses of CT scanning, MRI scanning and mammography.

After consulting with the JRCERT regarding this challenging market condition, and in recognition of the HLC requirement that all faculty possess a degree one level higher than the terminal credential being offered to the students, a plan was implemented in 2013 that required contracted BSRS faculty to possess a Master's degree upon employment or complete the degree requirement within 48 months of employment (Development Plan for Newly Hired BSRS Faculty Members for Degree Completion, 2.35.1). That plan is monitored by the Dean of Academic Affairs and successfully underway. Discussions with the JRCERT regarding the availability of Masters-prepared faculty have been ongoing and the College's intent is to fully comply with HLC requirements regarding BSRS faculty as a long-term strategy. Written evidence of communication with JRCERT will be available onsite for review.

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Beyond the degree credential, 62% (n = 19) of faculty are currently certified in areas of instructional expertise (see Faculty Certifications), and of those 19, 11 hold multiple specialty certifications. Three BSN faculty are certified through the National League for Nursing as Certified Nurse Educators (CNE). All faculty maintain institutional clinical competency requirements including CPR and blood glucose testing competencies.

Monitoring of faculty qualifications and experience is integral to the employee evaluation process as well as on-going documentation in the College. The Faculty Achievement Tracking Tool (FATT) is a College-developed instrument that tracks faculty accomplishments in 10 different areas; see the FATT Tool 2012-2013 as an example. This tool is updated each academic year by faculty and reviewed and maintained by Faculty Council. Findings and results are discussed at scheduled meetings of Faculty of the Whole.

Performance benchmarks for the FATT have been established and attainment of benchmarks is part of the annual review. In 2012, two areas, "Presentation at Local/State Conferences" and "Publications," had fallen below their identified benchmarks for two years in a row. As a result, further discussions were held at Faculty Council and with the Dean of Academic Affairs to develop an action plan. It was felt at the time of review that the benchmark for both was too high and recommendations for changes to the benchmark and the wording of the definition of "publishing" were recommended. A decision was deferred pending further work on the Rank and Promotion criteria (Faculty Council minutes, 04/08/2013).

Component 3.C.3
Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Teaching effectiveness is measured in a variety of ways. The Faculty Performance Appraisal and Development Planning, 2.20, policy guides the faculty evaluation process which is completed annually by the faculty and the appropriate program director. As part of this formal conference, each faculty member completes a Faculty Evaluation of Course (2.32) as well as a faculty 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 also rates progress toward their annual goals established jointly with the program director the prior year. The form is in the process of review via Faculty Council.

During the annual performance appraisal with the program director, a Faculty Performance Appraisal and Development Plan (2.20.1), incorporating continuous improvement, suggestions for teaching, scholarship, development, and service is established. This conference provides an avenue for providing feedback, discussing individual development, and planning the goals necessary to promote faculty growth to support the overall Mission of the College. Adjunct faculty are similarly evaluated (Adjunct Faculty Performance Appraisal 2.20.2).

Additionally, at the conclusion of each course, students provide feedback about classroom and clinical courses and teaching using a College-developed tool distributed electronically via

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Survey Monkey. The "Student Evaluation of Course and Faculty," which evaluates classroom, lab and/or clinical and faculty teaching methodologies, is completed anonymously by students. Data are tabulated and returned to faculty with a copy to the Dean of Academic Affairs. The data generated by both these evaluations are reviewed during the annual performance evaluation conference between the Dean of Academic Affairs and program director and individual faculty members. Copies of performance appraisals maintained in the faculty member's personnel file in the Academic Affairs Department and will be available for review.

Component 3.C.4
The institutions have processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional 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 through the work of Faculty Council (1.1.4.8) which is responsible for "promoting faculty role development." Within this role, the committee identifies faculty needs and learning gaps, provides a forum for faculty to disseminate research and to share information from attendance at educational offerings. The committee facilitates a survey every two years and uses those results to tailor faculty development presentations according to faculty preference and identified needs. Survey results are summarized and recommendations for professional development are either facilitated by the Faculty Council or forwarded to the Dean of Academic Affairs. Faculty Council also makes budget requests to support the development programs. A summary of Faculty Development Offerings is provided.

Faculty Development Days were initiated to provide faculty with an opportunity to share their roles as educators and to expand on any new and innovative strategies used within the classroom/clinical environment. An invitation to attend or participate by sharing projects or research findings is extended to adjunct faculty and to all Bellin Health personnel.

BHS sponsors an annual "Cardiology Conference." Nationally-known speakers present on a variety of timely topics ranging from pharmacological to procedural innovations. Cost of attendance is reduced for Bellin Health employees, including Bellin College and its students. Updates to new protocols are provided regularly. Invitations to BHS sponsored internal inservices are also extended to BC employees. Faculty are also invited to participate on BHS Nursing Councils such as the Nursing Research and Nursing Education Councils.

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 (Faculty Supplement to College Benefit Plan, 2.1). Component 3.B.5 addresses the allocation of budgeted dollars for faculty development.

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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 fiscal year toward graduate course work. Those who are pursuing doctoral study are eligible for an additional $500 per fiscal year. In 2008, budgeted dollars for continuing education increased from $1500 to $2000 annually (see Table CR3-N, Number of Faculty Receiving Funds for Continuing Education).

Table CR3-N: Number of Faculty Receiving Funds for Continuing Education

Education	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014*
Master's in Progress	0	0	0	0	0
Doctorate in Progress	5	3	3	2	1

*Numbers reflect budgeted support.

Component 3.C.5
Instructors are accessible for student inquiry.

Faculty accessibility is spelled out in the policy on Professional Responsibilities, 2.8. Faculty are required to have adequate, regular office hours during the week. Office hours need to be communicated to students and followed by the faculty members. Each faculty is provided feedback regarding students' perceptions of their availability via two questions on the "Student Evaluation of course and Faculty," and on the "Undergraduate Exit Survey." Results from the Exit Survey demonstrate consistent student satisfaction with faculty approachability and availability. Adjunct faculty communicate their availability at the start of each class, lab or clinical. For online and web-enhanced courses, electronic communication is utilized. Individual phone or in-person conferences are arranged at the student's request. Table CR3-O reviews student satisfaction with feedback and availability of faculty.

Table CR3-O: Satisfaction with Faculty Feedback & Availability (College Benchmark 3.0)

Exit Survey | BSN 15M	2009 May N=7/14	2010 May N=19/24	2010 Oct N=8/14	2011 May N=15/28	2011 Oct N=8/16	2012 May N=23/23	2012 Oct N=6/24	2013 May N=21/21
Faculty Feedback:	3.57	3.24	3.63	3.07	3.63	3.05	3.00	3.00
Faculty Availability:	3.71	3.29	3.75	3.29	3.63	3.09	2.83	3.2

Exit Survey | BSN Trad	2009 N=27/38	2010 N=36/45	2011 N=42/60	2012 N=47/51	2013 N=33/33
Faculty Feedback:	3.44	3.37	3.08	3.38	3.30
Faculty Availability:	3.41	3.51	3.24	3.32	3.45

Exit Survey | BSRS	2009	2010	2011	2012	2013 N=7/8
Faculty Feedback:	NA	NA	NA	NA	4.0
Faculty Availability:	NA	NA	NA	NA	3.86

Exit Survey | MSN (*includes December graduates)	2009 N=6/15	2010 N=9/10	2011 N=2/5	2012 N=12/18*	2013 N=7/8*
Faculty Feedback:	3.17	3.78	3.50	3.00	3.44
Faculty Availability:	3.17	3.78	3.50	3.50	3.57

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Component 3.C.6
Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Student support staff members are appropriately qualified and experienced within their various areas. As positions are vacated, recruitment and hiring is conducted in accordance with Equal Employment Opportunity Commission (EEOC) principles and using the most current job descriptions. BHS Human Resources provides consultative services to the College to assure all hiring standards are met. Table CR3-P details the qualifications of staff members.

Table CR3-P: Staff Qualifications

Student Services: One Stop Shop		
Position	**Educational Qualifications**	**Work Experience**
Registrar	BA History & German MEd History	Experience at the university level working with students in admissions, recruiting, advising, and registration
Bursar	BS Accounting & Business	Business experience
Director of Financial Aid	BS Business Administration	College experience in financial aid
Advisor and Career Services Counselor	BA Communications	Experience with high school in the business setting; extensive training within role
Scheduler	BS Nursing	Schedule/nursing practice
Administrative Assistant	BA Business Administration	
Technology		
Position	**Educational Qualifications**	**Work Experience**
Director of Technology	BS- Computer Science; MBA	IT experience in a school district
Information Services Specialist	BS- Computer Science	Programming experience in business
Instruction Design Specialist	BS Information Resources	Community college experience
Admissions		
Position	**Educational Qualifications**	**Work Experience**
Admissions Director	MS Counseling	College experience in recruitment, financial aid
Admissions Counselor	MS Leadership for Teaching and Learning	Experience working with students at the high school level.
Admissions Recruiter	MS Counseling	Experience in the university system as an academic advisor and recruiter; served as part-time academic advisor at BC

The Admissions Department has four, full time employees including a full-time support secretary. The One Stop Shop area is the location enrolled students can go to take care of general student services questions and needs. The Technology team, the Registrar, the Bursar, the Financial Aid, the Scheduler, and the Advisor and Career Services Coordinator are located in this area. Technology provides assistance to students with their computers, programs, and general computer needs. During business hours, a help desk as well as technology staff are available to provide assistance.

Staff in the Admissions Office, Financial Aid Office, and Registrar's Office regularly attend state meetings and, occasionally, national meetings and conferences in their respective professions: WI Association of Student Financial Aid Administrators (WASFAA); the American Association of Collegiate Registrars and Admissions Officers (AACRAO); the WI Academic Advising Association (WACADA); and the National Association for College Admission Counseling (NACAC). Employees are provided funding to participate in these organizations as part of their position. Other support staff attend in-services at the local level.

Staff professional development is supported as outlined in the policy, College Funding for Staff Development, Continuing Education, and Tuition, 3.1. Through Staff Committee goals, a variety of team-building and wellness events have been realized. An annual retreat for staff is planned with programs designed to improve work-related skills, customer service, and team-building. These are intended to help develop individuals in their work role, and to also provide support and insight into working as a team. These College-sponsored events have ranged from a focus on wellness (Bellin Fitness Trainer) to determining one's favored communication style. Past events have included tours of area historical and ethnic sites, and educational components were offered related to humor in the workplace, improving customer service, improving personal wellness, and other topics.

In 2011, staff agreed to combine their dollars to provide CPR competency opportunities for all. During the annual certification/re-certification days, 50% of staff took part in this opportunity. Cost was defrayed through the allocated staff development dollars. This goal continued through 2012-2013 during which time staff members were again given the opportunity to become or recertify their CPR competency (2011-2012 Staff Committee Annual Report). Staff Committee members voted to pool their remaining development funds to help cover the cost of this presentation (2012-2013 Staff Committee Annual Report). In addition, a service component is frequently part of the planned day. In 2012, staff members volunteered in a variety of areas at St. Vincent de Paul, and in 2013, time was spent with Habitat for Humanity Re-store.

The Staff Committee identified as one of its 2012-13 goals the need to "evaluate, investigate, and plan ways to improve interdepartmental communication." To help meet this goal, Jason Fonder presented Real Colors® to the staff on May 20, 2013. Real Colors®, based on temperament theory, uses colors to help people better understand and value their differences and as a result help foster better communication. During the 3.5 hour session, staff participated in exercises to determine their colors, learned about the behaviors traits associated with each color (blue, orange, gold, and green), and shared their colors with each other. The session was well received by staff.

In 2013, the Staff Achievement Tracking Tool (2013 STATT) was developed to provide an organized way to trend the annual use of staff development funds and to encourage professional development. The STATT tool was completed and presented to the Staff Committee in Fall 2013 with follow-up and annual goal development expected.

CORE COMPONENT 3D. The institution provides support for student learning and effective teaching.

Bellin College plans and provides a variety of student support services. Table CR3-Q, Student Services/Student Organizations, illustrates the variety of services available. The College recognizes that there is a need for continued emphasis on the development of new opportunities in student support and strengthening of already established practices. Following the completion of the 2nd Annual All-College Project: Student Support in 2009, five primary recommendations were made. Substantial progress has been made toward the formalization of select support programs.

Table CR3-Q: Student Services/Student Organizations

Student Service	Description
Academic Advising	Undergraduate applicant advising is completed by the Director of Admissions. Once the student has enrolled, the Academic Advisors provide the advising.
Bellin Health Fitness Center	Students are provided pro-rated benefits at any of the Bellin Health Fitness Centers located throughout the city.
Bellin College Wellness Center	Bellin College also has a fully equipped Wellness Center including lockers and showers that students may use. Fitness Classes (e.g. yoga) are periodically offered at the College's Wellness Center.
Food Service	BC Express operates with a limited number of items daily throughout the general academic year. Vending machines provide beverage and snacks for the summer session.
Guidance and Counseling	Services available include: Financial aid counseling by the Director of Financial Aid; Academic performance guidance by Program Director and faculty members; Personal counseling by the Advisor and Career Services Coordinator, and through BHS Employee Assistance Program.
Health Services	Bellin Employee Health Office provides annual health reviews, vaccinations, health monitoring, and health record keeping.
Housing	When dually enrolled, UWGB and SNC provide housing. Newly constructed apartments, a short distance from the College, provide affordable housing options.
Library Resources	Hendrickson Library provides both shelf and electronic availability of a wide variety of journals and books. Students have direct access through Moodle to library resources

Student Service	Description
Student Organizations:	
Student Senate	Provides a means for students to organize and actively participate in decision-making related to student life.
Bellin Student Nurses' Association (BSNA)	Pre-professional organization striving to improve health care and educating the public.
Student Governance Committee	Facilitate communication and idea-sharing regarding student life. Incorporates student leaders from Student, Senate, BSNA, IHI, and Ambassadors with the Dean of Student Services.
Ambassador's Club	Assist with College-wide events such as campus visits, commencement, and other designated College and community functions.
IHI-Open School for Health Professions	Provides a forum to support initiatives focused on quality and safety.
Sigma Theta Tau Nursing Honor Society	Fosters an environment in which professional development, scholastic achievement, and advancement of nursing is nurtured through research.
Bellin College Chapter of the American Assembly for Men in Nursing	Provides resources knowledge and opportunities for individuals interested in gender equality and advocating for men in nursing; serves as a place of social connectedness for nurses/nursing students; provides leadership opportunities.

Component 3.D.1
The institution provides student support services suited to the needs of its student populations.

Trending of student persistence data and probation numbers demonstrated that a large portion of students who withdraw from their respective program do so for academic reasons. Table CR3-R summarizes withdrawals for academic reasons for the classes of 2010 through 2013.

Table CR3-R: Academic Withdrawals

Academic Withdrawals, Class of 2010-2013*													
	BSN Trad		BSN Transfer		BSN SNC		BSN STO		BSN 15M-May		BSN 15M-Oct		BSRS	
Class of:	WD	Acad	WD	Acad	WD	Acad	WD	Acad	WD	Acad	WD	Acad	WD	Acad
2010	12	5	11	6	NA		1	0	1	1	NA			
2011	10	8	11	3	1	1	5	3	5	2	2	2		
2012	16	8	6	2	3	2	4	2	1	0	1	0		
2013	14	11	1	1	5	3	2	0	4	4	4	3	5	2
Totals	**52**	**32**	**29**	**12**	**9**	**6**	**12**	**5**	**11**	**7**	**7**	**5**	**5**	**2**
% per class/cohort (withdrawal for academic reasons)	62%		41%		67%		42%		64%		71%		40%	
% overall (withdrawal due to academic reasons)	69/125 = 55%													

* Source = Persistence Charts, 2010-2013

Key: WD = total withdrawals for the class
       Acad = total withdrawals cited to be due to academic reasons; student reported upon exit session

CRITERION THREE

Bellin College

The College has focused on strengthening the referral process for providing students with increased academic support and counseling. Formalization of the tutoring program has been addressed through the hiring of a full-time Academic and Career Counselor one of whose responsibilities is arranging tutoring assistance. Records indicate that eight students were provided tutoring during the academic year 2012-2013. Currently, four students are enrolled. Formalization and evaluation of this tutoring process is on-going.

If students require assistance with personal issues while enrolled at Bellin College, additional counseling and support services are provided via the Student Services department (see BC Guide, p. 9). Students are eligible for a limited number of visits with a licensed counselor at no charge via the Employee Assistance Program (EAP) through Bellin Health.

Students also benefit from the student services of the College's general education partners (e.g. UWGB, SNC). Collaborative agreements exist with these institutions to provide support services to students while enrolled in the general education component of their professional education. Generally, students are considered full-time at these institutions during their freshmen year, and as such will have access to both academic (tutoring/mentoring) as well as personal (EAP/ADA) support services via the first year success programs offered on those respective campuses.

Student services are evaluated as part of the Undergraduate and Graduate Exit Surveys. Charts CR3-S, CR3-T, CR3-U summarize student satisfaction with Student Services.

Chart CR3-S: Student Services Student Satisfaction – BSN 15-Month

Student Services: Student Satisfaction, 15-Month

Likert Scale 1-4

	2009 15M-May (N=7/14)	2010 15M-May (N=19/24)	2010 15M-Oct (N=8/14)	2011 15M-May (N=15/28)	2011 15M-Oct (N=8/16)	2012 15M-May (N=23/23)	2012 15M-Oct (N=6/24)	2013 15M-May (N=21/21)
■ Student Activities	3.57	3.06	3.13	3.08	3.13	3.14	3.00	2.95
■ Student Services Overall	3.29	3.00	3.63	3.15	3.50	3.27	3.50	3.24
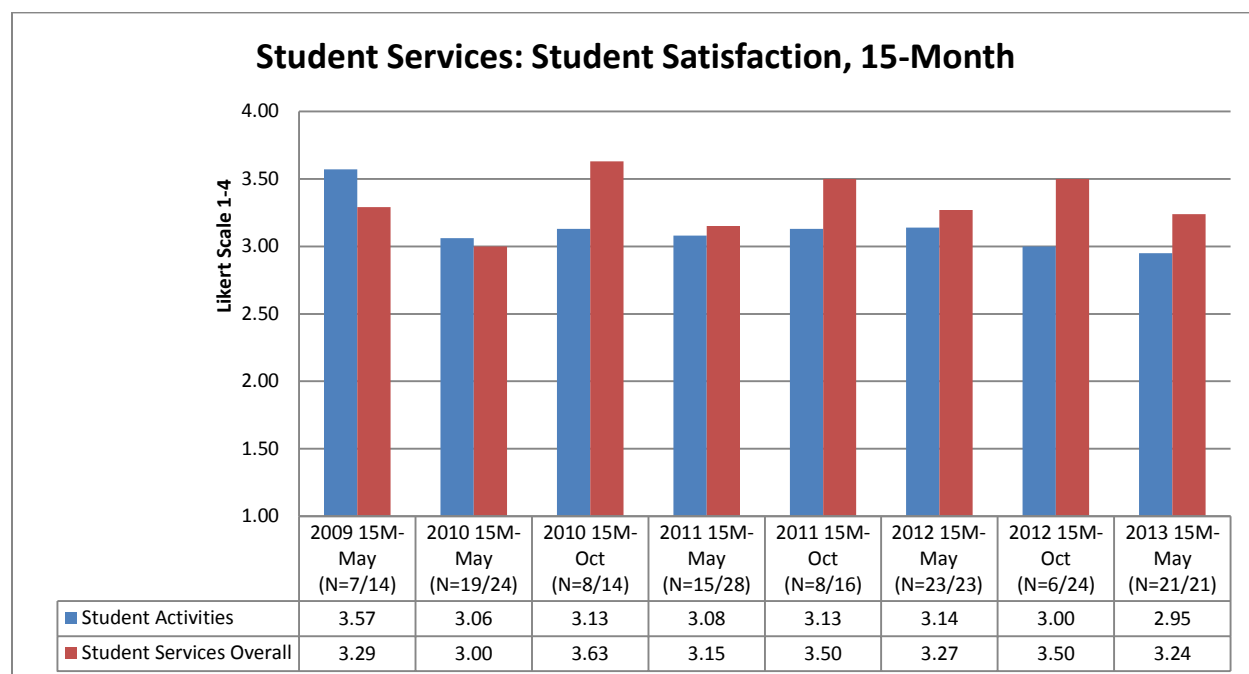
Chart CR3-T: Student Services Student Satisfaction – BSN and BSRS

Student Services: Student Satisfaction: BSN and BSRS

Likert Scale 1-4

	2009 May Trad (N=27/38)	2010 May Trad (N=36/45)	2011 May Trad (N=42/60)	2012 May Trad (N=47/51)	2013 May Trad (N=33/33)	2013 BSRS (N=7/8)
■ Student Activities	3.35	3.24	3.03	3.34	3.15	3.57
■ Student Services Overall	3.33	3.26	3.11	3.57	3.52	3.67
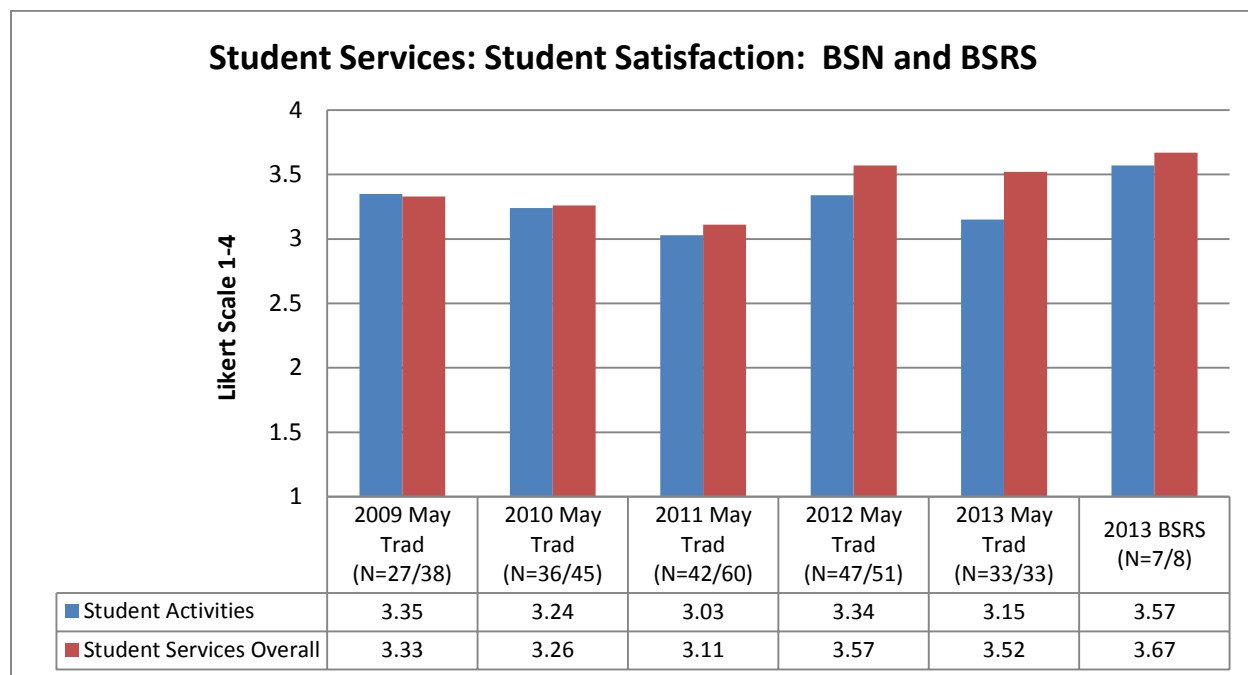
Chart CR3-U: Student Services Student Satisfaction – MSN

Student Services Over-all: Student Satisfaction: MSN Program

Likert Scale 1-4

	2011 MSN (N = 2/5)	2011 Dec. MSN (N = 4/8)	2012 May MSN (N =8/10)	2012 Dec. MSN (N=2/3)	2013 May MSN (N=7/8)
■ Student Services Overall	3.50	3.00	3.43	4.00	3.83
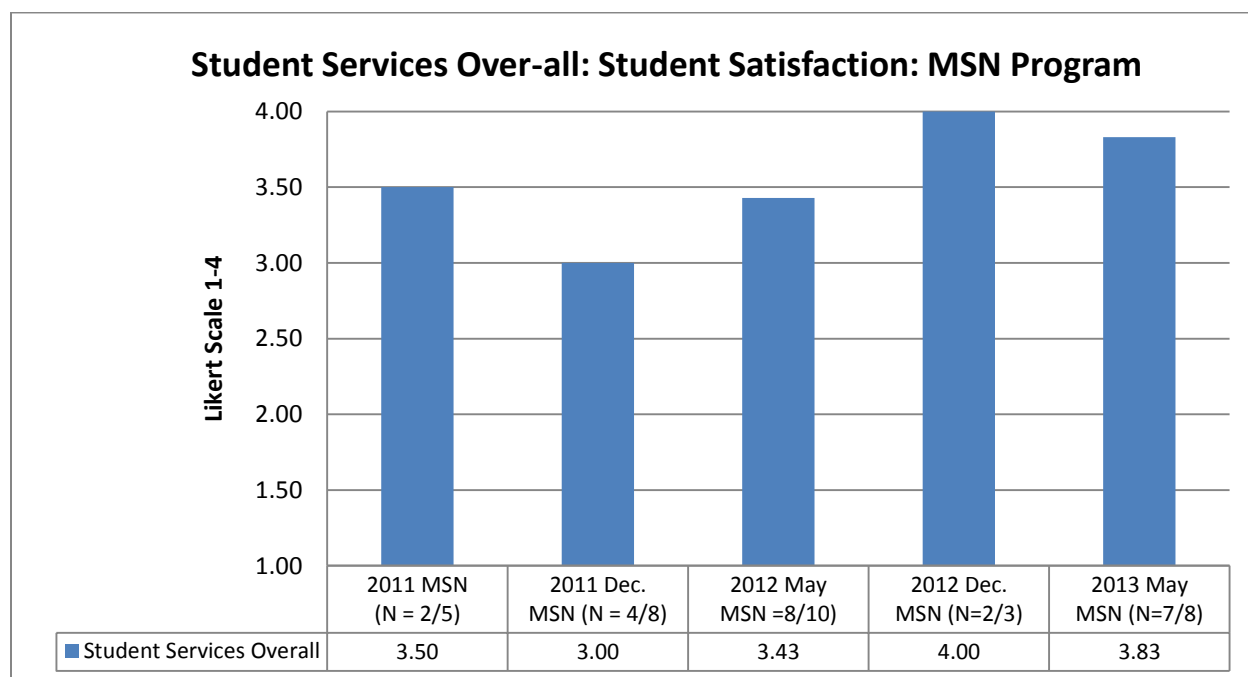
While results have consistently met the College benchmark of 3.0/4.0, a student activities survey conducted in Fall 2013 indicated additional interest in a wide variety of events. Initiatives are on-

going to broaden the scope of activities and to encourage increased implementation of events of interest to students.

> **Component 3.D.2**
> **The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.**

Learning Support

Emphasis on safety and medication errors in practice prompted the College to review the competency of its students with medication calculation. A general elective course titled *Intermediate Algebra* was established and has been a requirement for all enrolled students not meeting the Wisconsin Math Placement Test (WMPT) minimum score. The course is being evaluated in terms of its efficacy in supporting student success in the area of medication calculation.

In 2010, in response to increased emphasis on patient safety and survey results (CAP Short Form: Medication Calculation, May 2010) regarding the existing *Medication Calculation (Med Calc) Policy,"* a revision to the policy was proposed. Following several iterations, a procedure for tracking student adeptness with medication calculation across the nursing curriculum was implemented in 2011. Benchmarks for achievement were identified, and students not meeting that benchmark were required to remediate and retake a second version of the medication calculation exam.

Initial results tracked over the next three years noted inconsistent outcomes. Despite a concerted effort to standardize the reinforcement of medication knowledge throughout the nursing curriculum, and to provide students with group and/or one-on-one practice assistance, student success on exam one ranged from a low of 38% to a high of 93%. Students not meeting the benchmark were placed on clinical monitoring and not allowed to administer medications until successful completion, placing them at risk for not meeting clinical outcomes. Much thought and deliberation was given to determining what would best help students consistently meet outcomes on the first exam.

Additional emphasis was placed on the importance of medication calculation by requiring that each nursing exam have medication calculation questions included. The BSN Curriculum Committee also recently recommended that medication calculation become an emphasized component of specific nursing courses each semester (BSN Curriculum Committee minutes, 11/18/2013). This recommendation is currently under advisement.

In Spring 2013, with the addition of the *Admission Assessment – Math Exam,* a decision was made to track these results and compare scores on this exam with ultimate student success on the medication calculation exam. A more detailed review and comparison of Math ACT scores with success on the Med Calc tests is also underway. Beginning Fall 2013, medication calculation tutors were provided through the Adviser and Career Services Coordinator's office which

resulted in increased student success on a retake of the medication calculation exam. All students who attended the tutor sessions passed the exam retake. Table CR3-V illustrates this success.

Table CR3-V: Summary of Medication Calculation Competency

Cohort	Total #	1st Attempt Successful	1st Attempt Unsuccessful	Tutor Requested/ Attended	2nd Attempt Successful	2nd Attempt Unsuccessful	Results of Tutor Students
Traditional Junior-2015	42	33	9	4/3	8	1	All successful
Traditional Senior-2014	39 (1 n/a)	18	20	8/2	18	2	All successful

Academic remediation for the BSN students is also provided through enrollment in and access to Health Education System Incorporated (HESI)/Evolve/Elsevier Resources which provides interactive case studies, patient reviews, and practice exams in nursing subjects. To structure this, the Personal Assessment for Student Success Plan (PASS Plan) was developed in 2011 for BSN students and continues to be modified on a regular basis.

Designed to assist with early identification of students at academic risk and to provide them with individual counseling and support, the PASS Plan is initiated for every student who is unsuccessful at meeting a benchmark on a standardized HESI examination, beginning with the sophomore exam (Fundamentals) and continuing through the junior exam (Med-Surg). Exam results are reviewed by the CAP director in consultation with course faculty and individualized remediation plans are developed. Students are required to complete their remediation assignments within a set time frame and to achieve a set benchmark. Faculty are also encouraged to use these resources as part of their regular classes as a means of providing students with adjunct and alternative means of reinforcing classroom/clinical experiences.

Recently, the PASS plan was extended to include the senior HESI Exit Exam. This was implemented for the first time with the Class of 2013, October, 15-Month graduates. While the success of this plan has yet to be determined, it is felt that the PASS plan provides a singular opportunity to reinforce content, and it presents opportunities for students to practice NCLEX style questions, which is nationally recognized as an important mechanism for NCLEX success.

Although BSRS students also have the opportunity to complete standardized exams in their field of study, limited resources are available for them for remediation through HESI. Work continues with the BSRS faculty to explore alternate avenues for assisting the BSRS student who is having academic difficulty in achieving benchmarks. As the BSRS program grows, consideration will be given for the expansion of the PASS Plan to include support and remediation for the BSRS students.

Support of students preparing for the NCLEX-RN licensure exam has also been identified as a need. In 2010, the College entered into an agreement with Kaplan Nursing to have a

representative present a two-hour in-service on NCLEX preparation. Included in this presentation was emphasis on an algorithm that would assist students with critically reading and analyzing multiple-choice questions. Based on student feedback, this presentation was simplified for presentation to sophomore students as an *Introduction to Critical Thinking*. A second presentation on NCLEX preparation was offered the semester or session prior to graduation. Feedback from students indicated a general desire to receive information on NCLEX earlier in the curriculum and to have additional opportunities for practice and review. As a result, faculty have had reviews on NCLEX test-item writing and are working on incorporating questions written at the higher levels of application and analysis into their exams.

HESI exams for MSN-FNP students are in beta-testing with Elsevier Publications. Current students are being given the opportunity to take part in the testing of the Advanced Pathophysiology and Pharmacology content, and while no norming of test results is yet available, students will be able to complete a standardized test which may help them prepare for the certification exam. Student support is offered through the Program Director's office. Discussions will be entertained at the MSN Committee should there be an increased need for academic tutoring.

Admissions Support and Direction

Preparation for entry into the professional programs begins well before students begin the admissions process. Career Club is offered by Bellin College in partnership with the Boy Scouts of America, Bay-Lakes Council to high school students interested in exploring a health care career in nursing and/or radiologic sciences. As host, Bellin College provides a variety of hands-on experiences and presentations in nursing and radiologic sciences to sophomore through senior high school-aged participants. In the 2013-2014 Career Club, there are nine participants. Past experiences with Career Club have resulted in enrollment and participation in Summer Camp.

The Summer Camp program, initiated in 2001, was developed primarily to increase interest in nursing as a career and secondary effort to recruit students to the College. The camps have been designed as a 3-day residential nursing camp where students have an the opportunity to shadow nurses in several areas of interest, participate in skills activities, become CPR certified, and interact with enrolled nursing students as camp participants are introduced to the diversity of the nursing profession. In summer 2012, 20 high school juniors participated in each of the two separate Summer Nursing Camps. Of the eleven participants who attended the Summer Camp and applied to Bellin College, eight subsequently enrolled. Based on participant feedback, the Summer Camp is being revised to include both a one and three-day overnight camp. A commuter camp is also being considered. Plans are also place to expand the camp to include a separate 1-day radiologic science camp. Fees for the Summer Camp are subsidized by Bellin Health Systems.

In conjunction with the University of Wisconsin-Green Bay, students in grades 10-12 are offered the opportunity to explore careers in the health sciences via Life's a Lab, a 3-day residential camp that provides hands-on experiences in the Bellin College simulation lab as well as observations in an array of health science professions. While not focused on nursing or

radiologic sciences, this partnership does afford the College an opportunity to expose students interested in health sciences to the Bellin College environment.

The College Admissions Recruiter works closely with high school guidance counselors to ensure that the most accurate information is readily available to them. Recruitment of prospective students is accomplished through external meetings with prospective students and direct meetings with high school counselors, as well as attendance at specified College recruitment fairs. Attendance at area high school and organizational career fairs also places the College in a strategic position to market the advantages of a private school and entry into their professional degree program as a freshmen. Through these planned events, students choosing Bellin College are being counseled and advised as to courses and admission requirements that will place them in the best position for admittance and ultimate success. Materials used at those events detail specific admissions requirements.

Bellin College is committed to increasing both ethnic and gender diversity of its student body as described in Response to Concerns 4. Over the last several years, a concerted effort has been made by College admissions and recruitment to establish more frequent contact with high school counselors and to connect earlier with students interested in a health care profession to help them in their pre-college course selection and increase their eligibility for admission. Strategy 4 in the Recruitment Plan 2013 specifically addresses "enhancing the visibility of Bellin College to an overall diverse population (gender, age, race, socioeconomic)." Recruitment activities are planned for a wide-range of settings, including middle school, a variety of high school settings (public, private, non-traditional) as well as seeking appropriate applicants from two-year colleges.

Program recruitment materials have been reviewed and revised to represent the most recent curriculum changes and admission requirements. Updated documents have been provided to area counselors, and work continues internally to formalize the tutoring and counseling systems to assist students who encounter academic or personal issues that may interfere with their curriculum progression.

The College has a detailed admission process designed to provide accurate, concise, and appropriate information to all of its prospective students. Information on admission requirements is available via the College's website as well as in print form (BSN, BSRS, MSN Recruitment Brochures), via regular mail, e-mail, or face-to-face visit. A review of the admission process occurred during academic year 2012-2013 with comprehensive revisions made. In addition to high school GPA and ACT scores, a standardized question sheet was developed for the admission interview, and a written, extemporaneous essay was added to help in identifying writing capabilities and college readiness. Transfer students, who are exempt from providing ACT scores, are now required to complete the HESI Admission Assessment tests in reading, math, anatomy and physiology, and biology. Results from these four tests are averaged and included in the over-all admission score. Use of the Revised Admission Rubric (CAP Short Form: Revised Admission's Requirements and Rubric Development, February 2013) was initiated to help screen applicants for the in-coming January 2014, 15 Month cohort. Data will be

tracked to determine student programmatic success with the intent of early identification and support of students who do not fully meet criteria.

Component 3.D.3
The institution provides academic advising suited to its programs and the needs of its students.

Academic advising is provided to all students in order to assist them in planning a program consistent with their personal goals and the College requirements. This process begins prior to matriculation and occurs each semester prior to registration. Students discuss any changes in their academic plan to ensure that they will be in compliance with curriculum requirements and are advised regarding course selection to assure consistent curricular progression. Students are responsible for meeting with an academic advisor each semester.

Prior to 2005, undergraduate academic advising was done by three department chairs. When the Department Chair format was disbanded in 2005, an administrative decision by the President of the College was made to centralize academic advising of enrolled students with a single person. That person assumed responsibilities for the development of course schedules and maintained a three-credit teaching workload. Satisfaction with this process has been maintained at above 3.0 /4.0 on exit surveys. Advising for prospective students remained with the Admission's Department which consulted with the Academic Advisor and the Program Directors. In anticipation of the 2013 retirement of the Academic Advisor, the responsibilities were divided into two separate positions: the "Academic Scheduler" and the "Advisor and Career Services Coordinator." Each position was expanded to include additional responsibilities in student support. The Advisor and Career Services Coordinator position is new Fall 2013 and its efficacy has not yet been evaluated. Advising for MSN students is overseen by the MSN Program Director.

Component 3.D.4
The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites)

Library Services

Three libraries are available to students: The Phil and Betsy Hendrickson Library (Hendrickson Library) located on the Bellin College campus, The Bellin Health Partners Family & Community Resource Center located in Bellin Hospital and the Cofrin Library on the University of Wisconsin-Green Bay campus. Bellin College students completing their general education studies at St. Norbert's College have access to the Miriam B. and James J. Mulva Library which houses over 247,000 volumes on the St. Norbert's campus.

Library resources to support the attainment of the professional degree are available on campus via the Hendrickson Library which serves the entire Bellin Health System. Library space increased from just over 1200 to 3400 square feet with the College's new construction. The

Hendrickson Library houses over 48,000 volumes onsite including books, journals, and audio-visual resources covering medicine, nursing, radiologic technology, and other health-related subjects. In addition to current print books and journals, the Hendrickson Library also provides a variety of electronic resources. CINAHL Plus with Full Text, Cochrane, Clinical Key, The Nursing Reference Center and MEDLINE are among the health related databases that are available. Additional databases are accessible through BadgerLink, a resource offered by the state of Wisconsin. Electronic resources, including the aforementioned databases, online catalogs, and instruction guides are accessible via the library's computers, computer resource center, the campus Wi-Fi network, and offsite via Moodle, the College's web-based learning platform.

Books and journal articles that are not available directly through the Hendrickson Library may be requested via interlibrary loan. Cooperative borrowing arrangements are in place with the Northeastern Wisconsin Intertype Libraries (NEWIL), Fox River Valley Area Library Cooperative (FRVALC), WISCAT, and DOCLINE®.

The library is staffed by a master's-prepared, full-time librarian, a part-time library assistant, and work study students who assist with locating information, using print and electronic resources, interlibrary loan, course reserves, and photocopying/printing. Research assistance is also available via the phone, e-mail, and by appointment. The librarian also serves on the College's BSN Program Committee and provides consultative services to the BSRS and MSN Program Committees. This provides an avenue for faculty and student input regarding library holdings and services.

The library is open to students, faculty, and staff approximately 12 hours per day during the academic year. The library provides a variety of options for study and collaboration, including study tables, carrels, soft seating and group study rooms. New students are provided information regarding library policies and procedures, library resources, and literature searching during orientation.

Students consistently report high satisfaction with the services and resources provided by the Hendrickson Library as noted in the Undergraduate Exit Survey. Data collected from the graduating class of 2013 demonstrated a satisfaction rating of 3.56/4.0 from students responding to the survey. Resources are continually reviewed and expanded as needed. Tables CR3-W and CR3-X illustrate cumulative student satisfaction with library services.

Table CR3-W: Library Services Student Satisfaction – BSN Traditional and BSRS

	BSN					BSRS
	2009 N=27/38	2010 N=36/45	2011 N=42/60	2012 N=47/51	2013 N=33/33	2013 N=7/8
Hendrickson/ Rose Library	3.52	3.62	3.27	3.68	3.48	3.86

Table CR3-X: Library Services Student Satisfaction – BSN 15-Month

	2009 May N=7/14	2010 May N=19/24	2010 Oct N=8/14	2011 May N=15/28	2011 Oct N=8/16	2012 May N=23/23	2012 Oct N=6/24	2013 May N=21/21	2013 Oct N=16/20
Hendrickson/ Rose Library	3.71	3.24	3.75	3.36	3.75	3.43	3.50	3.35	3.63

Bellin College employees and students also have access to the Bellin Health Family & Community Resource Center which is located in Bellin Hospital's Laird Welcome Center. The Resource Center houses health-related books and periodicals geared to the layperson. Computers with Internet access are also available.

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.

Technology Infrastructure

The College provides technology resources for the primary purpose of supporting the academic, administrative, business, and communication needs of the College. The importance of technology to the future of the College was recognized in 1999 with the development of a Computer Information Technology subcommittee. In 2007, upon review of the committee structure, the Computer Information Technology subcommittee was included as a standing committee reporting directly to President's Cabinet (Committee Structure, 1.1.4.1) and renamed the Technology Advisory Committee (TAC). The TAC Committee has the responsibility to support and maintain the technology systems of the College and to assist in the annual review, revision, and deployment of the technology plan. In 2013 – 2014, the TAC Committee temporarily suspended its regular meeting schedule in order to focus time and resources on the deployment of a new student information system.

The Technology Plan, 2013-2014 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-health care software acquisition and replacement; integration of technology in the curriculum; collaborative use of information; and budget planning. For example, in response to a growing need for additional classroom technology availability, Hitachi Starboard Interactive software was purchased and software installed in each classroom. This technology connects to each classroom computer and projector, and with the use of a wireless pen, faculty can interact with digital content to enhance presentations and lectures.

CRITERION THREE

During academic year 2012-2013, as part of the strategic initiates of the Technology Plan, a review of the College's student information system, SonisWeb, occurred. SonisWeb was installed in 2006 as the College's first attempt to provide applications for admissions, registration, grading, billing, and other administrative functions. Over the years, in spite of several upgrades, data retrieval was inconsistent and SonisWeb was not providing seamless communication between departments. A team consultant from SonisWeb was invited to campus to investigate ways the College could improve its processes and improve efficiency in solving issues related to data retrieval or errors in use of the system. After this consultation, the President's Cabinet determined that SonisWeb was not providing the platform needed to complete identified corrections, and, along with the added costs associated with individualized upgrades, was not capable of moving the College forward.

To move the College forward with a seamless product that would allow the various departments to communicate with one another, a multi-disciplinary group was established and the Student Information System upgrade is identified as the 2013-2014 All-College CAP project. Employees identified key elements felt to be necessary to the long-term use of the product. Employees were also invited to attend vendor presentations and submit recommendations for product consideration.

Two vendors, Comprehensive Academic Management System (CAMS) and Jenzabar, were interviewed by employees. Following a thorough examination of their products and input from all major areas of the College, CAMS, a completely integrated Microsoft-based system designed to manage the entire student life cycle from prospects to alumni, was chosen to replace SonisWeb as the College's student information system. A proposal was developed, presented, and approved by the College's Board of Trustees. The College is in the early stages of implementation with complete integration of services set for June 2014.

In 2008, based on results from the 2007 Undergraduate Exit Survey, a separate survey on technology needs was distributed to all enrolled students (CAP Short Form: Student Technology Survey, 2009). The 23-question, Likert scale survey demonstrated areas of confusion, including multiple access points for information, lack of accessible printing capabilities, and difficulty in accessing grades. The Technology Advisory Committee identified timelines for addressing these key issues, and recommended that six additional questions be added to the Undergraduate Exit survey. All areas have shown steady improvement with 2013 results above the College benchmark of 3.0/4. Following the 2009 survey, issues with printing and copying received considerable attention with the purchase of additional printers for student/customer use. Tables CR3-Y and CR3-Z illustrate student satisfaction with technology.

Table CR3-Y: Technology Student Satisfaction – BSN Traditional and BSRS

Question #	Undergraduate Exit Survey: Environment Trad & BSRS	2009 Trad N = 27/38	2010 Trad N = 36/45	2011 Trad N = 42/60	2012 Trad N = 47/51	2013 Trad N = 33/33	2013 BSRS N = 7/8
		Mean	Mean	Mean	Mean	Mean	Mean
5	Education Environment	3.15	3.34	3.16	3.45	3.21	3.71
6	LRC/HSRC	3.04	3.14	3.42	3.47	3.12	3.71
7	Computer Technology	3.19	3.57	3.42	2.89	3.39	3.86
*8a	Access to Printing and copying			2.45	2.91	3.03	3.43
9a	Quality of technical support			3.24	3.30	3.45	3.71
10a	Access to Grades and schedules through SonisWeb			3.29	3.38	3.24	3.86
11a	Access to Course materials on Moodle			3.24	3.43	3.25	3.86
12a	Features and availability of e-mail system			3.26	3.40	3.33	3.86
	Average	**3.13**	**3.35**	**3.19**	**3.28**	**3.25**	**3.75**

* Note: 8a - 12a added 2010 in response to the 2009 Technology survey results

Table CR3-Z: Technology Student Satisfaction – BSN 15-Month

Question #	Undergraduate Exit Survey: 15M Environment	2009 15M-May N = 7/14	2010 15M-May N = 19/24	2010 15M-Oct N = 8/14	2011 15M-May N = 15/28	2011 15M-Oct N = 8/16	2012 15M-May N=23/23	2012 15M-Oct N=6/24	2013 15M-May N=21/21	2013 15M-Oct N=16/20
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
5	Education Environment	3.29	3.41	3.63	2.93	3.50	3.05	2.67	3.19	3.31
6	LRC/HSRC	2.71	3.12	3.63	3.00	3.63	2.65	2.67	3.14	3.00
7	Computer Technology	3.00	3.41	3.00	3.29	3.54	3.39	3.50	3.57	3.38
*8a	Access to Printing and copying			2.88	2.93	3.50	3.00	2.67	2.67	3.50
9a	Quality of technical support			3.50	3.29	3.50	3.39	3.17	3.57	3.56
10a	Access to Grades and schedules through SonisWeb			3.38	3.43	3.75	3.43	3.67	3.52	3.56
11a	Access to Course materials on Moodle			3.63	3.43	3.75	3.39	3.67	3.33	3.25
12a	Features and availability of e-mail system			3.57	3.43	3.75	3.39	3.67	3.33	3.44
	Average	**3.00**	**3.31**	**3.40**	**3.22**	**3.56**	**3.21**	**3.21**	**3.29**	**3.38**

Technical support for the College is provided by the Director of Technology, an Instructional Design Specialist and an Instructional Technology Specialist. When a project is beyond the expertise of the IT team, a third party support vendor is consulted. The College budget includes provision for blocks of technical support hours to cover the network maintenance and general repair. Employees and students experiencing difficulty with technological resources are referred to the Information Technology department for assistance. All new employees are oriented to technology during the employee orientation process.

CRITERION THREE

Bellin College

Clinical Science Space

The Health Sciences Resource Center (HSRC) provides the link between nursing and radiologic science theory and practice through simulated and hands-on learning experiences. A variety of learning resources are used to enhance understanding, develop psychomotor skills, and build confidence in nursing and radiologic science arts. The HSRC is comprised of two skills labs, two health assessment labs, a practice lab, a simulation lab, and two radiologic science labs supervised by the HSRC coordinator and HSRC faculty assistants. Work study students are hired to assist with student practice in these areas.

In 2009, following the completion of a free-standing educational facility dedicated to the education of the nursing and radiologic sciences students, a 1200 square foot simulation lab was opened. Beginning with low- and medium-fidelity simulators, students have been introduced to the safe environment of practicing reality situations. In the five years since its inception, simulation has grown to include two high-fidelity adult patients, a maternity patient simulator, a newborn, and a pediatric patient, three medium-fidelity patients (two adult and one pediatric), along with multiple low-fidelity patients and training aides. Faculty have been incorporating simulation activities into the classroom, and simulation has served as an adjunct to clinical learning. A policy on Use of Simulation in the Curriculum (4.3.10) has been developed to define the use of simulation within the nursing and radiologic sciences curricula.

The radiologic sciences lab is located in the HSRC and consists of a fully-energized radiographic room. The equipment design is comparable to hospital systems and an additional room for expansion is built into the radiology lab area. X-rays generated in the lab are done using computerized radiography (CR) technology and all images are stored digitally on an archive as needed for instruction. The CR system is hospital grade and permits students to experience hospital and clinic technologies in a controlled laboratory environment.

With input from the BSN and BSRS Program Committees in addition to the MSN Committee, the HSRC Coordinator is responsible for overseeing all activities in the HSRC area, promoting use of technology within the curriculum, maintaining standards and equipment throughout the area, coordination of scheduling activities, and preparing and administering a budget for practice models and manikins, supplies, and equipment. The HSRC Faculty Assistant oversees the day-to-day operations of the HSRC, including ordering supplies, setting up lab equipment for classes and testing, and directing the work of the student assistants who assist with HSRC coverage in the evenings. The respective program committees are responsible for projecting future needs for learning resources to support the curriculum and enhancements to support student learning, along with improvements to facilitate faculty instructional processes.

Clinical Practice Sites

The College has contractual agreements with over 80 clinical agencies including those that serve the BSN, BSRS, and MSN programs. Since 2004, these partnerships have increased by over 30 sites. Clinical site updates are provided to faculty and students at the beginning of the Fall semester. Clinical practicum courses provide an orientation to each clinical site. Moodle and

Tillie resources offer student and faculty orientation materials and forms needed for the clinical experience.

Students have access to the resources of the Hendrickson Library while on campus. The College learning management system, Moodle, serves as the portal for library resources when students are off campus. The Health Science Resources Center (HSRC) has practice facilities for all undergraduate and graduate programs. Hours of operation are posted for the library and HSRC. In addition, the College has a computer lab with 32 computers that are available for student use during times the College is open. The College building hours are posted and evening security is present when the building is open beyond normal business hours.

Component 3.D.5
The institution provides to students guidance in the effective use of research and information resources.

Research

BSN students begin their orientation to the research process following successful completion of a prerequisite statistics course which lays the foundation for the research course. NUR 320/NR353A Nursing Research provides the undergraduate student with introductory knowledge regarding the research process that includes information on both quantitative and qualitative techniques as well as a thorough review of critiquing research. Students are required to identify an evidence-based research question, accomplish a literature search, critique one article, and finalize a presentation of their findings via a research poster.

In the graduate program, students are required to complete a "Leadership Integration Project *(LIP)"* which provides them with an opportunity to demonstrate their integration of coursework to an advanced nursing role and nursing scholarship (see Leadership Integration Project Student Guidelines – NUR 797, 798, and 799, BC Guide, p. 130-131). If their identified project is research-based, students will be guided through the IRB approval process by their LIP advisor. IRB is governed through Bellin Health's Corporate Institutional Review Board (CIRB*).* IRB forms are available to students through Moodle, the College's web-based platform (see Component 2.E.1 for additional detail).

Information Resources

Orientation to resources and to research protocol is provided through a variety of mechanisms. At matriculation, students attend a full-day orientation session during which time they are introduced to policies and procedures via the BC Guide. Informational sessions are provided by Student Services, Financial Aid, Information Technology, Library Services and the various student organizations (see example orientation agenda, BSN/BSRS Freshman Transfer, 08/23/2013). Each of these presentations is designed to provide the student with an overview of College processes and to connect them with personnel who are available to assist with their questions. A shortened version of orientation is presented to all returning students at the beginning of the Fall semester. This session is designed to update them regarding any changes.

A detailed orientation to library services is provided by the librarian. This includes information on electronic access of available periodicals and an overview of the process for conducting an electronic literature search. A full-time librarian is available to assist students during normal campus hours. A part-time library assistant is also available.

BSN and BSRS students are required to complete an initial orientation to hospital-based computer charting requirements. Follow-up sessions are provided as needed to provide any updates. These sessions include information on computer and electronic medical records access, recording patient information, confidentiality of information and ramifications of improper use.

CORE COMPONENT 3E. The institution fulfills the claims it makes for an enriched educational environment.

Component 3.E.1
Co-curricular programs are suited to the institution's Mission and contribute to the educational experience of its students.

The College's student services and resources are comprehensive and meet the needs of the students. Undergraduate students also enjoy the benefits of student services of the school providing the general education component of the curriculum (e.g. UWGB, SNC). These services are published in the BC Guide and are addressed in Component 1.A.2. Student Services were most recently evaluated in 2009 as part of the 2nd Annual All-College Project: Student Services. The top three identified needs were: enhanced financial aid advising; increased course offerings for general education courses, and increased opportunities for student socialization. Follow-up included a separate Financial Aid Survey, the initiative and approval from the Higher learning Commission in 2008 to begin offering select general education courses, and on-going work via Student Services to offer more opportunities for students to socialize on campus. Tables CR3-AA and CR3-AB illustrate a summary of the review of student services by service area via the Exit Surveys.

Table CR3-AA: Student Satisfaction with Services – BSN Traditional and BSRS

Satisfaction with Services	BSN					BSRS
	2009 N=27/38	2010 N=36/45	2011 N=42/60	2012 N=47/51	2013 N=33/33	2013 N=7/18
Academic Advising	3.19	3.29	3.14	3.32	3.39	3.86
Admission Services	3.26	3.24	2.97	3.57	3.52	3.86
Registrar Services	3.23	3.24	3.16	3.57	3.52	3.83
Financial Aid Services	2.78	3.06	2.76	3.51	3.55	3.86
Business Office/Bursar Services	3.04	3.41	3.05	3.60	3.56	3.86
Hendrickson (Rose) Library	3.52	3.62	3.27	3.68	3.48	3.83
Student Activities	3.35	3.24	3.03	3.34	3.15	3.57
Student Services Overall	3.33	3.26	3.11	3.57	3.52	3.67
College in General	3.26	3.47	3.15	3.55	3.44	3.86
Average	**3.22**	**3.31**	**3.06**	**3.52**	**3.46**	**3.81**

Table CR3-AB: Student Satisfaction with Services – BSN 15-Month

Satisfaction with Services	2009 May N=7/14	2010 May N=19/24	2010 Oct N=8/14	2011 May N=15/28	2011 Oct N=8/16	2012 May N=23/23	2012 Oct N=6/24	2013 May N=21/21
Academic Advising	3.14	2.76	3.63	3.00	3.25	3.09	3.40	3.19
Admission Services	3.00	3.00	3.63	3.29	3.38	3.35	3.67	3.30
Registrar Services	3.57	3.06	3.63	3.21	3.38	3.35	3.50	3.33
Financial Aid Services	2.86	2.82	2.71	3.14	3.00	3.35	2.83	3.38
Business Office/Bursar Services	3.71	3.06	3.75	3.36	3.25	3.32	3.50	3.38
Hendrickson (Rose) Library	3.71	3.24	3.75	3.36	3.75	3.43	3.50	3.35
Student Activities	3.57	3.06	3.13	3.08	3.13	3.14	3.00	2.95
Student Services Overall	3.29	3.00	3.63	3.15	3.50	3.27	3.50	3.24
College in General	3.00	2.82	3.50	3.00	3.38	3.05	3.00	3.33
Average	**3.32**	**2.98**	**3.48**	**3.18**	**3.33**	**3.26**	**3.32**	**3.27**

All students at Bellin College are members of the Bellin College Student Senate. Each class elects members to serve as representatives. Students in this organization actively participate in the decision-making related to student life at the College.

The Ambassador's Club is a select group of students who work with the Admission Department, Development Department, Office of the President, and in Student Services in promoting the College at designated College and community events. Students interested in becoming an

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Ambassador need to apply and interview for the position. If accepted, each Ambassador receives a stipend for participating.

Component 3.E.2
The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its Mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

> *BELLIN COLLEGE MISSION: Bellin College is dedicated to preparing health care professionals by providing an intellectually stimulating environment focused on leadership, community service, and lifelong learning that promotes excellence in health care practice and the advancement of the professions.*

The College supports the development of new knowledge among both faculty members and students and is committed to the dissemination of that knowledge through the main elements of its Mission.

Leadership

Leadership is a strong component of the outcomes in both the undergraduate and graduate programs. The College's undergraduate programs include a course on leadership, and the BSN curriculum includes a 2- credit (90 hour) leadership clinical. From 2007-2010, BSN students completed the ATI Leadership exam with 58% of writers attaining a Level 2 or higher ATI benchmark. Since 2011, BSN students in the traditional option are required to complete the HESI Management/Community exam which measures application of leadership and management principles. Scores demonstrated that BSN students are above the national mean for that exam with an average score of 863 (HESI Benchmark 850 or above). Leadership components in the BSRS program are described in Criterion 3.B.2

The MSN program requires its' students to complete a Leadership Integration Project, the purpose of which is to provide final evidence for meeting the graduate program outcomes. An integration of knowledge and experience from coursework and practica are applied to this project as a demonstration of the advanced nursing role and nursing scholarship (see LIP Projects List).

In the MSN program, growth in leadership potential is measured by the Leadership Practice Inventory® (LPI), completed on entrance to any of the graduate program options and then again upon graduation. This tool is completed by the student and four co-workers/mentors. Applying the proven principles of Kouzes and Posner's Five Practices of Exemplary Leadership®, the LPI enables students to measure their leadership growth and potential over the course of their enrollment in the MSN program and to plan strategies for change.

In 2011, an analysis of the data received demonstrated that 77% (10/13) graduates who completed all aspects of the LPI showed a significant increase in leadership capabilities (p = 0.005). A repeat analysis of 2012-2013 data did not prove statistical significance but demonstrated improvement in all leadership categories (see CAP Short Forms: Leadership

Practice Inventory, 2011-2012; 2012-2013). With the transition to a Family Nurse Practitioner track in 2012, a decision was made to keep the LPI as a measure of leadership potential.

Community Service

The BSN 15 Month option has a dedicated Service Learning course and service learning is incorporated into BSN traditional course outcomes. Component 1.D.1 provides additional discussion on community service. The Bellin Student Nurses' Association (BSNA) has participated in community service events such as the Red Cross blood drive and polio walk

Summary

Bellin College emphasizes a caring and nurturing environment. Based on 2010-2013 cumulative Exit Survey data, caring environment is rated a 3.4/4.0 by responding students (see Exit Data: Caring). It is easy for students to find support among peers, and they have expressed appreciation for the accessibility of faculty and helpfulness of staff. The College's size limits access to support resources traditionally found in large university settings. However, the College is committed to student success and has actively pursued enhancement of student support programs (see All-College Project #2).

The curriculum supports the College Mission, Values, and Philosophy. It reflects professional standards and guidelines as well as the expectations and needs of the community of interest. The Undergraduate Programs (BSN and BSRS) build upon the general education foundation, and the Graduate Program builds upon the undergraduate nursing curriculum. There is congruence between program outcomes, expected student learning outcomes, and teaching-learning methodologies.

Strengths

- The College has had continuous accreditation by the Commission on Collegiate Nursing Education, Joint Review Committee on Education in Radiologic Technology, and by the Higher Learning Commission.
- The College is committed to excellence and involves both faculty and students in continuous reassessment of curriculum, teaching methodologies, and outcome achievement.
- The nursing curriculum is flexible for students with diverse educational needs by providing several options for entry into the program.
- A new sophomore transfer option for BSRS students will be implemented for Summer 2014.
- Academic policies are fair, published, and congruent with the Mission, Philosophy, and Program Outcomes.
- Students are offered a wide range of excellent clinical sites for hands-on learning experiences.
- A long-term partnership exists with the University of Wisconsin—Green Bay and St. Norbert College.

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- The graduate curriculum builds upon a strong undergraduate nursing curriculum.

Challenges	Plan
Student support: tutoring, career counseling.	• Strengthen student tutoring program; explore initiation of 1St Year program
Clinical site needs, especially for Advanced Practice FNP and BSRS.	• Expansion of access to clinical sites (for example, additional advanced practice sites); specialty sites
Expansion of the General Education Evaluation Plan to include relevance to and correlation with College Mission	• Continue review and evaluation of College's General Education courses; consider expansion of same
BSRS Program Outcomes need to reflect the reliance/correlation to the general education courses students completed.	• Add goal for General Education
Dependent on faculty to announce their office hours.	• Syllabus template to include information on office hours and faculty availability
Lack of detailed correlation of program outcomes/goals to College Mission and accreditation standards.	• Cross-walk tables to be developed

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▶ CRITERION FOUR – Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Introduction

College administration, faculty and staff are dedicated to the provision of excellent education to the customers it serves. While undergoing a considerable amount of change over the last decade, the College has made efforts to consolidate assessment efforts and to focus on high volume, high interest entities including enrollment, graduation, persistence, job attainment, and employer and student satisfaction. Contiguous with these efforts is a conscious choice to make data-driven decisions wherever possible. Time and positions have been committed to the oversight, analysis and evaluation of survey results. This criterion serves to detail the process and implementation of the College's Assessment Plan.

CORE COMPONENT 4A: The institution demonstrates responsibility for the quality of its educational programs.

Prior to the 2004 HLC visit and through 2006, the College's assessment process encompassed a comprehensive review entitled the Assessment of College Effectiveness (ACE) program. While inclusive, the program was labor intensive, and there was over-lap in the review of several processes. In 2007, as part of the ACE schedule, a review and evaluation of the ACE process occurred. Results from that review included recommendations to centralize the process, to identify an organizing framework, and to consolidate assessment aspects. Based on these recommendations, in 2008, the College Assessment Program (CAP) was initiated, a director was identified, and the Baldrige Criteria for Education were chosen as the organizing framework.

Two main components were developed: critical indicators of success and the All-College Project. The critical indicators for success were defined as those criteria essential for the success of a department or program and were designed to be evaluated annually. In 2012, critical indicators were subsumed into the College's Strategic Plan to assure increased accountability.

The All-College project was intended to be a multi-departmental review of a College-identified issue. Projects were chosen based on employee suggestions and volunteers assembled into a team. To date, seven projects have been completed and recommendations from each of these projects are in various stages of implementation (All-College Projects Summary).

Component 4.A.1
The institution maintains a practice of regular program reviews.

Each program (nursing and radiologic technology) is reviewed and modified to address changes in accreditation standards, professional standards, as well as in response to changing health care

trends or market needs. In 2007, an assessment of emerging trends in nursing education as well as a needs projection for RN's in the future led to a decision to revise the College's BSN 21-month option to conform to a further compressed program of study consisting of 12 or 15 months. A task force was formed to develop a curricular plan to meet the needs of second degree students and for students who had not yet graduated but had completed all of their general education courses. The end result was the implementation of the 15M BSN option which admitted its first class in January 2009.

Following the graduation of the first cohort in May 2010, the curriculum was reviewed and revised (CAP Short Form: BSN 15M Curriculum Revision) and adjustments were made based on faculty and student feedback. In their Undergraduate Exit survey, students expressed concerns over the volume of content presented in the eight week sessions in both the pharmacology and medical-surgical adult nursing areas. The revisions included adding a credit to the pharmacology content to a total of four credits while at the same time dividing the content into two 2-credit courses to allow for better comprehension and synthesis. Similarly, the two adult medical surgical courses were divided to create three courses. Faculty teaching specialty clinical courses expressed concerns over the lack of available sites for populations such as pediatrics and mental health. The revised plan created options within the specialty clinical sites, allowing students choices as to which specialty areas they were assigned, thus supporting students' interests while better managing clinical placements.

The 15M curriculum was further revised in October 2011 to eliminate half-credit courses and further adjust course sequencing (CAP Short Form Revision to the 15Month Accelerated Transfer Option Curriculum). The last four graduating classes have been surveyed related to the program revisions. This data, along with faculty comments associated with the course revisions, is currently being reviewed as part of the evaluation process.

In 2008, AACN released a new edition of The Essentials of Baccalaureate Education for Professional Nursing Practice, prompting a review of the BSN curriculum. (CAP Short Form: BSN Curriculum Revision, 2010-2011). At that time, information from surveys, employers, and students, as well as updated accreditation criteria were reviewed. All four years of the curriculum were reviewed and revised. Significant changes to the curriculum included the separation of theory and clinical courses, delaying onset of clinical experiences to the second semester of the sophomore year, incorporation of advanced skill lab components into junior level clinical courses, and addition of a nursing synthesis theory course prior to graduation. The first class to be admitted under the revised curriculum plan graduated in 2012. These graduates were surveyed related to the program revisions. Following analysis, a decision was made to secure additional data from the Class of 2013 to determine congruence with the 2012 results (BSN Curriculum Committee minutes, 11/19/2012; 05/20/2013). Data collection and analysis are on-going.

The MSN program began in 2004 with a track in Nursing Administration as well as Nurse Educator. The program continued as originally designed while evaluative data was collected. Data elements included enrollment data, market analysis, student exit survey data, and criteria from the recently revised Essentials of Master's Education in Nursing (AACN, 2011).

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In 2010-2011, the program was revised with three major decisions resulting:

> 1) Termination of the Nurse Administrator track: Due to poor enrollment and interest, the Nurse Administrator Track was eliminated. The last of the Nurse Administrator students graduated in 2013;
>
> 2) Continuation of the Nurse Educator track to be admitted as cohorts. Prior to the revisions, students could enter the program at varied points in time, making the sequencing of courses and tracking of a curriculum plan difficult. The decision to admit in cohorts allowed for consistent application of prerequisite requirements and course sequencing; and
>
> 3) The development of a Nurse Practitioner track: In response to emerging health care trends, a task force explored Nurse Practitioner options, and along with a consultant, finalized a curricular plan for a Family Nurse Practitioner track. The Family Nurse Practitioner track was chosen as it would provide graduates with the greatest amount of flexibility in practice options and would meet growing NP needs within the community. The first cohort was admitted in the Fall of 2012 and is scheduled to graduate in May 2015 (CAP Short Form: MSN Program Evaluation August 2011).

In keeping with the MSN Essentials, the Nurse Educator curriculum was also revised at that same time to require course work in advanced pathophysiology, pharmacology, and health assessment. Both MSN tracks will be evaluated as students' progress and graduate from their respective tracks.

In 2009, the College expanded its program offerings with the addition of the Bachelor's of Science in Radiologic Sciences degree option. This addition was precipitated by degree requirement changes put forth by JRCERT. Beginning in 2015, all radiologic technician graduates must have either an associate or a bachelor's degree. Certificate programs will be phased out. The Bellin Health system has had a certificate BSRS program for over 50 years. Given the new requirements, a decision was made to transition the program to a BSRS degree and expand the offerings of Bellin College. The BSRS program graduated its first class in 2013. On the Undergraduate Exit Survey, the graduates were asked about their satisfaction with classroom and clinical program components, as well as their satisfaction with Bellin College as a whole. Having graduated its first class in May 2013, a review of the BSRS curriculum is planned for 2013-2014 (BSRS Program Committee minutes, 12/13/2013).

Component 4.A.2
The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

General education credits are evaluated by the Registrar. Undergraduate nursing credits are evaluated by the BSN Program Director, radiologic courses are evaluated by the BSRS Program Director, and the graduate credits are evaluated by the MSN Program Director. Credit for prior learning is possible within all programs and the policy is outlined in the BC Guide, p. 89. Applicants may have an unofficial credit evaluation completed prior to acceptance. Final

decisions about transfer credits are made by the registrar upon receipt of official transcripts. All accepted transfer credits appear on the Bellin College transcript. The information includes the originating institution and the number of credits. Official transcripts from all institutions must be on file in the Registrar's office. Transcripts will be available for review at the time of the visit.

Component 4.A.3
The institution has policies that assure the quality of the credit it accepts in transfer.

College policies for transfer credit are published in the BC Guide (p. 80-82). It is explicit that all transfer courses must come from regionally accredited institutions of higher learning and that specified grade attainment must be achieved for credits to transfer. Formal guidelines for use in reviewing courses submitted for transfer are available for the BSN, BSRS, and MSN programs (Liberal Education Philosophy and Rationale, BSN and Liberal Education Philosophy and Rationale, BSRS). Guidelines for requests for transfer credits within the MSN program are outlined within the BC Guide (p. 81) and are evaluated by the MSN Program Director.

Policies about the number of credits that may be transferred are developed and residency requirements exist for each program. For the BSN program, 44 of the required 64 credits in nursing must be earned at Bellin College. Thirty of those credits must be upper level nursing courses. For the MSN program, students in the Nurse Educator option must complete a minimum of 29 credits in residence; a student in the Family Nurse Practitioner option must complete a minimum of 39 residency credits, which leaves an allowance of 9 transfer credits. The policy on page 81 of the BC Guide states that a "maximum of 10 semester credit/hours or 15 quarter/credit/hours…may be transferred." This discrepancy is in the process of being corrected.

In the BSRS program, 65 of the required 70 credits must be completed at Bellin College. Financial aid requirements also stipulate that students will not be eligible to receive federal, state, or institutional financial aid once they have attempted more than 150% of the normal credits required for their degree program.

Component 4.A.4
The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

All Bellin College courses are taught by College faculty, either contracted or adjunct. Specialty courses are taught by faculty with experience and expertise in the area. The BSN Curriculum Committee provides direction and oversight of the BSN curriculum, including designating prerequisites for all courses as well as progression through the curriculum. Course prerequisites are contained in the syllabi for each course. All syllabi include course descriptions and outcomes as well as unit objectives and student activities/assignments and evaluation methods.

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A standard grading scale, as determined by BSN and BSRS faculty, is used throughout the undergraduate programs (Figure CR4-A). Undergraduates must maintain a "C" average to remain in their respective program.

Table CR4-A: BSN and BSRS Grading Scale

	Letter Grade	Grade Points Per Credit	Numeric Grade Equivalent
	A	4 points	93-100
	AB	3.5 points	90-92
	B	3 points	85-89
	BC	2.5 points	82-84
BELLIN COLLEGE MINIMUM PROGRESSION REQUIREMENT	C	2.0 points	77-81
	D	1 point	70-76
	F	0 point	below 70

The MSN program has a separate grading scale developed and approved through the MSN Committee (Figure CR4-B). Graduate students must maintain a grade of "B" to remain in their program.

Table CR4-B: MSN Grading Scale

	Letter Grade	Grade Points Per Credit	Numeric Grade Equivalent
	A	4 points	93-100
	AB	3.5 points	90-92
BELLIN COLLEGE MINIMUM PROGRESSION REQUIREMENT	B	3 points	85-89
	BC	2.5 points	82-84
	C	2.0 points	77-81
	D	1 point	70-76
	F	0 point	below 70

The grading scales are published in all syllabi and in the BC Guide. Assessment of course outcomes is determined by faculty. Code of Conduct expectations in the classroom, lab, and clinical areas are found in the BC Guide. A standard format is used for all syllabi in all programs.

Learning resources including access to the Hendrickson Library, computer lab, and HSRC is discussed in Criterion 3.D.4. Primary responsibility for oversight of the learning resources falls to the BSN (1.1.4.6) and BSRS (1.1.4.7) program committees with input from the BSN Curriculum (1.1.4.5) and MSN (1.1.4.10) Committees. Responsibilities inherent within these committees include regular review of learning resources for projecting future needs to support the curriculum and enhancements to support student learning, along with identifying improvements to facilitate faculty instructional processes.

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Review of resources occurs regularly as part of the committee work. As examples, the annual reports for the BSN Program Committee include goals related to lab availability and policies related to the use of the lab and simulation area (2012-2013 BSN Program Committee Annual Report). The BSN Program Committee meeting minutes from December 2012 (12/10/2012) reference discussion of new additions to the Hendrickson library. MSN Committee meeting minutes from January 2013 (01/21/2013) indicate discussions as to availability of lab supplies for FNP students, and within minutes from February 18, 2013, it is noted that the budget for supplies was approved. Resources are also reviewed and updated as part of the annual budget process to assure up-to-date equipment, supplies, and technology for student learning.

The College does not offer any dual credit programs or options for high school students.

Component 4.A.5
The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

The College maintains two specialized accreditations for its educational programs. The BSN and MSN programs are accredited by the CCNE through 2018 (2008 CCNE Report). An interim, five-year report detailing the status of the nursing programs was submitted to CCNE in December 2013. The nursing programs are also approved by the Wisconsin Board of Nursing, Wisconsin Department of Safety and Professional Services.

The BSRS program is accredited by the Joint Review Committee of Education in Radiologic Technology (JRCERT) through December 1, 2014 (Accreditation Verification).

Component 4.A.6
The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its Mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).

Bellin College uses several mechanisms to assess the success of its graduates in all of its programs. While different departments facilitate the distribution and collection of surveys, the Director of the College Assessment Program is responsible for the analysis and dissemination of results. All data are housed centrally within the CAP directory. Data evaluating program success and satisfaction are collected from students, alumni, and employers. Other data, including licensure success and employment rates are also collected and tracked. Summary data are presented to the Cabinet and reviewed at All-College meetings on an annual basis. Recommendations from the analyses are forwarded to appropriate committees or individuals for further action. Collected data is used to determine if graduates are meeting the needs of employers and to guide the College in curricular decisions (CAP Short Form: BSN Alumni Survey, Class of 2011; CAP Short Form: BSN Employer Survey, Class of 2011).

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Employment Data and Employer Satisfaction

Employment. Employment data for all graduates are sought at graduation, and at 3 and 6 months post graduation. This data is maintained by the Development and Public Relations Department and results are reported annually at the All-College meeting. Data requested of graduates includes the employing agency, city, specialty area, and/or graduate school plan. Employment rates for all programs, as reported at 6 months by those graduates responding to a request for information, averages 92% (Employment Data, 2010-2013) indicating that Bellin College graduates are valued by employers. Because students enrolled in the MSN Educator and Administrator tracks were already employed within their role while completing their graduate degree, no follow-up on employment was conducted. Plans are in place to include a formal tracking of employment for graduates of the FNP program option.

Employer. Information from employers is collected via two methods. BSN alumni are asked in their one-year alumni survey for permission to contact their direct supervisor, and once permission is received, respective managers and supervisors are surveyed regarding the performance of that graduate. Results are tabulated and shared with President's Cabinet for review and recommendation. These results are typically at or above the College's benchmark. However, the response rate is low, making it difficult to draw clear conclusions for curricular advancements or changes. (CAP Short Form: 2012 BSN Employer Survey). Data from 2008 to 2012 employer surveys are summarized in Chart CR4-C.

Chart CR4-C: 2008-2012 Employer Survey

Employer Survey
2008 - 2012

Benchmark = 3.0

	Class of 2008 Average Local (N=8)	Class of 2010 Average (All) (N=12/20)	Class of 2011 Average (All) (N=17/21)	Class of 2012 Average (All) (N=13/20)	AVERAGE
Outcomes	3.30	3.36	3.45	3.60	3.45
Characteristics	3.46	3.29	3.43	3.72	3.39
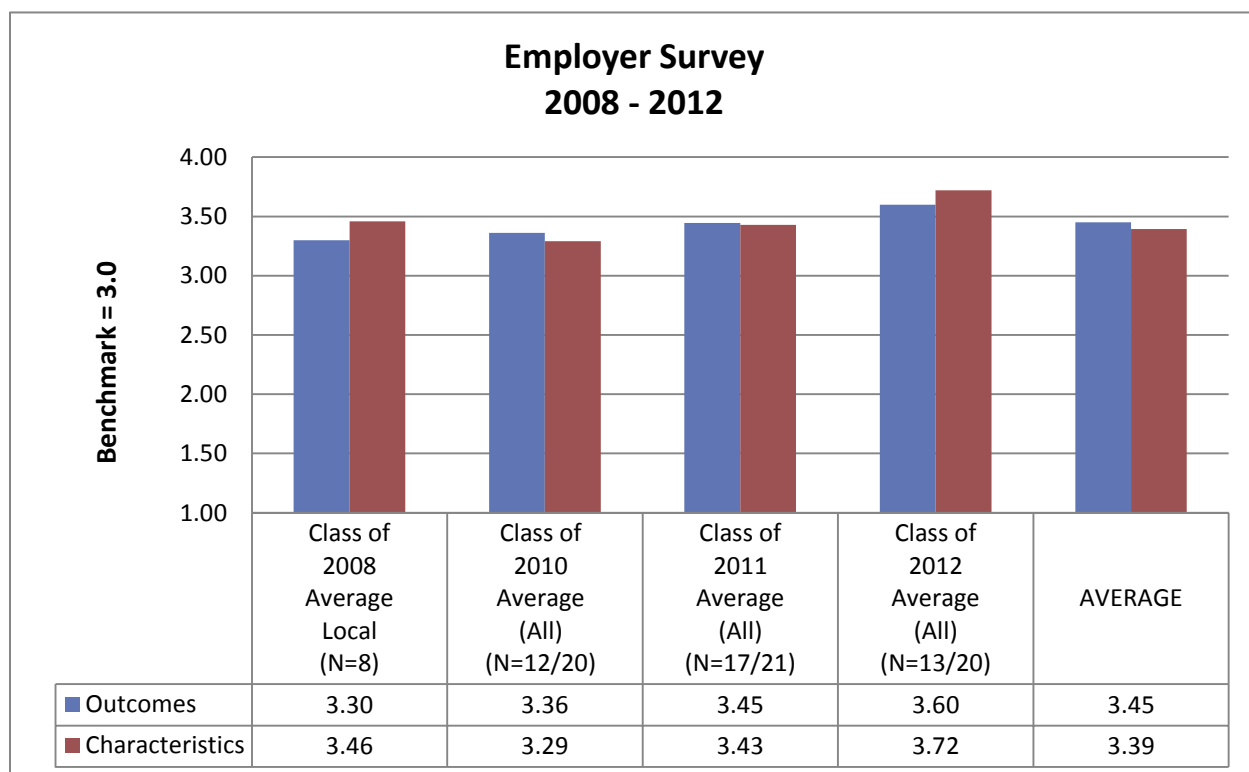
Secondly, during Interinstitutional clinical agency meetings with agency administrators and educators, participants are surveyed with the same questions as the direct supervisors. While the Interinstitutional participants are responding from a different view point, they provide a generalized review of Bellin College graduate performance. Frequently these meetings often entail direct conversation regarding areas of excellence as well as provisos for improvement.

In 2009, a decision was made to survey MSN employers on an every three year cycle due to low graduate numbers and poor response rates from employers. The BSRS alumni will follow the BSN pattern of annual surveys one year post graduation.

Alumni

Alumni are surveyed one-year post graduation and are queried regarding their success as a practitioner and the preparedness of their education for their professional role(s). BSN alumni consistently report overall satisfaction with their education in all areas except preparation for NCLEX. Chart, CR4-D, BSN Alumni Survey Overall Comparison 2010-2012, illustrates alumni satisfaction 2010-2012. The College has made a concerted effort to strengthen the area of NCLEX preparation with hiring of a faculty with NCLEX expertise and faculty development efforts in the area of test rigor and test construction. This will be further discussed in the following section on Credentialing. Data collected over the last three years show consistent increases in this area.

Chart CR4-D: BSN Alumni Survey Overall Comparison 2010-2012

BSN Alumni Survey: Overall Comparison 2010-2012

Likert Scale 1 - 4

		Program Outcomes	Quality	Preparation	Average
2010 Composite	N = 28/66	3.70	3.40	3.20	3.43
2011 Composite	N = 34/88	3.83	3.41	3.31	3.52
2012 Composite	N = 29/91	3.75	3.35	3.38	3.49
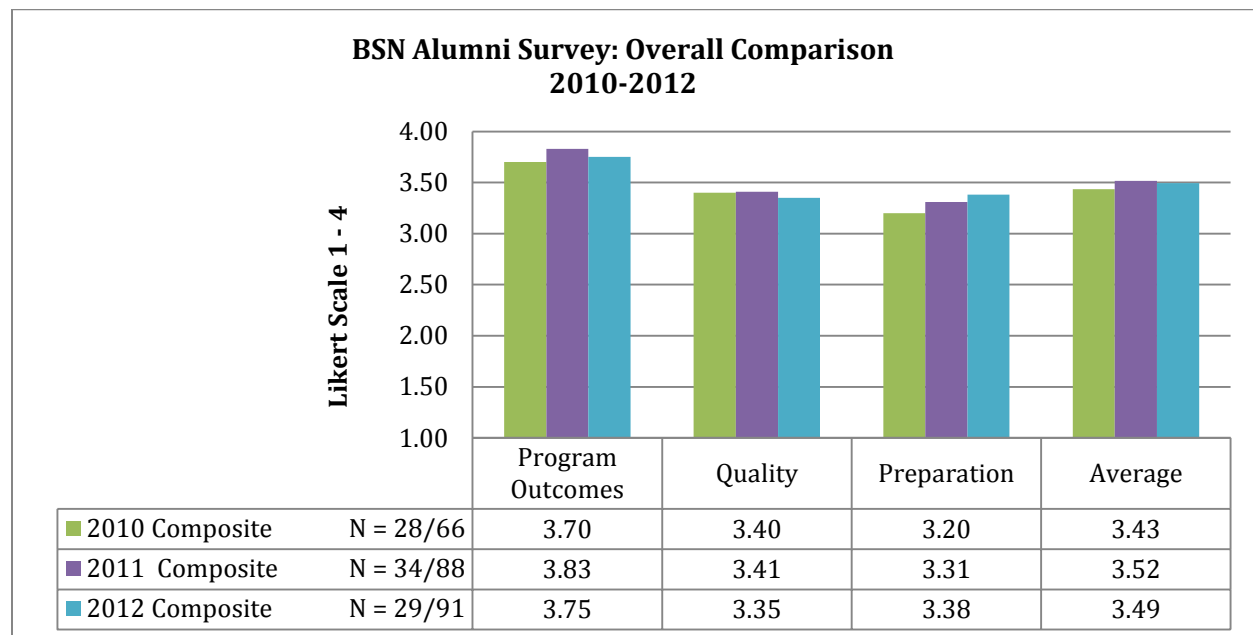
The BSRS Class of 2013, the first class to graduate from that program, will be surveyed as alumni in Spring 2014. Alumni of the MSN program consistently report over-all satisfaction with their education, as indicated in Chart CR4-E, MSN Alumni Survey Data. In 2011, the MSN exit survey identified concerns with the timeliness of seeing course options for registration. The

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decision to admit students to cohorts resolved this concern by providing a consistent sequence of courses.

Chart CR4-E: MSN Alumni Survey Data

MSN ALUMNI SURVEY
Overall

	Program Outcomes	Quality	Preparation	AVERAGE
2010 (N = 3/10)	3.73	3.67	3.45	3.62
2011 (N=2/5)	3.90	4.00	3.50	3.80
2012 (N-4/18)	4.00	3.94	4.00	3.98
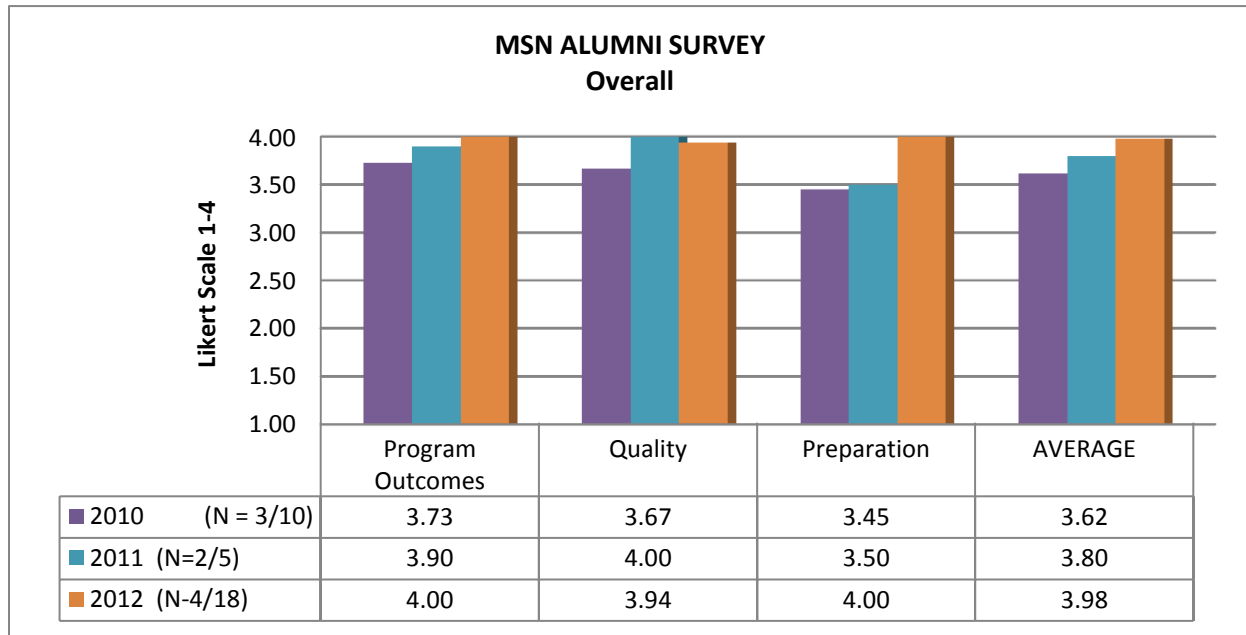
One-year Alumni Survey from the Class of 2010, 15 month graduates noted a need for more clinical time as well as more medical-surgical nursing content. Chart CR4-F illustrates employer opinions regarding the performance of 15M graduates. Employers indicated that graduates were not performing as well as desired in areas related leadership, delegation, and assertiveness.

Chart CR4-F: BSN 15-Month Employer Data

BSN 15-Month Employer Data

		Leadership	Delegation	Assertiveness	OVERALL AVERAGE
2010 Average (All)	(N = 12/21)	3.08	3.16	3.33	3.29
2011 Average (All)	(N = 17/21)	3.19	3.06	3.12	3.43
2012 Average (All)	(N = 13/20)	3.67	3.58	3.42	3.73
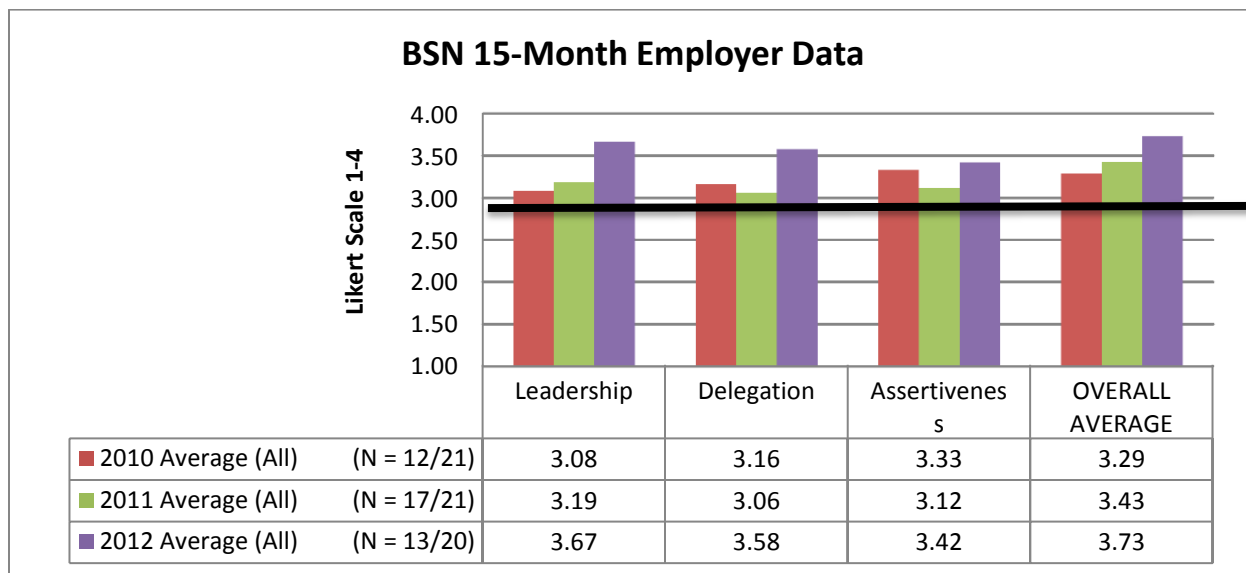
The faculty reviewed opportunities for student development in these areas and, in the 2010 15M curriculum revision, implemented two specific changes designed to address the concern (CAP Short Form: Alumni Survey, BSN-15M, Class of 2010). First, increased emphasis was placed on providing students with multiple patient assignments in clinical courses when feasible. Second, multi-patient simulations were integrated into the curriculum and designed to emphasize these leadership concepts. The simulations have been well received by students and faculty. While response numbers are low, Table CR4-G, BSN Employer Satisfaction, BSN 15-Month, provides evidence of improvement. Employer satisfaction surveys indicated overall positive scores, with a few notable exceptions.

Table CR4-G: Employer Satisfaction – BSN 15-Month

Employer Satisfaction: 15M	2010 15M (N = 4/20)	2011 15M May (N = 2/17)	2011 15M Other* (N = 11/17)	2012 15M (N = 1/5)
Communication w/peers	3.25	3.50	3.73	3.00
Communication w/team	3.25	3.50	3.36	4.00
Leadership	2.75	3.00	3.10	4.00
Flexibility	3.00	3.50	3.82	3.00
Team player	3.25	3.50	3.45	4.00
Delegation	3.00	3.00	2.91	4.00
Assertiveness	3.25	3.00	3.00	3.00
Initiative	3.25	3.00	3.36	3.00
Professionalism	3.00	3.50	3.55	4.00
Prioritization ability	3.25	3.50	3.27	3.00
Ability to perform basic nursing skills (IVs, dressing changes, etc).	3.25	3.50	3.55	4.00
Preparation for participation on healthcare teams.	3.00	3.50	3.45	4.00
Demonstrates the College Values				4.00
Overall Average	**3.13**	**3.33**	**3.38**	**3.62**

* = Information gathered from Interinstitutional Clinical Agency Meeting

Credentialing

Student success on licensure examinations (BSN and BSRS) is collected through the Academic Department and reported to the entire College annually at All-College meetings (NCLEX Credentialing). The BSN program has a benchmark of NCLEX success that meets or exceeds the national benchmark. The BSRS program has established a benchmark of 100% as its standard.

In 2009-2010, when the BSN NCLEX licensure results were less than desired, the academics department implemented a full review of the curricula, resulting in new program plans for the Traditional and 15M tracks. These revisions were implemented for the graduating classes of 2012 (CAP Short Form: BSN Curriculum Revision Report, 2011-2012).

A decision was also made at that time to change from the ATI standardized testing system to the HESI Assessment program offered through Elsevier Evolve. HESI offered more options for

remediation and practice within their system. Remediation for students not meeting the standardized testing benchmarks has been in place since 2011. Evolve resources to support the development of clinical judgment are infused throughout the curriculum. Students have requested increases in standardized testing to help them prepare for licensure exams. Additional tests are being added to the curricula in both the BSN and BSRS programs.

Other measures taken to enhance nursing preparedness include external speakers on Critical Thinking (sophomores and 1st session 15-Month) and an NCLEX prep seminar (seniors, and 6th session, 15M). Bellin College has also sponsored an NCLEX Preparation Course facilitated by Kaplan Nursing each of the last two academic years. While not mandatory, a majority of students report satisfaction with the presentation and the guaranteed follow-up provided by Kaplan should a graduate be unsuccessful on their licensure exam (Kaplan Survey Results). In 2013, a faculty member with NCLEX expertise was hired to assist faculty with item writing, curricular review, and student preparation. Following initiation of more focused NCLEX preparation, a gradual increase in NCLEX success was noted for years 2011 and 2012, especially for the traditional students.

The implementation of a new NCLEX test plan with the Class of 2013 graduates resulted in a marked decline in the pass rate. While this decline mirrored the national pass rate the (Bellin College School of Nursing NCLEX-RN Statistics), these data were evaluated at the Cabinet level, Faculty of the Whole and BSN curriculum committees. Actions included the approval of a NCLEX coordinator position, faculty education on test writing construction, and recommendations for changes to the standardized testing program.

A decision to strengthen the remediation program and to increase the number of standardized exams students are required to take during the course of their nursing program in an effort to increase their preparedness for completion of a computerized exam was also enacted. Beginning with the 15M cohort graduating October 2013, HESI Exit Exam remediation was required resulting in a NCLEX pass rate of 95% (19/20). This demonstrates a marked increase since May 2013 (83%: 66/80), and a marked increase in the over-all pass rate of the 15M graduates (NCLEX Comparison).

The BSRS students graduated their first class in May 2013 and posted a 100% success pass rate on the ARRT ® exam. Because scores on the individual content exams in the ARRT demonstrated a decline, the BSRS Program Committee is recommending increasing the number of standardized exams students are required to take in the hopes of increasing their preparedness (BSRS Program Committee minutes, 10/14/2013).

No data have been collected on MSN graduates graduating from either the Educator or Administrator tracks. The MSN FNP program will graduate its first cohort in May 2015. Specialty certification rates will be obtained for these students.

CORE COMPONENT 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Component 4.B.1
The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

All three degree programs have identified program goals or outcomes that are published in the appropriate College documents and serve as a guide for all educational endeavors. While unique to each program, all program goals share the common intent to prepare highly qualified practitioners in their respective fields as well as to prepare graduates for higher education. The program outcomes for each program are designed to achieve these goals. Each course links the course outcomes to the program outcomes. Course activities and assessments are designed to meet course, and thus, program outcomes. Students assess their perception of completing their respective program outcomes in the *Exit Surveys* administered prior to their graduation.

In addition to course work, the programs in the academic department identified critical indicators of student success in their respective programs. Each critical indicator has a benchmark of success on measurable criteria that are indicative of achievement of those criteria. Data are collected and maintained by the CAP director who reports results to the academic department and the College. Data are analyzed with respect to achievement of benchmarks and for trends that are up or down. Action plans are developed for benchmarks that are not achieved for two consecutive years, although interim plans may be developed to deal with a downward trend.

The critical indicators for the BSN program, which are now incorporated into the College's Strategic Plan, include: successful first time pass on the NCLEX (nursing) licensure exams; HESI RN Exit Exam (E2) scores; HESI scores on the Fundamentals and Medical-Surgical exams; cumulative nursing GPA, and membership in Sigma Theta Tau, the Honor Society of Nursing. These data are collected, reported, and examined for trends. The Student Academic Achievement Tracking Tool (SATT chart) illustrates the tracking of this data.

In the BSRS program, data is collected on the number of students meeting defined benchmarks for successful first-time pass rates on the ARRT licensure exam and for the HESI BSRS Imaging Analysis Exam. The College is currently collecting data and reporting results on the HESI BSRS Exit Exam and will establish a benchmark after a second class has tested.

The MSN program uses the LPI to assess leadership growth and potential as the critical indicator for its program. With the start of the FNP track, successful completion of the FNP certification exam will also be tracked. The Student Achievement Tracking Tool (SATT) details the benchmarks and results for each of the critical indicators for the academic department.

ARRT credentialing for the first graduating BSRS cohort was met at 100% success. The NCLEX licensure (credentialing) nursing results have shown greater fluctuation due in part to the every-three-year development of a new national test plan and a resulting tightening of the pass rate.

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Bellin College's results mirror the national landscape. Efforts are on-going throughout the nursing curriculum to complete a thorough review of the curriculum to assure alignment with national standards, to emphasize a higher level of testing within the curriculum, to increase testing practice for students, and to provide greater resources to students.

The BSN and MSN programs have used the Essentials of Baccalaureate Nursing (AACN 2010) and the Essentials of Master's Education in Nursing (AACN, 2011) as foundations for curriculum development. Both documents include foundational components for future graduate study. An example of the implementation of this goal in the curriculum would be changes made in the undergraduate research course. Prior to the curriculum revision in 2010, the undergraduate research course was a two credit course. To enhance students' competencies in research principles in anticipation of graduate studies, the course was changed to a three-credit course.

Component 4.B.2
The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

In addition to the program outcomes, the College has identified key indicators for student success in each of the programs. Achievement is assessed through several means. As demonstrated on the BSN/MSN Linkages document and the BSRS Program Outcomes Assessment Plan, clear, leveled measures of student performance in each of the outcomes are noted. Specific benchmarks for the outcome measures are identified and tracked within the BSN and MSN programs, and are identified in the respective areas on the SATT. The BSRS program also has identified assessment elements. Benchmarks for this program are in the process of being defined as data is gathered from more graduates.

Students in each of the programs complete an exit survey prior to graduation that assesses their perception of having met the outcomes for their respective programs. The data consistently show students in each of the programs agree that they have met the defined outcomes for their programs.

Alumni are also surveyed one year post graduation and again are queried as to their perception of how the program prepared them for practice as well as their sense of achieving the program outcomes. The BSN and MSN students consistently agree or strongly agree that the program has adequately prepared them for practice and in each of the program outcomes areas. The first class of BSRS graduates will complete the survey in 2014.

Employer satisfaction surveys are collected one year after graduation to specifically asses how the College is meeting the goal of preparing quality practitioners. Survey results have been positive, indicating achievement of this goal. The areas where graduates have scored lower fall within the leadership concepts of leadership, delegation, and assertiveness. While the composite averages for these areas remained above the 3.0 (agree) level, they were consistently lower than other assessed areas. Strategies were put in place to address these concerns. The survey results from employers of the 2012 BSN graduates showed higher scores in these areas. MSN employers have consistently rated the alumni as excellent. BSRS employers will first be surveyed in 2014.

In the MSN program, one of the program goals specifies that the program will prepare nurses for leadership in advanced practice. The College assesses leadership growth through utilization of the Leadership Practice Inventory® (LPI). Students complete the inventory in their first semester of study and then prior to graduation. The results have shown gains in leadership skills over the course of the curriculum (see CAP Short Form: Leadership Practice Inventory Analysis: 2011-2012 and 2012-2013).

Component 4.B.3
The institution uses the information gained from assessment to improve student learning.

Assessment data is coordinated through the College Assessment and disseminated to appropriate committees and individuals for analysis and action. As an example, in 2008 BSN alumni survey data indicated that it would be beneficial to include more content on basic EKG interpretation within the curriculum. Prior to this time, EKG was offered as an elective, so some students graduated without the content. Employers also identified the value of EKG interpretation for graduates. A review of the curriculum resulted in incorporation of the basic EKG content into the Advanced Concepts course (CAP Short Form: Integration of EKG Content into NUR 402 Advanced Concepts in Nursing). This eliminated the elective and ensured all students would receive the content. The curriculum was adjusted for the 2009-2010 academic year.

An overview of the ATI program occurred in 2010 (CAP Short Form: Decision to Implement HESI). Based on feedback from that review, a decision was made to adopt Health Education System's, Inc. (HESI), Elsevier publication's standardized testing product. At the onset, the College adopted the HESI criteria for acceptable performance on two of the standardized tests: Fundamentals (sophomore year), and Medical-Surgical (junior year). Students who do not achieve the benchmarks on these exams are provided with individual remediation plans and retested for improvement. The RN Exit Exam (E^2), a pre-NCLEX exam completed at the end of the senior year is used as a guide for success on NCLEX. While benchmarks were established, no remediation was attached as it was felt that students needed to focus on end-of-semester requirements.

With three years of data in place, the College is currently analyzing the assessment data to determine internal benchmarks of success on the NCLEX exam. The goal is to identify students at risk at various points in the curriculum so that interventions can be implemented to improve student learning. With additional data, the College will now be able to identify concepts where our students surpass the national averages and where they fall below national standards. Reports will be formulated by the CAP Director and shared with the BSN Curriculum Committee for review and action.

As an example of the successful use of the process at the program level, the NCLEX pass rate benchmark has been set to be at or above the national first-time pass rate. When the College noted a downward trend in 2008 and failed to achieve that benchmark in 2010, a plan for improving the NCLEX pass rate was developed. The plan included, among other things, the required remediation on the Fundamentals and Medical-Surgical HESI exams, faculty development in writing NCLEX-style test items for inclusion on course exams, and the offering

of an on-campus NCLEX review course. The first-time pass rate increased from 82% in 2010 to 93% in 2011 and 93.5% in 2012. Table CR4-H, NCLEX Performance, highlights the results from 2008-2013.

Table CR4-H: NCLEX Performance

	2008	**2009**	**2010**	**2011**	**2012**	**2013**
1st time NCLEX pass rate - Bellin College	87.1%	89.7%	78.3%	92.2%	92.3%	82.5%
1st time NCLEX pass rate - national	86.7%	88.4%	87.4%	87.9%	90.3%	84.3%*

*NCSBN Table of Pass Rates 2013 through 3rd Quarter 2013

Certification rates for graduates of the educator and administrator tracks of the MSN program are not tracked by the College as graduates are not eligible to complete their respective certification exams until two full years of practice have occurred, and certification is an elective process not required for their roles. The MSN students do complete the Leadership Practices Inventory® (LPI) early in their program of studies and upon completion. Criterion 3.E.2 explains further the use of the LPI. Analysis of data collected indicates that students do increase in the five dimensions of leadership. The CAP Short Form: Leadership Practice Inventory, 2011-2012 and the CAP Short Form: Leadership Practice Inventory, 2012-2013 provides details of that review. The continued use of the LPI in the FNP track is under discussion. The FNP track will have benchmarks for passing an appropriate certification exam, either through the American Nurses Credentialing Center (ANCC) or through the American Association of Nurse Practitioners (AANP) when the first students graduate in 2015. In keeping with the BSN program, the benchmark will be at or above the first-time national pass rate.

Not all efforts have been as successful. In evaluating the current CAP plan, one of the challenges identified is inconsistency in closing the feedback loop. In 2012 the BSN Program Committee identified that responsibility for assessment of learning resources for the MSN program would be transitioned to the MSN Committee. While the MSN committee has assumed this responsibility, the committee functions were not updated to reflect the additional responsibility. Recognizing this deficit, the CAP short form was revised (CAP short form revision 12/2013) to add a more detailed tracking system for dissemination of decisions. The new form was implemented in January, 2014.

Component 4.B.4
The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Student learning is assessed by varied methods in every College course. Faculty use course outcomes as the basis for planning assessments that reflect where the student is in the curriculum (freshman-senior), the type of course (didactic, lab, clinical), and faculty comfort with various modalities. Some of the methods of assessment include exams, case studies/scenarios, simulation, poster presentations, formal papers, or in-class presentations. All students have

clinical or practicum experiences where they engage in application of theory to practice, reflective journaling, skills practice, and interact with inter-professional team members. These activities are assessed by faculty through direct observation or written assignments. Bellin College uses HESI as part of the assessment of student learning. Table CR4-I, Course Outcomes and Student Assessment Methods, provides examples of how various assessment strategies are used to assess completion of course outcomes. Student artifacts will be made available to the survey team for review onsite.

Table CR4-I: Course Outcomes and Student Assessment Methods

Course	Course Outcome	Method of Assessment
NUR 105: Nutrition & Wellness in Nursing	Outcome #1: Upon completion of this course, the student will have developed a knowledge base of nutrient requirements during periods of wellness as well as during common chronic health problems.	Objective Testing
NR 454A: Leadership in Nursing	Outcome #1: Upon completion of this course, the student will have analyzed professional practice issues in leadership and management.	Nurse Leader Interview
RS 430: Principles of Women's Imaging	Outcome #3: Upon completion of this course, the student will have described the critical role the technologist plays in delivering optimum mammography and DXA patient experiences.	Final Essay / Display
NUR 605: Theoretical Foundations for Nursing	Outcome #1: Upon completion of this course, the student will have analyzed nursing history, philosophies, and theories as a foundation for one's own professional practice.	Philosophy of Nursing Paper

CORE COMPONENT 4.C: The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Component 4.C.1
The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its Mission, student populations, and educational offerings.

Bellin College has adopted definitions and benchmarks for persistence and completion rates that are consistent across all programs and options. For its IPED reporting requirement, the College uses the Federal Student Aid Guidelines definition of persistence as the percentage of enrolled students who attain their degree within 150% of the normal time for completion of each option/program. Because this definition includes only first-time, first-degree students, all transfer and second-degree students are omitted often resulting in a persistence percent that is misleading.

In 2007, a review of the College's attrition and retention process was completed as part of the 1st Annual All-College Project. In that project, the persistence definition, benchmark, and the process for tracking data were reviewed. As a result of this review, persistence is now defined

simply as "continued enrollment in a degree-seeking program." Specific tracking dates are established for each program option. Because of the difficulty in meeting a benchmark of 70%, a recommendation to establish a 65% persistence standard was approved.

In order to capture the number of transfer and second-degree students who enroll in and complete their undergraduate program of studies, a decision was made to establish a persistence tracking method that would reflect the wide-range of adult and transfer students seeking a degree. The College has chosen to track persistence for each cohort beginning with the date of matriculation and ending with graduation. Thus, the persistence rate and the graduation rate for the College are identical. The cohort tracking and 65% persistence benchmark have been in effect beginning with the May 2010 graduating cohorts. Students who withdraw and are readmitted and successfully graduate are not included in a cohort persistence/graduation rate, but are secondarily tracked. Persistence Grids have been developed for each graduating cohort. (Persistence Grids, 2013).

Prior to 2012, graduate students in the MSN program could enter at any of 5 possible dates (2 dates in Fall, 2 in Spring, and 1 in summer), and they were not required to take more than one course per semester with each semester having 2 terms. Thus, a student could take a course in Fall term I and then not take another course until Spring term IV. Tracking persistence was challenging, and as a result only an over-all rate is reported. Since its inception and through 2012, MSN persistence is 84% (84/100). The MSN program began using the cohort model in Fall 2012 with the start of the FNP program. Persistence and completion rates for both options in the MSN program are now compiled in a manner similar to the undergraduate programs. Table CR4-J illustrates MSN persistence since the inception of the FNP program.

Table CR4-J: MSN Persistence

	Enrolled	WD	Current Enrollment	Persistence
Class of 2015: MSN Educator cohort	4	0	4	100%
Class of 2015: FNP cohort	15	1	14	93%
Class of 2016: FNP cohort	14	0	14	100%
Overall	**33**	**1**	**32**	**97%**

Component 4.C.2
The institution collects and analyzes information on student retention, persistence, and completion of its programs.

The College has three entry options for BSN students (traditional, sophomore transfer, and 15 month) that are defined in the Persistence Definitions. Each option is tracked individually. The BSRS has one entry option with the first students admitted in 2009 and the first cohort graduating in 2013. A Sophomore Transfer Option for the BSRS program has just received approval, and separate persistence tracking of that cohort will be added for the Class of 2017. Over-all persistence rates for 2010 – 2013 graduating classes are reported on the College's website. While the persistence rate for the BSRS Class of 2013, the first cohort to graduate from that program, falls below the 65% College benchmark, persistence for the Classes of 2014 and

2015 are on track to meet the benchmark. Table CR4-K, Persistence/Graduation Rates, illustrates persistence rates for each program from 2010 to 2013.

Table CR4-K: Persistence/Graduation Rates

Year	% Graduating		
	BSN*	MSN** 2004-2013	BSRS***
2010	71%	NA	NA
2011	74%	NA	NA
2012	74%	NA	NA
2013	69%	84%	62%

*The percent indicated above for the BSN program is inclusive of all options (Traditional, Sophomore Transfer, and 15-Month).

**Until 2012, the MSN program did not admit as a cohort. Persistence is reported as cumulative to date. The first MSN-FNP cohort is scheduled to graduate in 2015.

***BSRS program graduated its first cohort in May 2013, the first reporting year for that degree. Additional information concerning the BSRS program is available via its Measures of Program Effectiveness report.

Upon closer examination of the individual BSN entry options, the persistence rate for traditional students with 11 or fewer college credits upon matriculation is trending around 50%, well below the College's identified 65% benchmark. Data are collected during the exit interviews to determine reasons for leaving. A review of the data demonstrated that a large percentage of these students left as a result of academic reasons, and the sophomore level chemistry course was frequently cited as a reason for withdrawal.

Chemistry 108 and its lab component, Chemistry 109, were courses offered and completed by a majority of Bellin College students at the University of Wisconsin-Green Bay, one of the College's education partners. In 2010, UWGB instituted changes to pre-requisites for the chemistry requirement that included completion of a required Intermediate Algebra course for enrolling in the Chemistry course at UWGB. Following that change, the President's Office of Bellin College completed a thorough examination of the issues and concerns, and recommended that Bellin College offer its own chemistry and math courses (CAP Short Form: Bellin College General Elective Chemistry). The first courses were offered in Spring 2011. The General Education (GE) Committee in its GE Evaluation plan has included a recommendation to determine if instruction by Bellin College faculty in Math 101 and Chemistry 125 and 125L has increased the level of student success. This evaluation is in process (CAP Short Form: Plan for Evaluation of General Education Course Offerings).

Component 4.C.3
The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

The College has met its over-all identified benchmark of 65% for the BSN program each year since 2010, the first year that a 4-year cohort was tracked. The persistence of "traditional" students is being evaluated as this group has consistently fallen below 65% persistence. While still above the 4-year national persistence to degree rate of 25% (as reported by ACT, 2012), and 39% (NCES, 2012 Tables and figures at http://nces.ed.gov/programs/digest/d12/tables/dt12_376.asp), the 4-year average persistence rate of this group is 50%, and well below the persistence of other entry options. Efforts to strengthen the admission criteria and the student support and tutoring services available to admitted students are ongoing.

In Spring 2013, the admission criteria were revised to include an extemporaneous essay, a more thorough evaluation of admission documents and, for transfer students with 12 or more college credits, the completion of the HESI Admission Assessment (A2). It is theorized that data collected from the A2 may help in earlier identification of students who may be at risk (CAP Short Form: Revised Admission's Requirements and Rubric Development). A plan is in place to track and trend admission data over time and determine if the instituted changes contribute to increased persistence.

In Fall 2013, a full-time *Advisor and Career Services Coordinator* position was filled to assist with the advising process. This position also provides advising services for students with disabilities, and provides a point of entry for students encountering academic difficulties due to personal or classroom issues. Additionally, a part-time contracted faculty with expertise in assisting students with NCLEX success, test-taking skills, and faculty test construction has joined the College community.

Tutoring services are also being strengthened. A formal process for identifying tutors and facilitating an appropriate connection between student and tutor was begun in Fall 2012. Work continues on evaluating the efficacy of student tutoring and an expansion to include faculty volunteers for tutoring. All three of the above mentioned services were recommendations identified in the 2nd Annual All-College Annual Project: Student Support completed in 2009.

The below average persistence for the first BSRS class is also noted. To date persistence for the Class of 2014 is 82% and for the Class of 2015 is 79%, well above the benchmark of 65%. These rates will continue to be trended and evaluated.

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Component 4.C.4
The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable their student populations, but institutions are accountable for the validity of their measures.)

Because the Federal Guidelines examine the persistence of only first time, first degree students, in 2007, following a review of the College's Persistence policy and trends, the College opted to alter the way it tracks and reviews attrition and persistence (1st Annual All-College Project: Attrition). Based on the findings and recommendations of the review, in addition to the Federal reporting mechanism, the College tracks and trends persistence based on a 4-year admission to graduation cycle. Because of this, the figure reported is not only the College's persistence rate, but also the College's graduation rate.
Also reviewed at that time was the College's persistence rate of 70%. Data over a 10-year period of time demonstrated difficulty in attaining that benchmark. A review of both national and state colleges demonstrated that 70% was higher than most. A recommendation to reduce the benchmark from 70% to 65% was made and accepted.

Persistence is reviewed twice during each academic year through the office of the Dean of Student Services in consultation with the Director of College Assessment and is reported annually during an All-College meeting. At that time data are reviewed and updated. Reasons for student attrition are tracked and an over-all persistence rate is noted. Students who step out and then return are also tracked via a separate tracking mechanism. As identified in Component 4.C.3, there currently exists a sub-par persistence rate for traditional students. Efforts are underway to strengthen earlier identification of students who may be at risk and to provide ongoing support and counseling for them.

Summary

The College has grown in its ability to collect and analyze data in order to make informed decisions. While there is room for improvement in the organization, collection, and dissemination of survey results, the College has made strides in recognizing not only the importance of establishing benchmarks, but also in following through in a more expedient way on analysis and the development of appropriate action plans.

Strengths
- Commitment to data driven decisions; implementation of new Student Information System (CAMS) to better enable data entry and retrieval;
- Initiation of NCLEX prep and renewing student tutoring program and student support;
- Annual All-College Projects

Challenges	Plan
Support resources, such as writing lab, tutoring capabilities, and statistical experts, are limited which hinders efforts to strengthen student assistance programs and accomplish data-driven decisions.	• Evaluate tutoring program. Continue work on expanding student support services (Dean of Student Services) • Expand use of Research Analyst to all areas of the College
Gaps in consistency of, and follow through with results from systematic evaluations as a result of administrative leadership turn-over	• As of Fall 2013, a full complement of leadership positions exists • Review development of Assessment Committee to assist with assessment overview and results analysis • Implement use of revised CAP Short Form and evaluate its efficacy
Discrepancy in number of allowable transfer credits is noted for the MSN program	• Correct discrepancy
MSN Committee description should include reference to input on HSRC availability and supplies necessary for achieving program outcomes	• Revise MSN Committee description to include HSRC availability
Formalize tracking of FNP employment and certification; investigate whether tracking of Educator graduates should be a consideration	• Review SATT tool for inclusion of appropriate end-point outcomes for MSN Program, FNP and Educator tracks
MSN Program outcomes need to be visible on the website	• Place on website.

▸ CRITERION FIVE – Resources, Planning and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its Mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

INTRODUCTION

Core Component 5.A: The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Bellin College is proud of its long history and contribution to nursing and, most recently, radiologic sciences. The College maximizes its resources and utilizes several planning mechanisms to continue to prepare for the future.

Component 5.A.1
The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Fiscal

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, contributions from donors, and other miscellaneous sources including grants. Table CR5-A, Budget Distribution, demonstrates the allocation of funds for fiscal year ending June 30, 2013. During that time period, the College saw its total assets grow from over $28.5 million to just over $30 million dollars while liabilities shrank $3.67 million. This growth is seen largely from well-managed investments (College Audit reports and Annual Report, 2012-2013, Business and Finance Update, p. 4).

Table CR5-A: Budget Distribution

	Category	Amount	%	Endowment Earnings
1	Tuition	7,087,125	85.02	
2	Unrestricted contributions	89,450	1.07	
3	Unrestricted investments	356,250	4.27	178,125
4	Other revenue	20,730	0.25	
5	Restricted Investments	309,000	3.71	309,000
6	Capital pledge funds released	35,000	0.42	
7	Scholarship funds released	333,471	4.00	333,471
8	Restricted contributions	105,000	1.26	105,000
	TOTAL REVENUES	**8,336,026**	**100**	**925,596**

In the last decade, Bellin College has continued to meet and/or exceed its fund-raising goals. A continued opportunity the College faces is to increase gifts as well as to expand its donor base. Table CR5-B, Endowed Gifts, illustrates the growth experienced by the College in monies received for endowed gifts since 2005. The College has received in excess of $2.1 million from endowed gifts. For fiscal year 2013-2014, endowment for operations, including gifts and investment earnings, provides $925,595 which is approximately 11% of budgeted revenues.

Table CR5-B: Endowed Gifts

Year	Number of Gifts	Gifts Sum
2005	283	$375,900
2006	126	$313,375
2007	29	$120,658
2008	69	$257,754
2009	28	$105,868
2010	116	$125,682
2011	116	$147,386
2012	196	$475,773
2013 (through Oct. 15)	70	$221,683

The College is committed to increasing contributions, as well as to making befriending new donors, and has introduced several strategies to augment ongoing activities. For example, in addition to the solid financial base established by its investments, the College continues to build its donor base. In 2001, the Louis Konop/Don Long Golf Classic was initiated and the College has enjoyed 12 successful years with steady revenue. Funds from the Golf Classic are distributed based on needs identified by the President's Cabinet and shared with the Board of Trustees Golf Outing Ad Hoc Committee which determines the allocation. In 2013, the College generated a net of $63,600 from this event which was earmarked for the purchase of additional simulation equipment. Additionally, a Capital Campaign conducted in 2007 raised $8.6 million for the establishment of a free-standing educational facility which was completed in 2009.

Another strategy is the establishment of the endowed professorships. Begun in 1995, an Endowed Professorship requires a $500,000 initial contribution, portions of which are used to subsidize faculty annual salaries. Funds received for the Endowed 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). Six annual professorships have been created to date.

A focus on soliciting equipment and capital items has been undertaken and a catalog of items has been created for use in solicitations. In recent months, an African-American pediatrics mannequin and two gerontological practice mannequins have been funded, increasing the diversity of training equipment. In all, 10 moderate or high fidelity mannequins are available in the simulation lab for student learning and practice experiences.

Human Resources

As of Spring 2013 Bellin College has 82 employees, 72% of whom are in academics (Annual Report). The percentage of contracted faculty with a doctoral degrees has increased from three in 2003 to ten in 2013 (Doctoral-prepared Faculty), and 71% of faculty hold specialty certifications in areas of teaching expertise. Criterion 3.C.1 details the sufficiency of qualified faculty to conduct teaching activities. The remaining 28% of employees support the function of academic and student-related areas.

Physical and Technical Infrastructure: Physical Space

In 2004, the College leased approximately 22,000 square feet from Bellin Health Systems. The lack of sufficient space to expand was recognized as an unresolved issue, especially in terms of potential growth. Following a Capital Campaign occurring between 2007 and 2009, the College purchased land and subsequently built a 73,000+ square foot, free-standing facility on 18 acres of land to house the current BSN, MSN, and BSRS programs. The building design is on three levels and includes faculty offices and meeting rooms, classrooms, administration, student services, learning labs and resources, and building maintenance. The new building quadrupled available lab, classroom, and library space. The library grew from 1200 square feet to over 3400 square feet and includes three private study areas as well as common space and an adjacent 30-station computer lab. Criterion 3.D.4, Clinical Science Space, elaborates on increased space in the HSRC. Table CR5-C, Physical Space Allocation, demonstrates that in the decade since the last HLC visit, monies focused on physical space increased 6544%. In 2004, the College leased its space, and owned only its equipment. Currently, the College owns the land, building and equipment.

Table CR5-C: Physical Space Allocation

Fiscal Year	Physical Space Allocation
2003-2004	$ 166,701
2012-2013	$ 11, 075,357

Planning for the future continues to occur. In 2011, adjunct faculty space in the lower level was converted to an additional classroom. Adjunct faculty offices were moved from space in the lower level to available office space on the second floor. There remains over 10,000 square feet of available storage space for future expansion.

In anticipation of collaboration with the Medical College of Wisconsin, in Fall 2013 the College purchased an adjoining 8.39-acre lot to provide for possible future expansion needs as the College's enrollment grows. No college monies are used to subsidize this operation beyond its break-even level financially. The College does not have any subordinate entities. Our strategic partners are purely educational in nature and intended to enhance the student learning experience through Bellin College. Student evaluations consistently compliment the college facilities and learning environment. Tables CR5-D, CR5-E, and CR5-F summarize student satisfaction with environment.

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Table CR5-D: Environment Student Satisfaction – BSN 15-Month

	2009 15M May N=7/14	2010 15M May N=19/24	2010 15M Oct N=8/14	2011 15M May N=15/28	2011 15M Oct N=8/16	2012 15M May N=23/23	2012 15M Oct N=6/24	2013 15M May N=21/21	2013 15M Oct N=16/20
Q5. Education Environment	3.29	3.41	3.63	2.93	3.50	3.05	2.67	3.19	3.31

Table CR5-E: Environment Student Satisfaction – BSN and BSRS

	2009 BSN Trad N=27/38	2010 BSN Trad N=36/45	2011 BSN Trad N=42/60	2012 BSN Trad N=47/51	2013 BSN Trad N=33/33	2013 BSRS N=7/8
Q5. Education Environment	3.15	3.34	3.16	3.45	3.21	3.71

Table CR5-F: Environment Student Satisfaction – MSN

	2007 N=10/12	2008 N=8/13	2009 N=6/15	2010 N=9/10	2011 N=2/5	2011 December N=4/8	2012 N=8/10	2012 December N=2/3	2013 N=7/8
Q5. Education Environment	3.50	3.50	3.50	3.78	3.00	3.25	3.63	3.00	3.71

Physical and Technical Infrastructure: Technology

Bellin College is dedicated to the provision of excellent education using a variety of technological modalities. While primarily offering classes in face-to-face format, hybrid and web-based presentations are periodically utilized by faculty. The College has worked tirelessly over the last decade to upgrade its technological capabilities. In 2009, after the construction of a new building, a technology plan was drafted. Updates to that plan have occurred annually since that time.

The Technology Plan addresses the ongoing needs of the College to maintain its technology by regular replacement of equipment as well as to move the College into the future. Following the completion of the free-standing educational facility, a 1200 square foot simulation lab with adult, pediatric, and neonatal mannequins was operationalized and its utilization is seen throughout the curricula in the BSN, BSRS, and MSN programs.

Incorporated into the new building were plans to expand and enhance technology capabilities. The new building is Wi-Fi throughout and numerous enhancements in simulation technology have occurred over the last five years. The College's web platform (Moodle) has been moved to its own on-campus server to provide for increased stability and ease of trouble-shooting. Classrooms offer technology features such as Wi-Fi, laptop connections, digital video projection, document projection, Clicker technology and Hitachi Starboard. Classrooms offer spacious seating that is comfortable and modular in design which permits creative instructional strategies for faculty. Additional improvements include:

- The purchase and implementation of SonisWeb, a student information system;
- Financial Edge, a software accounting program;
- College-wide conversion to Microsoft Office products;
- Two main servers, and the implementation of a computer replacement rotation;
- Purchase of medium and high-fidelity mannequins for the simulation lab

A technology survey conducted with the student body in 2008 (CAP Short Form and again in 2010 (CAP Short Form), indicated that 67% of students are using Windows-based products. Updated Microsoft Office packages are made available for nominal cost to students and employees as they become available. The technology department also has available adequate numbers of Windows Microsoft Office products for Apple/Mac users.

Support of information technology is provided by three individuals:

1. Director of Technology: Oversees and manages all aspects of technology including among others strategic planning, providing technical expertise, and the management and maintenance of the student information system and the College's online course management system;

2. Information Technology Specialist: Provides computer and instructional support for day-to-day operations including the provision of technical support and guidance to the entire College community, the maintenance of network performance; and

3. Instructional Design Specialist: Design and develop instructional material; manage and support the College's learning management system; assist in the maintenance and development of online and hybrid courses.

Component 5.A.2
The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Bellin College is a private, not-for-profit, 501c3 Corporation, with its own Board of Trustees and taxpayer identification number. The College does not have any subordinate entities. Our strategic partners are purely educational in nature and intended to enhance the student learning experience through Bellin College. The College does not subsidize or financially support outside ventures that are inconsistent with the Mission of the College. College resources are used exclusively in support of the College Mission, for the growth of its programs, and for the attainment of student learning outcomes. College audit reports will be available for review onsite.

Annual budgets are completed within each department of the College. Beginning in October of each year, employees submit budget requests for the next fiscal year to their appropriate Vice President/Dean. These requests are then incorporated into the respective department and submitted to the President's Cabinet for review. Following review, the budget is completed by factoring in tuition and salary adjustments. The budget is then presented to the Executive

Committee of the College BOT. Recommendations and suggestions regarding budget adjustments are then presented. Final budget is submitted in May of each year to the Bellin College Board for approval. In June, the approved budget is presented to the BHS Finance Committee for information. The approved budget is effective beginning July 1 of each year.

Component 5.A.3
The goals incorporated into Mission statements or elaborations of Mission statements are realistic in light of the institution's organization, resources, and opportunities.

Mission

Bellin College is dedicated to preparing health care professionals by providing an intellectually stimulating environment focused on leadership, community service, and lifelong learning that promotes excellence in health care practice and the advancement of the profession(s).

All three College programs have goals that link to the College's Mission of educating health care professionals:

BSN: To prepare professional nurses to meet the needs of a global society (goal statement);

BSRS: To educate medical imaging professionals who will function as proficient health care professionals and team members (BSRS Philosophy); and

"Graduates will demonstrate entry-level competency as a medical imaging professional" (BSRS Program Goal #4);

MSN: To prepare nurses for leadership in advanced roles.

Efforts within each of these programs are geared toward providing excellent educational opportunities in keeping with the most up-to-date methodologies. Faculty and staff possess the qualifications necessary to guide students through the curriculum and are provided with means and opportunities to continually improve in their areas of expertise.

The College's Strategic Plan was reviewed in 2012, and work continues on developing and implementing appropriate metrics to guide efforts in fulfilling the College's Mission and planning for the future. In 2009, a strategic goal was realized with the construction of a new, free-standing educational facility to house both the School of Nursing and the School of Radiologic Sciences. Currently, Bellin College boasts a new, $14 million campus and building with ample room for expansion and new program offerings. Most recently, the College entered into a strategic relationship with the Medical College of Wisconsin (MCW), and much of this partnership was due to the College facilities and technology.

The strategic plan is monitored by the College Board of Trustees. It provides guidance and allowances for modifications based upon market forces and community need. Additionally, each

year the college develops a balanced budget and updates its long-range financial plan. Financial data are maintained by the College Vice-President of Business and Finance, who sits as a President's Cabinet member and an invited guest to the Board of Trustees. The College's financial worthiness is reviewed annually through an independent audit process via Wipfli, LLP. Results from the last five years, 2008 – 2013 are illustrated in Table CR5-G, Audit Findings. The 2011-2013 Bellin College audit reports will be available for review onsite. The College's financial health is strong as evidenced by its current Financial Ratio calculation (Schedule of Change in Net Assets).

Table CR5-G: Audit Findings

Criteria	College Benchmark	2008	2009	2010	2011	2012	2013
Department of Education Composite Score	3.0 or greater	8.23	5.03	10.44	10.05	9.91	9.65
Audit Analysis	Unqualified opinion	Y	Y	Y	Y	Y	Y
Audit Analysis	No audit findings	Y	Y	Y	Y	Y	Y

These findings meet Strategy 5 of the College's Strategic plan which has as its target a Department of Education Composite score of 1.5 or higher annually.

Component 5.A.4
The institution's staff in all areas are appropriately qualified and trained.

Staff

See Criterion 3.C.6 for detailed discussion of staff qualifications and on-going professional continuing education.

Component 5.A.5
The institution has a well-developed process in place for budgeting and for monitoring expense.

Budget preparation begins in the Fall of each academic year with solicitation for needs from the Vice Presidents, Deans, and Program Directors. Each October, requests for budget input are distributed to all employees which includes, in part, requests for course and for professional development. Each College department is responsible for strategizing and developing priority budget items. Projections are completed and submitted to the appropriate Dean/Vice President/Director who develops a budget for their respective area. Budget meetings and discussions begin at the end of November at the President's Cabinet level and continue through mid-January when individual department budgets are finalized and presented.

In February of each year the budget, including requests for salary and tuition adjustments, is submitted to the Board of Trustees, and once approved the remainder of budget projections are set and presented to the full BOT. A completed budget is approved and adopted in May with implementation at the start of the fiscal year (July 1-June 30). Revenue budgets are prepared by the VP of Business and Finance and ultimately recommendations are presented to the College President for submittal to the Board of Trustees. Conformance to budget projections is discussed at monthly College President's Cabinet meetings and adjustments are made as needed (President Cabinet minutes 03/26/2013 and 10/15/2013; President's Cabinet meeting minutes will be available for review onsite). Oversight and maintenance of the College budget is under the purview of the Vice President of Business and Finance.

Core Component 5B: The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its Mission.

Bellin College is an integral part of the larger Bellin Health System that has a strong presence within Northeast Wisconsin and Upper Michigan. The College operates as an independent entity for academic and strategic purposes. The health system provides support with areas such as human resources, payroll, employee benefits, procurement/logistics, security, and safety.

Component 5.B.1
The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

Bellin College operates using a collaborative style of management and administration. The College Board of Trustees meets regularly and consists of various influential members of the community (see Criterion 2.C BOT for details). Officers of the board include a Chairperson, Vice-Chairperson, Secretary, Treasurer and an At-large member. Board membership is voluntary and consists of seventeen (17) individuals representing a broad range of communities-of-interest (Board of Trustees Membership). The BOT is governed by a set of bylaws which detail the role and function of the board and its members.

The College President is accountable to the Board of Trustees. The Deans, Vice Presidents, and CAP Director report to the College President. The College organizational chart illustrates a shallow hierarchy with few levels of structure. This design permits structural access to the highest levels of college administration and has proven quite successful. In 2005, the organizational structure of the executive leadership team was changed from a three-tier leadership structure of a President, Vice President, and Dean, to a President's Cabinet composed of a President, Vice President of Business and Finance, Vice President of Academic Affairs, Vice President of Development and Public Relations, and a Vice President of Student Services. In 2013, the structure was re-evaluated and positions re-named to their current titling to better reflect roles and responsibilities: President/CEO, Vice President of Business and Finance, Vice President of Development and Public Relations, Dean of Academic Affairs, and Dean of Student Services.

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College administration solicits input at all levels of college operations. The annual All-College meetings allow for communication of institutional strategies and developments. Additionally, the Board of Trustees provides an annual breakfast for all employees that permits interactions with the highest level of college leadership. College committees (Committee Structure, 1.1.4.1) meet regularly with minutes of meetings published via the College intranet product (Tillie) for all to review. The College President has standing membership on all committees and attends as schedules permit. Each committee has a written description detailing the purpose, function, and membership. Minutes are recorded for each of the standing committees. Minutes are distributed to all employees when approved and are filed on the College's Intranet.

Faculty Council (1.1.4.8) is the forum through which faculty are able to address professional matters including among other things faculty development (discussed in Criterion 3.B.5) and faculty mentoring. Biannually, Faculty Council conducts a "Mentoring Survey" of contracted and adjunct faculty to determine their satisfaction with the mentoring process. The 2011 survey results demonstrated the need for a separate adjunct faculty orientation. Orientation in-services for adjunct faculty have occurred each year since 2012 and have been met with high praise. Past topics of discussion have included dealing with difficult clinical situations, developing and maintaining consistency in using the BSN clinical assessment tool, and an open, question and answer forum. All Program Directors serve as members on Faculty Council and function as liaisons between the Council and Administration.

Student input is obtained through the activities of the Student Governance Committee (1.1.4.12) and Student Senate as well as student representative membership on select committees such as the BSN Curriculum Committee and the BSRS Program Committee. Student delegates provide input to their respective committee on feedback solicited from the student body, and act as liaisons between the committee and the students-at-large (BSN Curriculum Committee minutes, 11/18/2013; BSRS Program Committee minutes, 12/13/2013. The MSN Committee description includes student representation but operationalizing that in view of the work schedules of the graduate students has posed challenging. The process for including graduate students in the MSN Committee is under review.

Support Staff Committee is the mechanism through which College support staff have a voice in discussing trends and issues pertinent to them. For example, staff plan an annual team-building day for which the College provides funding. Recently discussions were held regarding the availability of dollars to plan for and fund the annual *Team-Building Day* given the increased number of staff and the on-going increased costs. Following a recommendation to President's Cabinet, additional dollars were allocated (Staff Committee minutes, 11/25/2013).

College policies are published internally in the Employee Manual and are available to all employees through an intranet portal (Tillie) for review and updates. Significant policy changes are documented via a College Assessment Program (CAP) Short Form 12/2013.

Component 5.B.2
The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

The Bellin College Board of Trustees (see BOT Membership) is comprised of 17 members who represent various segments of the community. Trustees are respected members of the community and contribute valuable knowledge and insight for the College Vision through their collective experiences as business, health care, and education leaders. Currently, five Trustees are members of the Bellin Health System Board which provides excellent communication between the two Boards. This membership is consistent with the Trustees Bylaws that state: "not more than one-third of the College Board may also be members of the Bellin Health System Board." This ensures that policy-making activities affecting the College remain within the Bellin College Board of Trustees. New members of the board are provided with an in-depth orientation to College policies, procedures, Mission and goals.

Meetings are held with the College President, the Bellin College BOT President, and Bellin Health's President and CEO. Working retreats focusing on challenges or new initiatives are scheduled as needed with key College leaders. Additionally, regular meetings take place with the College's BOT Academic, Finance, Development, Marketing and Investment Committees, each of which has specific roles and functions. For example, the BOT Academic Committee played a key role in the review and evaluation of the College's Rank and Promotion policy. Guidance was provided in developing and clarifying the differentiation between performance levels in each of the ranked positions. The Academic Committee also provides input in the consideration of new program offerings such as the recently implemented Family Nursing Practitioner program and the incorporation of radiology certificate program into a BSRS degree. It is provided regular updates on curricular changes or enhancements.

The BOT Finance Committee reviews College financial statements and is involved in the development and over-sight of the Colleges 5-year financial plan. The Investment Committee meets at least every other month to review investment performance and to recommend and make changes as deemed necessary by market performance and projections. The Investment Policy Statement will be available onsite for review.

Component 5.B.3
The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Policy review and development is monitored and coordinated at the department level with proposed changes presented to the appropriate committee(s). Committee approved changes are submitted to the appropriate Vice President or Dean and forwarded to President's Cabinet as needed. Non-academic policy change is solicited through the various Department Directors and their staff. Adoption of policy is discussed and monitored by the Cabinet and communicated

though the College Intranet (Tillie). Policy changes are reviewed annually at All-College meetings which are day-long events covering select College topics and activities.

Monthly Faculty of the Whole (1.1.4.4) (FOW) meetings occur within the Academic Department during the academic year. The Dean of Academic Affairs presides at this meeting which provides for informative exchange of information between faculty committees and faculty at large. Academic department committees include the BSN Curriculum and Program Committees, MSN Committee, BSRS Program Committee, Faculty Council, General Education Committee and Faculty of the Whole. Academic department policies are discussed regularly at these meetings and shared with the Dean of Academic Affairs. Minutes will be available onsite for review. The Dean of Academic Affairs is a cabinet level position and policy revisions that emerge from FOW are presented to cabinet by the Dean.

Changes to policies or processes are discussed and researched at the appropriate committee level. For example, Faculty Council is responsible for the oversight of the Faculty Rank and Promotion process. With input from the Academic Committee of the Bellin College BOT, Faculty Council has contributed to the in-depth evaluation of the Faculty Rank and Promotion procedure. The purpose of this review is to reduce redundancy in the forms and process and to provide clarification between the three academic ranks: Assistant Professor, Associate Professor, and Professor. Upon approval of identified changes by the Rank and Promotion Committee, Faculty Council, and Faculty of the Whole, a CAP Short Form will be completed that will detail the revisions and summarize the discussion that occurred. This decision will then be forwarded to the Dean of Academic Affairs.

In 2012, in response to declining persistence of traditional BSN students and a decline in NCLEX success, a review and evaluation of the College's BSN admission policies occurred. Directors from Admissions, Academics, and College Assessment completed a detailed appraisal of the existing admission procedure and explored admission practices in place at other nursing programs. Input from several individuals and groups was sought with respect to standard procedures and marketing and recruitment implications. In February 2013, approval was obtained from the President's Cabinet and the new practices, including the administration of a HESI Admission Assessment exam for all applicants transferring to the undergraduate nursing program, were implemented (CAP Short Form: Revised Admission's Requirements and Rubric Development, February 2013).

Student input is gathered through a variety of mechanisms including surveys, student forums, and student representation on committees. An analysis of the results of the Undergraduate Exit Surveys for BSN students and follow-up from student forums to obtain clarification on topics, it was determined that there existed confusion among students regarding the grading system in use for the standardized HESI examinations in the BSN program. A review and analysis of survey data resulted in the formulation of a new method for recording a HESI grade. This change was communicated to the students via the Undergraduate Student Newsletter and will go into effect beginning spring 2014 (Nov/Dec Student Newsletter). Student representation to the BSN Curriculum Committee provides an additional avenue for input into curricular discussions as

well as a means to voice concerns (BSN Curriculum Committee minutes, 02/18/2013 and 11/18/2013).

Recent discussions at Staff Committee led to a recommendation to increase the funding for the annual Staff Development Day. This was forwarded to President's Cabinet where it was subsequently approved (Staff Committee minutes, 11/25/2013).

Core Component 5C: The institution engages in systematic and integrated planning.

Component 5.C.1
The institution allocates its resources in alignment with its Mission and priorities.

The overall Mission of the College is to prepare health care professionals for employment and to become leaders and a positive force for professional growth and development. All College resources are used to achieve this goal. Tuition and fees revenue is used exclusively for College operations, and endowment funds are used for scholarships and awards (2010-2013 Budget Reports available onsite; Annual Report: Business and Finance Update, p. 4). The budget summary for fiscal year 2013-2014 illustrates expenses and dollar allocation by functional area (Budget Summary 2013-2014). The College financial records are reviewed annually by an independent auditing firm and are available for public review. Monthly financial records are presented to the Board of Trustees as updates and to monitor financial conditions (Minutes, BOT, May 2012 and August 2013).

The College's Strategic Plan is the guide by which the College plans and assesses its adherence to the Mission and plans for the future. Criterion 1.A.3 explains the strategic plan more fully. Noted there are the five major areas emphasized in the Strategic Plan: Customer Service; People; Quality; Growth; and Financial. Resource allocation is based upon College needs and requirements. For example, a comprehensive evaluation of the College's Student Information System (SIS: SonisWeb) revealed incomplete and inconsistent utilization resulting in inaccurate business analytics that are necessary to move the College forward. A recommendation from the Technology Advisory Committee (Technology Plan, SonisWeb Product Evaluation, p. 8) included the investigation of implementing a new SIS. Funds to cover the projected cost were allocated to the 2013-2014 College budget and a new SIS (CAMS-Three Rivers) is in the process of being implemented. It is felt that the utilization of the CAMS system will result in better analytics which will contribute to more accurate and timely data-driven decisions. This will be used to address all areas of the Strategic Plan as illustrated in the examples below:

Strategy I: Customer Service: the earlier identification of at-risk students; evaluation of a remediation plan; evaluation of the newly revised admissions process;

Strategy II: People: track professional development for administration, staff, and faculty; develop and implement a method to evaluate clinical sites;

Strategy III: Quality: effectiveness of increased standardized testing on NCLEX, ARRT, and FNP certification results; job placement and employer satisfaction rates meet or exceed benchmarks;

Strategy IV: Growth: targeted enrollment numbers are met in all areas;

Strategy V: Financial: scholarship base grows by targeted amount; financial metrics are met.

Component 5.C.2
The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Assessment of student learning occurs at several levels. Initial assessment happens in the classroom with each course instructor. Course outcomes and objectives are developed for each course, and appropriate outcome measures, e.g. papers, projects, presentations or exams are used to gauge student learning. Faculty evaluate each of their assigned course(s) on a prescribed schedule, determine the efficacy of each outcome measure, and make recommendations for change as appropriate. These faculty-completed course evaluations are referenced during the faculty's annual evaluation and are used to guide growth and innovation within the curriculum.

Students are also given the opportunity to evaluate each of their course(s) and faculty. These are reviewed by the Dean of Academic Affairs, the Director of the College Assessment Program (CAP), and each respective academic department director. Academic programs have outcome benchmarks that are regularly monitored to determine trends in outcome achievement (SATT: BSN MSN BSRS).

As students progress through the curricula, various measures are used to monitor progress. The Academic Department, along with the College Assessment Program director, utilizes HESI evaluation services for both undergraduate nursing and radiologic sciences, and will be implementing HESI standardized evaluation tools in the MSN FNP program beginning in 2014. The HESI standardized testing program was implemented in the BSN program in 2010 as a result of a comprehensive review of the College's existing standardized testing plan (CAP Short Form: Decision to Implement HESI). Exam benchmarks were determined based on HESI's published data, and College data was collected, analyzed, and trended over the following three years (CAP Short Form HESI Fundamentals Benchmark Review, 2012). Results demonstrated that student cohorts were consistently falling below the established benchmarks. Because of the newness of the adoption of HESI testing, a decision was made to collect three years of data before evaluating for curricular implications.

In academic year 2013-2014, the College assessment budget was increased to include the administration of a newly developed HESI RN-CAT Exit Exam, an exam that most closely mirrors the actual NCLEX licensure exam required of all nursing program graduates. Following student input, and in consultation with a HESI representative, a decision was made to instead use the budgeted dollars to increase the number of standardized exams administered in both the Traditional and 15M options and to replace the HESI RN-CAT Exit exam with the HESI Critical

Care exam. This exam demonstrates a strong predictability to NCLEX success and it is theorized that the inclusion of this exam may help in preparing graduates to successfully write the RN-NCLEX® exam (BSN Curriculum Committee minutes, 11/18/2013). These changes will go into effect beginning academic year 2014-2015.

Additionally, the nursing NCLEX licensure exam and the radiography ARRT registry exam scores are used as additional measures of assessment of student learning and guide decisions regarding the need to design and implement any interventions. Further assessments of student learning include alumni surveys, employer surveys of graduates, undergraduate and graduate exit surveys, job placement rates, and persistence rates. These program measures are regularly presented to the President's Cabinet by the CAP director; budget and resource allocations are made as needed.

Component 5.C.3
The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

The College maintains an ongoing strategic plan. During the fall 2011 All-College Meeting, all employees participated in identifying "strengths, weaknesses, opportunities, and threats" that the College was facing (CAP Short Form: All College SWOT Analysis, January 2012). This data was tabulated and used as the foundation for the revision of the College's most current Strategic Plan. The Bellin College president is ultimately accountable for its success with support from the BOT. The BOT is comprised of various community representatives from academic, business, health care and lay communities.

In preparation for a BSN curriculum revision in 2008, the planning group conducted an extensive review of existing practices. They used the *NCLEX RN-Test Plan* (2007), AACN's *The Essentials of Baccalaureate Education for Professional Nursing,* a review of current literature, and input from employers and students (BSN Curriculum Revision: 2009). Data were compiled from these resources and key decisions were made in designing the curriculum. These are detailed in the CAP Short Form: BSN Curriculum Revision Report, 2011-2012.

Based on anecdotal feedback from clinical agencies and a growing trend in nursing education, clinical rotations were implemented for NUR-401 Nursing Leadership and Management and NUR-402 Advanced Concepts in Nursing Care of Adults courses. Precepted clinical rotations increased the continuity of preceptors for students. It also added flexibility to the preceptor's and students' clinical schedules. Prior to this change, students were assigned fixed hours in clinical units and were assigned whoever was available as a preceptor (CAP Short Form: Preceptored Clinical Implementation 2008-2009).

A strategic change implemented in the curriculum revision was the separation of theory and clinical into separate courses. Prior to 2009, most nursing theory courses had included a clinical component. This created a scheduling challenge. Because nursing enrollment had grown and there were a finite number of clinical sites, placement of all students for all specialty clinical experiences such as pediatrics, maternity, and critical care, was difficult. A plan was developed

in which total clinical credits were increased to compensate for an inability to provide specialty clinical experiences for all students at all specialty sites. Additionally, the BSN Program Committee included as a goal the use of simulation as an adjunct to clinical in providing all students exposure to specialty clinical experiences (2011-2012 BSN Program Committee Annual Report and CAP Short Form: Simulation, Use in the BSN Curriculum). Budget requests were made and the proceeds from the 2012 and 2013 Golf outings have been allocated to the purchase of additional simulation mannequins in order to meet the needs of the students.

Component 5.C.4
The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

The Bellin College President's Cabinet is a critical component to ongoing College vitality and success. Cabinet membership includes the two Vice Presidents, the Dean of Academic Affairs and the Dean of Student Services as well as the College President. Department Directors are regularly invited to participate in cabinet sessions on select topics ranging from academic quality and measures, admissions and recruitment, information systems, and operations. Revisions to the College's strategic plan include the addition of metrics as measures of achievement and direction. These benchmarks in the strategic plan are regularly discussed by cabinet and the BOT with the College president. Adjustments are made when appropriate.

The current College campus and facility has a capacity for 450 students with expansion capabilities up to 600 students which provides the ability for program and enrollment growth. As an example, the College was presented with the prospect of partnering with the Medical College of Wisconsin (MCW) as they looked to establish a presence in the Northeastern Wisconsin area with a medical college campus. The College worked closely with various community partners, including Bellin Health and the city of Green Bay, and the College was ultimately selected as a MCW partner for use and sharing of its learning lab resources and facilities.

Most recently, the College has experienced a decrease in student enrollments. While similar to the decreased enrollments faced by other higher education institutions, the College is funded almost entirely by tuition, and downward enrollment trends have a far-reaching effect. In an effort to analyze this trend, the 3rd Annual All-College Project: Exploring Strategies to Engage Potential Students in a Healthcare Career was completed in 2009-2010. Analysis revealed similar enrollment decline in area higher education institutions and more notably in area high schools. The overall reduction in feeder numbers was cited as a possible reason for the decrease in prospects and applicants. A secondary factor cited was the economic decline that began in 2009 as parental support for college tuition may have shifted to maintenance of household expenses and retirement funds.

Based on recommendations from the 3rd Annual All-College Project, the College renewed its recruitment efforts with area high schools and increased its presence at college recruitment fairs. A more visible marketing campaign was also implemented. A realization exists that the College needs to increase its scholarship availability to attract well-qualified applicants to help off-set the

cost of private school tuition. Efforts are underway at both the BOT Development Committee and within the Development and Public Relations Department level to secure added dollars for scholarships. Strategy 5: Financial in the 2013 revised Strategic Plan also addresses this issue, and a target benchmark of securing an annual increase in new donors by 10% has been established. Table CR5-H, Comparison of Fall 2012 Accepted Applicants to Fall 2013 Accepted Applicants, illustrates that applicant inquiries and applications have demonstrated a slight increase. As a private College, there is no support from the State of Wisconsin.

Table CR5-H: Comparison Fall 2012 Accepted Applicants to Fall 2013 Accepted Applicants (a/o 8/23/13)

Program	Fall 2012	Fall 2013	Variance
Traditional BSN Freshmen	38	41	↑ 3
Traditional BSRS Freshmen	11	10	↓ 1
BSN Sophomore Transfer Option	22	26	↑ 4
BSN January 15 Month	24	24	Same
BSN June 15 Month	24	26	↑ 2
MSN FNP Option	14	15	↑ 1
MSN Educator Option	0	4	↑ 4

Core Component 5.C.5
Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Bellin College initiated a 21-month, BSN accelerated transfer option in 1998 to accommodate a growing number of applicants with a significant number of general studies college credits or with prior degrees. This option was intended to assimilate these students into the nursing curriculum in a more expedient manner. As accelerated programs grew nationally in acceptance and number, College administration determined that the normal completion time for an accelerated program was between 12 and 15 months. In order to remain competitive and to continue to appeal to the second-degree student or the student with a majority of their required general education courses completed, administration asked the nursing academic department to reconfigure the existing 21-month program into a 12 to15M transfer option. This was completed and the first cohort graduated in May 2009. Several iterations to the curriculum have occurred in response to 15M student and alumni feedback.

As mentioned previously, Bellin College was invited to partner with the Medical College of Wisconsin (MCW) as they sought a larger presence in the northeastern Wisconsin area. Various entities were invited to participate as possible partners including the University of Wisconsin-Green Bay (UWGB), Northeast Wisconsin Technical College (NWTC) and St. Norbert's College (SNC), to mention a few. A decision by MCW was made to locate its new campus on the SNC grounds and facilities, and to utilize the learning labs and related resources of Bellin College. The College looks forward to contributing to the education and overall health of northeast Wisconsin by participating in interprofessional education (Component 1.A.3 and Component 2.C.2 for additional discussion).

The College's Information Technology (IT) department has been working closely with academics to ensure the latest in technology resources in the classroom. Upgrades have been made to computer servers and network functionality. The development of our internal communication product (Tillie) as an intranet solution is evidence of these ongoing efforts (Technology Plan 2013-2014). See Component 3.D.4, Technology Infrastructure for detailed discussion on technology plans and resources.

Core Component 5.D: The institution works systematically to improve its performance.

As described in the Introduction, the College's Assessment Plan underwent a review and revision in 2007. Following that review, three main recommendations were made:

1. Oversight of the assessment process should be centralized.
2. The Baldrige Criteria for Education be used as the organizing framework.
3. Assessment aspects should be consolidated.

The College Assessment Program (CAP) was organized under a centralized office and a director identified, and the Baldrige Criteria were adopted as the organizing mechanism. Existing accrediting criteria (HLC, CCNE, JRCERT) were aligned with the Baldrige criteria into a grid (accreditation grid). Efforts to consolidate and streamline the assessment plan resulted in a two-fold approach:

1. The development of an annual All-College Project: areas for improvement identified through solicitation of matters of concern from all employees and addressed by a multi-disciplinary team composed of volunteers from each department. The annual All-College Project is in its seventh year. A variety of topics have been addressed and are in varying stages of execution (All-College Projects List).

2. The identification of Critical Indicators: three to five measureable criteria essential to the effective operations of a department. In its initial year of operation, the CAP Director met with each department head and collaboratively identified markers appropriate for the success of each department. Department heads were responsible for follow-through on their identified critical indicators. Subsequently, the CAP Director met annually with each department head and determined progress in those areas. Progress was reported by the CAP Director to the College President during scheduled monthly meetings. Critical indicators were adjusted based on having met established benchmarks (CAP Plan). While the identified department critical indicators were pertinent to each department, department head accountability for achieving benchmarks was lacking, and in 2013 the critical indicators were absorbed into the College's Strategic Plan where more direct oversight and responsibility occurred.

Committees within departments (for example, BSN Curriculum Committee, BSN Program Committee, Faculty Council) also identified or were assigned areas of oversight. For example, as

part of the College's assessment plan in place prior to 2007, the BSN Program Committee was responsible for the distribution and review of the Workplace Satisfaction Survey and each Undergraduate Exit Survey. As the CAP process evolved, it was recognized that these surveys had wider-reaching implications and needed to be reviewed from a broader, institutional perspective. A decision was made to move these surveys, their distribution, and the analysis of results to an administrative function. In 2013, a Research Analyst position was created and filled. This position supports the assessment program and collaborates with the CAP Director in the collection and analysis of data.

Component 5.D.1
The institution develops and documents evidence of performance in its operations.

Bellin College has several ongoing processes to monitor and assess program quality and operations. Perhaps the most significant of these is the College Assessment Program (CAP). This department has a full-time director who is responsible for developing methods, instruments and processes to assess College success and quality. Regular sessions with the CAP director and Cabinet are scheduled to review data and findings of CAP processes (President's Cabinet minutes, CAP report to Cabinet, 02/02/2010 and 09/18/2012). A schedule for the regular review of key indicators is followed (CAP Survey Schedule).

Administrative Performance: Over-all

The Strategic Plan is the driving force behind organizational performance. While target goals for each strategy have always been defined, increased emphasis has recently been placed on developing and clarifying the metrics or benchmarks for each strategy, and there is an expectation for increased accountability for the attainment of benchmarks. This was only recently built into the Strategic Plan so an evaluation of the success of this increased emphasis has yet to be determined.

The Annual All-College Projects are another mechanism that the College uses to examine, analyze, and improve performance. Begun in 2006 with the review and evaluation of the College's Assessment plan (see ACE on the ACE Plan), these projects are for the most part employee driven and sustained. Ideas for improvement are solicited during the spring and a committee is generated to review submissions and to present recommendation to President's Cabinet. Once the President's Cabinet makes a selection, a call goes out for volunteers and a team composed of representation from all departments is assembled. Team composition is varied, and representation is rotated with the goal that each employee will serve on a project once every seven years. While the CAP Director is a member of each project group, the project facilitator is chosen from among the team members.

The team designs and develops the method for investigating the project, provides regular updates to President's Cabinet via the administrative representative, and conveys progress to the College as a whole at the All-College meetings. Upon completion, a CAP Report form (long form) is completed and recommendations are forwarded to President's Cabinet for discussion, decision,

and action. Implementation of recommendations is delegated to the appropriate departments for follow-through (All College Projects Summary).

Administrative Performance: Financial

Clear, measureable goals for institutional financial success have been identified. Table CR5-G, Audit Findings, demonstrates the positive audit findings and robust Department of Education Composite scores maintained. The Schedule of Change in Net Assets also demonstrates a 33% growth in net assets since 2003. Information on the financial status and progress toward target goals is shared at each All-College meeting.

Academic Performance: Undergraduate BSN

The Student Achievement Tracking Tool (SATT) provides information regarding the status of target benchmark attainment for both the BSN and BSRS programs. Key to their over-all success is the RN-NCLEX licensure for nursing and ARRT registry results for radiology. Ongoing evaluation and analysis, particularly of the NCLEX results, has resulted in the implementation of several interventions in order to improve outcomes, including the hiring of a faculty with NCLEX expertise in 2013. Additionally, persistence and graduation rates, job attainment and employer satisfaction data are collected to monitor the success of the undergraduate program.

Employer satisfaction is monitored via hard-copy surveys as well as by informal discussion through the interinstitutional committees. As part of the annual one-year survey of alumni, respondents are asked for information and permission to contact their immediate supervisors. Following receipt of that permission, the supervisors are sent a paper and pencil survey asking their input on the alumni performance. Confidentiality is assured and maintained. Results are entered into a tracking record. Because the final response rate is relatively small, it is difficult to ascertain the generalizability of the information received. Regardless, comments both positive and negative are shared initially with the Dean of Academic Affairs and then with President's Cabinet. Results are also considered when entertaining discussions on curricular change. Criterion 4.A.6 provides additional details regarding employer satisfaction.

Academic Performance: Undergraduate BSRS

The BSRS program has developed several student achievement outcomes for the SATT, including ARRT success and performance on the HESI Imaging Analysis exam (sophomores) and the HESI Exit Exam (seniors). Given the newness of the BSRS program, a benchmark is yet to be finalized for the Exit Exam. Internally within the BSRS program, radiology has a series of outcome goals that are maintained by the Program Director and used to track the performance of each cohort. Only one class, the Class of 2013, has graduated (BSRS Class of 2013 Program Outcomes and Goals Plan).

Academic Performance: General Education

A plan for the evaluation of these general education courses was developed, and the first review was completed in Fall 2013. The plan demonstrates that the offering of these courses has met both intended goals: the development of an additional revenue stream and control over the

management and facilitation of select courses. A recommendation to elaborate on the link between the general education courses and the Mission of the College has been forwarded to the General Education Committee for development and implementation (CAP Short Form: Plan for Evaluation of General Education Courses).

Academic Performance: Graduate

In addition to the Leadership Practice Inventory as a measure of outcome attainment (LPI results, CAP Short Form: Leadership Practice Inventory, 2011-2012), the MSN Program regularly secures information from its alumni regarding their satisfaction with their education and their utilization of the knowledge learned. Data have been collected since 2007 following the graduation of the first group of students. Three broad areas are assessed including: Meeting Program Outcomes, the Quality of their Educational Experience, and their Preparation for Practice. Cumulative results demonstrate high satisfaction with all areas surveyed (MSN Alumni Satisfaction Results).

Component 5.D.2
The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

A key trait of quality education institutions is their constant desire to improve their operations and market effectiveness. Bellin College seeks to achieve the highest quality possible in the achievement of its Mission. Obvious evidence of this is the tremendous investment made in its new campus and facilities. This was a recognized area for improvement in the 2004 HLC report, and Bellin College School of Nursing and Bellin Health System responded accordingly. A vigorous capital campaign was undertaken which necessarily involved countless hours, energy, and financial resources. The culmination of this effort is the realization of the current campus grounds and building.

Additionally, the College of Nursing sought a name change creating Bellin College as a result of new programs and educational offerings. Bellin College is now more than a school of nursing and has expanded its programs to include radiologic sciences and select general education courses. Curricular coursework has been added to include select general education courses which better meet the needs of Bellin College students and graduation requirements. Examples of this include CH 125 which is a general chemistry course offered to freshman students on the College campus. Similarly, the College offers general education coursework in business, mathematics, ethics and diversity. This is in addition to its ongoing undergraduate and graduate nursing program offerings.

Examples of experiential learning and improvement include the implementation of a new Student Information System. Based on on-going efforts to input and secure accurate data, the College became aware of the inadequacies of its current SIS (Response to Concerns, (3) Integrated Academic Management System). A thorough analysis took place and efforts were made to upgrade and work within the existing system, SonisWeb. When those efforts were unsuccessful,

the College Administration and BOT identified a strategic need and proceeded to budget for and begin the search for a new system. CAMS is in the process of implementation.

When College Undergraduate Exit Surveys demonstrated a consistent below benchmark attainment in the area of "Financial Aid," a decision was made to conduct a focused review to ascertain specificity of disillusionment. A workgroup composed of the Vice President for Student Services, the Financial Aid Director, the Financial Aid assistant, and the CAP Director was formed in 2011 and met to discuss the issue more fully. A survey was designed and administered to all enrolled students. Results indicated over-all satisfaction with financial aid services in all areas queried (CAP Short Form: Financial Aid Summary). Several improvements were initiated, including a focused meeting between prospective students and the financial aid advisor/director and a financial aid literacy series was developed. Improvement in Undergraduate Exit Survey scores is noted. Table CR5-I, Financial Aid Satisfaction Improvement, highlights the exit survey results for 2008 to present.

Table CR5-I: Financial Aid Satisfaction Improvement

	2008 Trad N=61/65	2009 Trad N=27/38	2010 Trad N=36/45	2011 Trad N=42/60	2012 Trad N=47/51	2013 Trad N=33/33
Financial Aid Services	2.85	2.78	3.06	2.76	3.51	3.55

Summary

Bellin College is committed to the continual evaluation of processes and procedures and engages in the spirit of improvement. While much has been accomplished since the 2004 HLC visit, such as a new campus and facility, a graduate nursing degree program, and an undergraduate BSRS program, there is always room for improvement. The degree of change in executive leadership positions and among staff and faculty has been challenging, but has also provided the College with multiple opportunities to reflect and improve. As the College moves into the coming years, it will position itself to be ever more responsive to changes within the educational environment as well as changes within healthcare where the graduates of its programs perform. The College is ready to accept these challenges and is open to additional opportunities for continuing its Mission of educating healthcare professionals.

Strengths

- Focused efforts to continually improve.
- Efforts are being implemented to be more conscious of data collection and data-driven decisions.
- Efforts exist to emphasize the importance of intra-departmental involvement in College-wide processes.
- The addition of a VP of Business and Finance and the Bursar has positioned itself for better financial planning, management, and implementation.

- Addition of Instructional Design Specialist to assist faculty with online and simulation methodologies

Challenges	*Plan*
Tracking of data within SonisWeb, the student information system, was cumbersome and inconsistent	• CAMS replaces SonisWeb and is in the process of implementation • Office of the Registrar houses and reports all student data and records
Lack of annual scholarships	• Work to secure more annual scholarships
Declining enrollment in all programs	• Enhance and emphasize recruitment plan • Complete and implement marketing plan
Communication of strategic plan and implementation of drivers and metrics	• Complete strategic plan with 1, 3, and 5-year targets

CRITERION FIVE

Bellin College

GENERAL SUMMARY

Bellin College's self-study report provides substantial information that the College fulfills the criterion for evaluation. During the self-study assessment process, the College critically examined its mission, institutional integrity, commitment to student learning, budget priorities, assessment practices, and planning processes.

In the decade since its last accreditation visit, Bellin College has experienced a multitude of campus-wide changes. In spite of these, and perhaps because of these, the College has continued to move forward in providing excellent education in preparing health care professionals. It has established a new, free-standing facility dedicated solely to education. It has seen the initiation of two new programs: a Master's of Science in Nursing, with a new option of Family Nurse Practitioner, and a Bachelor of Science in Radiologic Sciences, and it has begun offering select general education courses. The College has experienced significant growth in numbers and has strengthened its financial status through the creation of two positions dedicated to the review and oversight of the College's investments and finances. Through the implementation of a Technology Department, the College is able to provide a solid technology infrastructure to support faculty, staff, and student needs.

Bellin College has a team of dedicated administrators, staff, and educators who are committed to continuing the legacy of providing well-educated, engaged members of the nursing and radiologic sciences professions locally, regionally, and nationally. In the spirit of a continuous quality improvement, All-College projects were identified and cross-functional teams were formed to address the selected issue. Topics were employee-driven, researched, and evaluated with specific recommendations presented to Administration for consideration. Changes in a variety of areas have occurred as a result of this work.

The two-year planning and assessment process for reaffirmation of accreditation required that the College examine its processes and identify areas for future institutional improvement. As Bellin College looks to the future, it will continue to explore the provision of additional health science programs. The College submits this document to the members of the Higher Learning Commission and its select reviewers for evaluation, and looks forward to learning from their appraisal and comments. But most significantly, with the conclusion of this self-study report, Bellin College respectfully requests renewal of its accreditation with HLC.

FEDERAL COMPLIANCE

Bellin College qualifies for a variety of federal financial aid and grant programs and is committed to complying with the requirements of the Higher Learning Commission (HLC) and Title IV regulations. This chapter provides an overview of the practices, policies, and documentation of requirements for federal compliance, including those policies required by the Higher Education Opportunity Act of 2008 as described in the HLC procedural packet dated January 2013.

1. Credits, Program Length, and Tuition

"The Commission expects an affiliated institution to be able to 1) Equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education; 2) Justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education; and 3) Justify any program-specific tuition in terms of program costs, program length, and program objectives (The Higher Learning Commission's Federal Compliance Program: A Guide for Institutions and Evaluation Team, p. 3).

Credits

Bellin College uses practices common to institutions of higher education in describing the required time spent learning for each semester credit. Forty-five hours of student work (including class times or mentor meetings) are expected for each semester credit awarded for classroom theory in the BSN and MSN programs. This equates to 1 hour of classroom instruction plus 2 hours of out of class work per credit per week for 15 weeks. This expectation is the same for all course delivery formats: face-to-face, hybrid, or online. The contact hour and work expectations for the 15-Month (15M) sessions is commensurate with the credit hours assignments as specified for the traditional undergraduate and graduate programs. Varying clinical ratios exist for each of the degree programs. These are detailed in the Credit Hour Policy, 6.32.

Program Length

Bellin College operates on a 15-week semester system, plus one week for finals for its traditional undergraduate and graduate programs. 15M students have two, 8-week sessions. Academic programs are comparable in length to those of other like-schools and reflect best practices in higher education. Each program has specified curriculum requirements that are detailed in the BC Guide on the College's website. Program length is as follows:

BSN, Traditional	-	128 credits (64 general education; 64 nursing)
BSN, 15M	-	124 credits (60 general education; 64 nursing)
MSN, FNP	-	48 credits
MSN, Educator	-	38 credits
BSRS	-	120 credits (50 general education; 70 radiologic sciences)

Tuition and Fees

The Bellin College Board of Trustees, in collaboration with the President's Cabinet is responsible for the review, evaluation, and determination of tuition and fees. Tuition and fees are published in the BC Guide (Tuition and Fees - 2013-2014, p. 40-43) and are also available on the College's website.

2. Institutional Records of Student Complaints

"An institution shall make available an account of the student complaints it has received, its processing of those complaints, and how that processing comports with the institution's policies and procedures on the handling of grievances or complaints."

The College's formal student grievance process is detailed in the BC Guide (Student Grievance Procedure, p. 101-102). There is a single process that is inclusive of all degree options. The process details specific requirements and timed schedule for actions. The Dean of Student Services handles all student grievances unresolvable by the Program Directors. Records of all formal, written student complaints are filed and kept with the Dean of Student Services.

3. Publication of Transfer Policies: FDCR.A.10.040

"An institution shall demonstrate that it has transfer policies that are publicly disclosed and that such policies include a statement of criteria established by the institution regarding transfer of credit earned at another institution."

Institutional policies on transfer and awarding of credit are specified in the BC Guide (Transfer Credits, p. 80-82) and are also located on the College's website. Specific criteria exist for the transfer of course credit for each degree program or option. The maximum number of transfer credits allowed is specified for each program. Official transcripts must be received prior to enrollment. Bellin College accepts transfer credits from any accredited college or university.

4. Practices for Verification of Student Identity: FDCR.A.10.050

"*An institution offering distance education or correspondence education shall have processes through which the institution established that the student who register in the distance education or correspondence education courses or programs is the same student who participates in and completes and receives the academic credit.*

All Bellin College students are issued a photo ID and an internal, password protected email account, and must use this account for all Bellin College correspondence. Students are required to change their password every 90 days.

Students enrolled in online course(s) must first log-in to their College account using their unique password to access their course(s). Tests and exams for several of the College's online courses are completed in a proctored setting in the College's computer lab.

5. Title IV Program Responsibilities: FDCR.A.10.060

"An institution shall demonstrate that it complies if required with the Title IV program responsibility requirements of the Higher Education Reauthorization Act as most recently amended. There the institutions will provide for the Commission review any documents concerning

General Program Responsibilities

Bellin College fulfills all Title IV responsibilities. The College has been a participant in good standing in Title IV financial aid programs since May 1969. The current United States Department of Education Title IV Program Participation Agreement and Eligibility and Certification Approval expire June 30, 2015. These documents along with the most recent Fiscal Operations Report are available for review in the Bellin College Financial Aid Office.

Financial Responsibility Requirements

Through the College's normal auditing process, an annual review of financial statements and financial aid awards is conducted by Wipfli, LLP. As part of this review, and in accordance with OMB Circular A-133 governing federal assistance and federal grant programs, a review of the College's compliance with federal rules and regulations regarding the administration and distribution of federal, state, and institutional financial aid funds is performed. Bellin College has received an "unqualified opinion" which conforms to the International Standards on Auditing (ISA) reporting framework.

Audit reports are available from the President's office. Audits have been very successful with no findings of non-compliance. Bellin College has not been selected for a federal program review in more than 20 years. Response to Concerns 5 in the Reaffirmation of Accreditation report addresses the strengthening of the College's financial planning process in the decade since the last HLC evaluation. Bellin College audit reports from the last three years will be available onsite for review.

Table FC-A provides a summary of Department of Education (DOE) Composite Scores and Audit Analysis from 2008 to 2013.

Table FC-A: DOE and Audit Summary

Criteria	College Benchmark	2008	2009	2010	2011	2012	2013
Department of Education Composite Score	3.0 or greater	8.23	5.03	10.44	10.05	9.91	9.65
Audit Analysis	Unqualified opinion	Y	Y	Y	Y	Y	Y
Audit Analysis	No audit findings	Y	Y	Y	Y	Y	Y

Student Loan Default Rates

Bellin College's federal student loan default rates are consistently well below the thresholds for punitive action by the United States Department of Education. Official two-year cohort default rates for the most recent four fiscal years are listed below in Table FC-B. To aid in maintaining a low default rate, the College conducts on-campus exit counseling sessions for graduating students which includes information on repayment options, deferment and forbearance, loan consolidation, and forgiveness options. Graduates are also required to complete online exit counseling with the US Department of Education which uses each student's actual federal loan history for an even better understanding of individual loan obligations.

Table FC-B: Student Loan Default Rate Summary

Fiscal Year Publication/Release Date	FY2008 09/2010	FY2009 09/2011	FY2010 09/2012	FY2011 09/2013
Default Rate	0	1.4	1.3	2.3
Number of Borrowers in Default	0	1	1	2
Number of Borrowers in Repayment	52	70	75	86

Campus Crime

The College considers the safety of its students, staff, and faculty a high priority. One way the College tries to insure the safety is an emergency notification system on campus. In the event of an emergency on the Bellin College campus, the College has an emergency text messaging system that can be utilized. This system is used to notify members of the Bellin community that classes are canceled due to inclement weather. The system is also available for use in other emergency situations. Bellin College publishes campus crime and security information on a yearly basis in the BC Guide, which is available to all students on the College's website. The 2012-13 Security Report showed zero arrests, violations, or criminal incidents on campus. The College campus is a weapon-free environment. The College continues to review and upgrade its safety and security measures and policies. Information on the Campus Crime rate is published on the College's website.

Athletic Participation

Bellin College does not offer athletics.

Student Right to Know

The Student Bill of Rights is published annually in the BC Guide, p. 31. The College believes students have a right to engage in a sustained and independent search for truth, utilizing good judgment.

Satisfactory Academic Progress

Satisfactory Academic Progress for Financial Aid Recipients is outlined in the BC Guide, p. 55-57. The policy is identical and applicable to all three degree programs. The policy measures a student's performance in three areas: completion rate, cumulative Bellin College GPA, and the maximum time allowed for completion.

1. **Completion Rate**
   Following each enrollment term, a student's academic progress will be measured by comparing the cumulative number of attempted credits with the cumulative number of earned credits. This will include any course for which the student has remained enrolled past the Add/Drop period. A student will be expected to earn at least 67% of the cumulative credits attempted in order to maintain satisfactory academic progress. The following will be considered when evaluating a student's completion rate:
   i. Withdrawals, incompletes, and failures are considered attempted but not earned.
   ii. Passing credits received for pass/fail courses are considered attempted and earned credits; failing grades in pass/fail courses are considered attempted but not earned.
   iii. Repeated courses are included in the calculation of both attempted and earned credits.
   iv. Audited courses are not considered credits attempted or earned.
   v. Transfer credits used to meet Bellin College degree requirements are included in the number of attempted credits. Courses accepted for transfer into Bellin College at the time of admission to the program will be counted as attempted and earned credits. General education courses attempted while enrolled at Bellin College will also be included in the completion rate calculation.

2. **Cumulative Bellin College GPA**
   The Financial Aid SAP standards for GPA mirror the expectations of Bellin College Academic Standards. Every student's cumulative Bellin GPA will be checked at the end of each enrollment term.
   i. **Undergraduate Students**: All undergraduate students will be expected to maintain a minimum cumulative Bellin GPA of 2.0 in order to meet satisfactory academic progress standards.
   ii. **Graduate Students**: All MSN students will be expected to maintain a minimum cumulative Bellin GPA of 3.0 in order to meet satisfactory academic progress standards.
   The following precepts apply when evaluating a student's cumulative Bellin GPA:
   i. Transfer credits are not included in the GPA calculation; only Bellin College courses are used to determine a student's Bellin College GPA.
   ii. Pass/Fail courses will not affect a student's GPA calculation.

3. **Maximum Time Allowed for Completion**
   A student will not be eligible to receive federal, state, or institutional financial aid once s/he has attempted more than 150% of the normal credits required for her/his degree program. Transfer credits attempted and used to meet Bellin College degree requirements

will be included in the maximum time frame calculation. Please note: There is no financial aid warning term under this rule; a student will become ineligible for aid for the term in which the student is scheduled to reach or exceed the maximum number of credits of eligibility. Therefore, a traditional, BSN student who has attempted 187 credits will be ineligible to receive aid in the following term if she/he is enrolled for 5 or more credits for that term (192-187=5).

6. Required Information for Students and the Public: FDCR.A.10.070

"An institution demonstrates that it makes available to all students and the public fair, accurate, and complete information in catalogs, student handbooks, and other publications that include, at a minimum, information about the institution's calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies."

Bellin College publishes on its website (www.bellincollege.edu) information on admission, progression, the academic calendar, and tuition and fees. This information can be accessed via the Current Students or the Parents portal. The BC Guide, which is also available on the College's website, includes similarly relevant information regarding program admission and progression requirements, campus activities and support, tuition and fees, and policies pertinent to student academic responsibilities. Refund policies are published in the BC Guide (Aid, Fees, and Refunds for Dual Enrollment Students; Return of Unearned Aid, p. 57-58). Fair and accurate advertising of general requirements are also addressed in Core Components 2A and 2B in the Reaffirmation of Accreditation report.

7. Advertising and Recruitment Materials and Other Public Information: FDCR.A.10.070

"An institution's public information including its advertising and recruiting materials shall evidence the same fairness and accuracy the Commission expects in an institution's catalog and other documents for students.

Bellin College publicly and explicitly indicates its accreditation status of its academic programs with the HLC and other accrediting agencies on the College website portal labeled About Bellin College. A webpage entitled College Accreditation provides information on program accreditations and on the HLC institutional accreditation with direct access to the HLC website information page for Bellin College. These strategically located descriptions provide current and prospective students, as well as members of the general public, with accurate, timely, and appropriately detailed information about Bellin College's accreditation status.

8. Review of Student Outcome Data: FCCR.A.10.080

"An institution shall demonstrate that, wherever applicable to its programs, its consideration of outcome data in evaluating the success of its students and its' programs includes course completion, job placement, and licensing examination results."

Bellin College

Bellin College has an established routine of collecting outcome data as detailed in Chapter 4 of the Reaffirmation of Accreditation report. Included is data from current students (1st year Survey; Course and Faculty evaluations), Exit Survey information, One-Year Alumni survey, Job Placement, and Credentialing information. Public access to information on Persistence/ Graduation rates, Credentialing, Job Placement, Enrollment and Diversity is provided on the College's website, About Bellin College: Statistics webpage.

9. Standing with State and Other Accrediting Agencies

"An institution has a responsibility to remain in good standing with each state in which it is authorized or licensed as well as with any other institutional or programmatic accrediting agency recognized by the U.S. Department of Education by which it is accredited or pre-accredited…An institution shall fairly represent to the Commission and to the public its history or current or previous status with other institutional or programmatic accrediting bodies and with each state in which it is authorized or licensed

Accreditation information is publicly available through the College's website portal labeled "About Bellin College." An entry portal entitled "College Accreditation" provides information on program accreditations and the HLC institutional accreditation.

State of Wisconsin

Bellin College has had continuous approval from the State of Wisconsin since 1984 and maintains regular communication with the State regarding its nursing programs. An annual update is provided via the Board of Nursing's "Nursing Program Self-evaluation Report for Continuation of Approval" and was most recently completed in October 2013.

- Wisconsin Board of Nursing, Wisconsin Department of Safety & Professional Services
  1400 East Washington Avenue, Room 112, Madison, WI 53703
  (608) 266-2112 or (877) 617-1565 | dsps@wisconsin.gov | http://dsps.wi.gov

Nursing, BSN & MSN

The BSN and MSN programs have programmatic accreditation through the Commission on Collegiate Nursing Education (CCNE) through 2018. A required 5-year interim report was submitted to the Commission in December of 2013.

- Commission on Collegiate Nursing Education (CCNE)
  One DuPont Circle, NW, Suite 530, Washington, DC 20036-1120
  (202) 887-6791| Fax (202) 887-8476 | http://www.aacn.nche.edu/ccne-accreditation
  - Baccalaureate accreditation
  - Masters accreditation

BSRS

The Bachelor of Science in Radiologic Sciences is accredited through the Joint Review Committee on Education in Radiologic Technology (JRCERT) through 2015. The BSRS program is in the process of compiling its review document.

- Joint Review Committee on Education in Radiologic Technology (JRCERT)
  20 North Wacker Drive, Suite 2850, Chicago, IL 60606-3182
  (312) 704-5300 | Fax (312) 704-5304 | mail@jrcert.org | http://www.jrcert.org/
  o JRCERT provides programmatic accreditation. This is a measure of excellence for the program.

10. Public Information: Public Notification of Opportunity to Comment

"The Commission shall seek comment from third parties about institutions being evaluated for accreditation or candidacy. As part of the comprehensive evaluation, institutions shall publicize the forthcoming evaluation in accordance with established Commission procedures regarding content, dissemination, and timing."

In accordance with the preparation requirements for the HLC Reaffirmation of Accreditation visit, Bellin College publicized a "Call for Comments" beginning February 1, 2014 with a deadline of March 6, 2014. Comments were solicited from all constituencies (alumni, donors, general public, and education partners) and all were directed to submit said comments directly to the HLC. The announcement was provided via the local newspaper (both print and electronic editions), email, Bellin College social media sites, and the Bellin College 2014 HLC website.

11. Contractual/Consortial Arrangements

Bellin College holds no other contractual or consortial arrangements with any other educational institution or program. Articulation agreements are in existence with the University of Wisconsin – Green Bay; St. Norbert's College, De Pere, WI; and Silver Lake College, Manitowoc, WI and will be available for review onsite.