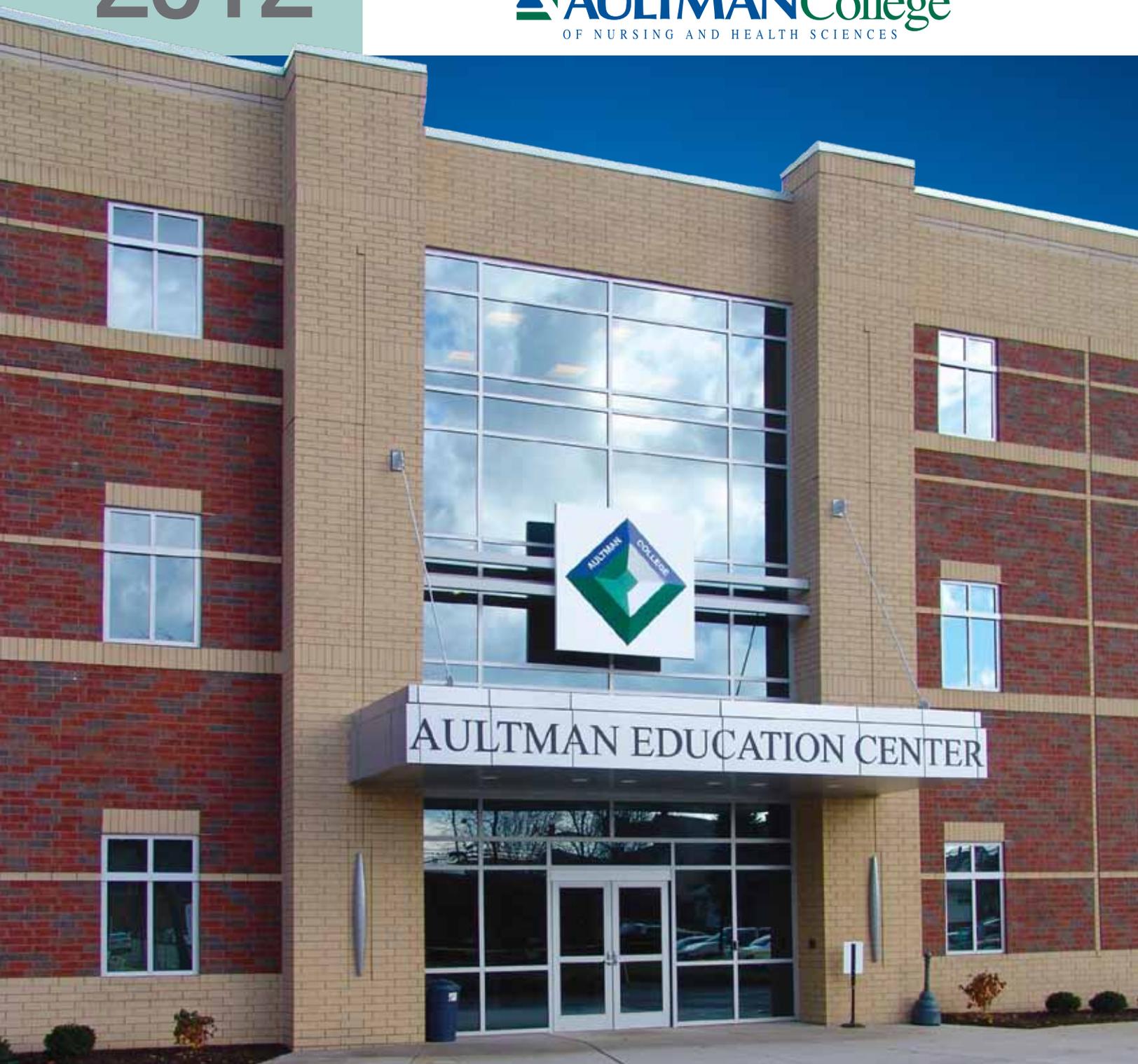


HLC SELF-STUDY

2012



AULTMANCollege
OF NURSING AND HEALTH SCIENCES



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2012 Self Study Report

Presented for continued accreditation to
*The Higher Learning Commission of the North Central Association of
Colleges and Schools*

November 12-14, 2012

A Message from the President

After two years of introspection, analysis, and writing, our self-study is finished! The entire college community collaborated to document our growth and development since the last HLC visit in 2008. During the process, we learned a lot about ourselves as individuals, educators, and healthcare professionals. The review team will soon visit our campus to see for itself what we know to be true: Aultman College effectively lives and executes its mission.

I am grateful every day for our faculty and professional staff who create an exceptional learning environment for students; for the support of our Board of Directors who enthusiastically guide our path; and for our partnerships within the Aultman Health Foundation and the community. They all have a hand in the college's success.

As the following pages show, these are exciting times at Aultman College. We look forward to hosting the review team and participating in the reaccreditation process.



Rebecca Crowl, M.S.N., R.N., N.E.A.-B.C.



Steering Committee and Criterion Teams

In August 2010, the Steering Committee kicked off the self-study process. The entire Aultman College community participated in assembling this report and preparing for the review team visit.

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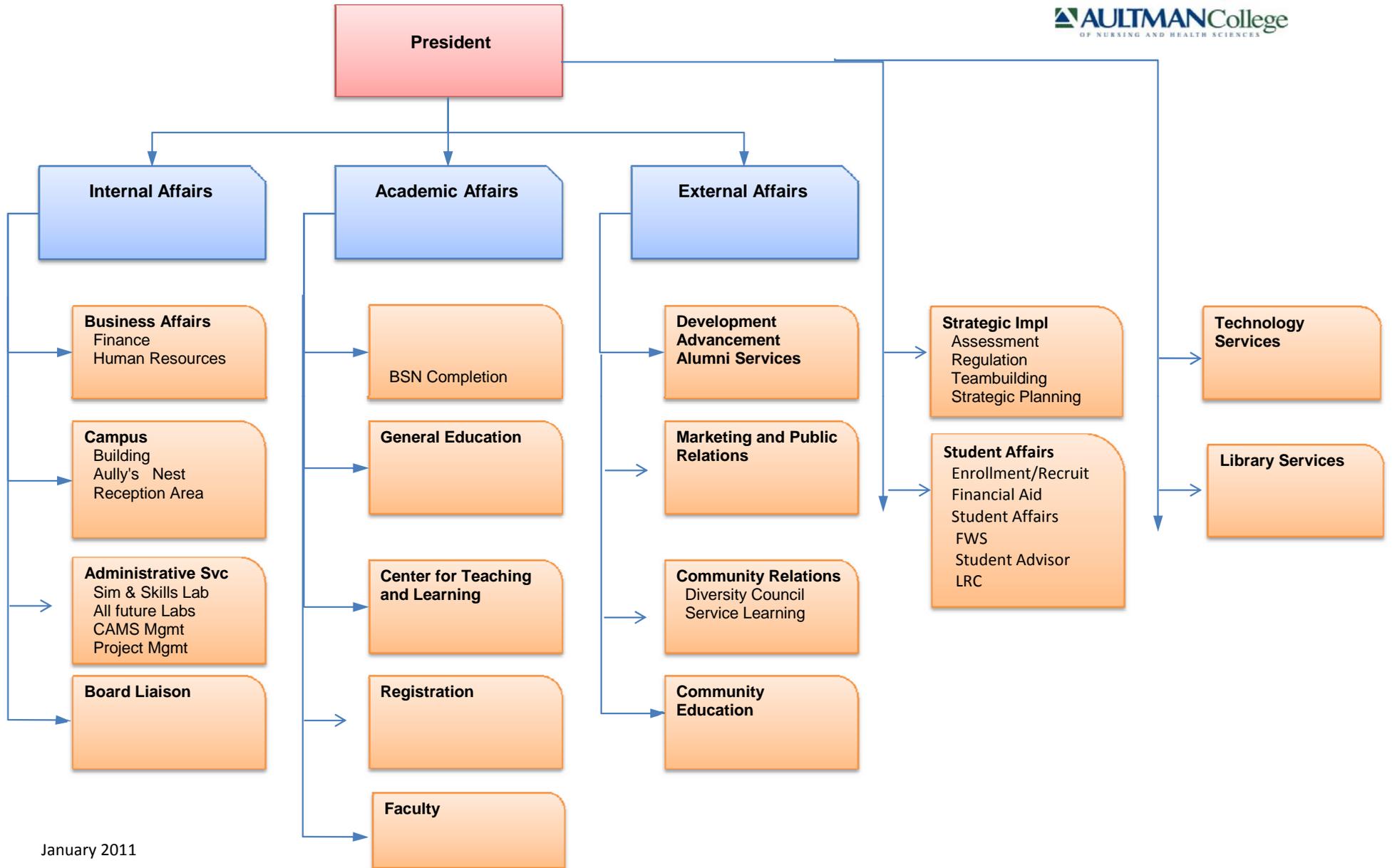


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INTRODUCTION



INTRODUCTION

Human growth experts say that some of the most critical brain development occurs during the early years of life. The same may be said regarding the “brain” of a higher education institution. While its educational legacy dates back to 1892, Aultman College was “born” as a college in 2004, so in comparison with Ohio’s other higher education institutions, it is very young.

But this young college is a high achiever! The learning and growth that have taken place since 2004 may prove to be the most revealing part of its brief history, for this early development will lay the foundation for future success of the college and the students it serves.

Purpose and Context of this Self-Study

With this comprehensive visit in November, 2012, Aultman College is requesting continued accreditation for its current associate degree programs and also seeking approval to offer a bachelor’s completion program. While this self-study covers the time period of 2009 through the present, it pays tribute to the evolution of Aultman College since 2004.

This report provides evidence that we have implemented recommendations from the HLC Initial Candidacy visit in 2006, the Initial Accreditation visit in 2008, and the focused visit in 2009 for the associate of science in radiography program. It also shows changes that have resulted from our persistent strategic planning efforts, our determination to build a collegiate culture, and our quest to define and operate as a student-centered institution.

A representative example of our growth and development over the last three years is the Institutional Snapshot in Appendix B of this document. The information presented is the culmination of efforts and resources dedicated to improving data entry, collection, reporting, and analysis practices.

We are now able to confidently generate our Institutional Snapshot as a result of our college-wide initiative to improve data consistency by clearly defining terms and utilizing systems available in our CAMS student database. The combined efforts of our faculty, staff, and administrators to address this issue provides a solid, trustworthy database for the institutional research coordinator to generate reports that tell the Aultman College story. For us, the 2012 Institutional Snapshot is a symbol of our collegiate growth and development.

The Self Study Process

In preparation for the planned HLC visit in 2013-14, faculty and staff representing the self-study Steering Committee attended the annual conference in 2010 to participate in the pre-conference PEAQ Self-Study Workshop. Additional faculty and staff subsequently attended the annual conferences in 2011 and 2012.

On August 16, 2010, the Steering Committee convened to discuss its approach to upcoming accreditation visits. Part of that discussion related to the logistics of and work load generated by a scheduled Ohio Board of Regents reauthorization visit in December 2011 followed by the HLC reaffirmation visit in 2013-14. Another component of the discussion was the strong desire to request approval for a bachelor's completion degree for registered nurses, which would have required preparation for a third visit. Given the need to streamline the visit schedule and the internal work load, in November 2010 President Crowl formally requested a concurrent visit of OBR and HLC in 2012 that would address reauthorization, reaffirmation, and the new program request. When both the OBR and HLC agreed to the November 2012 visit, the Steering Committee adjusted its project timeline and accelerated its work.

Composed of an interdisciplinary team of administrators, faculty, and staff, the Steering Committee identified teams that involved all faculty and staff in gathering evidence and writing to each criterion. An additional team to plan and manage the logistics of the visit was also formed. The Steering Committee kept all employees informed of overall progress via College Assembly meetings, students were updated through Student Senate, and President Crowl regularly informed the Board of Directors on accreditation work.

In 2012, as the deadline approached for finishing the self-study, specific communication plans were developed for college, student, Board, and community constituencies. External readers with experience in higher education accreditation offered feedback on the self-study document. As writing transitioned to revision and editing in May and June 2012, the communications specialist engaged external professionals for design and formatting. Following final review by criterion teams and college administrators in July and August, the self-study document was submitted to HLC in early September.

Overview of College and Accreditation History

Aultman College is a private, hospital-affiliated, non-profit, mission-driven institution of higher education. Offering two associate of science degree programs, the college is a subsidiary of Aultman Hospital, which sponsored a nursing program since 1892. The former School of Nursing demonstrated quality nursing education, graduating over 3,500 nurses and maintaining the standards of the Ohio Board of Regents (OBR), Ohio Board of Nursing (OBN), and the National League for Nursing Accrediting Commission (NLNAC) over its 114-year history.

The changing environments of health care, nursing education, and higher education as well as anticipated nursing shortages prompted discussion in the mid-1990s about the future of the School of Nursing. Also at this time, the nursing diploma curriculum was realigned from a traditional three-year program to a two-year model that was subsequently approved by the Ohio Board of Nursing in 1998 and granted five-year approval in 2000. It also received eight year accreditation from NLNAC in 2002.

In 2003, following extensive study and planning, the Aultman Health Foundation Board of Directors approved the formation of Aultman College of Nursing and Health Sciences. The college provided students with general education courses and support services through a contractual arrangement with Walsh University. Other important milestones in the early development of the college included the following:

- February 2004: Incorporation as an Ohio non-profit corporation and inaugural Board of Directors meeting
- March 2004: Approval of Code of Regulations by the Board of Directors and Rebecca Crowl named president
- September 2004: Received OBN approval of the nursing program through January 2007
- January 2005: Granted authorization from the OBR to award the associate of science in nursing degree (ASN) through December 31, 2011
- August 2005: Admitted the first cohort of 48 ASN students

The college began to pursue HLC accreditation in June 2005, and initial candidacy was awarded in January 2007. Since that time, the following milestones have occurred:

- March 2007: OBN granted the nursing program full approval status for five years through May 2012
- March 2007: Development and implementation of the 1892 Campaign as an annual fundraising event
- May 2007: NLNAC granted candidacy status to the nursing program
- October 2007: NLNAC site visit results in initial five year accreditation of the ASN program
- Fall 2007: Task force formed to address recommendations from the HLC initial candidacy visit
- Fall 2007: Board of Directors approves college vision statement; Diversity Task Force develops diversity value statement

In November 2008, HLC conducted a comprehensive review for initial accreditation. Following the visit, college administrators attended a Review Committee meeting in January 2009, after which the college received initial accreditation for five years, 2009-2013.

In December 2009, evaluators acting on behalf of OBR and HLC visited campus to review the college's request to transition the 24-month certificate program in radiologic technology to a 21-month associate of science degree in radiography. The team recommended approval of the request, and the college began working on the binding recommendations made in the OBR review. The ASR admitted its first cohort in fall 2011.

Response to 2008 and 2009 Visits

Much of the college's growth and development since the 2008 and 2009 HLC visits has resulted from responding to the recommendations and consultant suggestions of the evaluators. This self-study accurately and transparently describes the strides Aultman College has made in meeting these challenges, ensuring the college's viability, and enhancing educational offerings. Within each criterion is abundant evidence that we have gone "above and beyond" in addressing the 2008 and 2009 recommendations and meeting the challenges inherent in growing the college.

The 2008 initial accreditation visit recommended the following for organizational attention:

Criterion 1: Mission and Integrity

Diversity:

- ***Deepen and strengthen the diversity plan.***

We took seriously the recommendation to deepen and strengthen our diversity awareness and practices. Throughout the self-study, evidence supports increased diversity among students, faculty, staff, and board members. We are also developing a diversity action plan based on the 2011-12 Diversity Audit report prepared by outside consultants. The report is available for review in the Resource Room Diversity folder.

Program Development:

- ***Devise a succinct plan of new allied health program offerings and the general education core; establish a timetable for program delivery.***
- ***Outline the financial plan identifying expenses, revenue, and staffing associated with additional programs.***
- ***Garner sufficient agreement about the need for a certificate vs. degree program in radiography.***

In responding to these recommendations, the evidence shows that we have implemented a new associate of science degree in radiography and completed the transition of general education courses to our campus. These actions required attention to budgeting, staffing, and construction of facilities to support a larger student body, delivery of increased course offerings, and additional faculty and staff.

Criterion 2: Preparing for the Future

Technology:

- ***Develop a technology plan that addresses personnel, technology, infrastructure, planned cycle of purchases/replacements, and tech training for faculty and staff.***

The expansion of our technology resources and its college-wide impact is evidenced throughout the self-study. A technology strategic plan exists and is actively being executed.

Construction:

- ***Timely completion of new instructional space on the third floor.***

The self-study provides ample evidence that we have raised the capital and finished the majority of construction of the third floor instructional space to support science labs and faculty office space for the complete transition of general education courses to our campus in fall 2012.

Criterion 3: Student Learning and Effective Teaching

Assessment:

- ***Assessment and continuous improvement reflect data driven analysis and a regard for the non-academic aspects of collegiate life.***

We are proud of our accomplishments in developing an institutional effectiveness function with processes in place to ensure data-driven analysis, cyclical review of programs and processes, and a method for reporting assessment results. The complete transition of general education courses in fall 2012 allows our own mission, objectives, core abilities, and assessment methods to be reflected inside and outside the classroom. The self-study is replete with evidence that we have taken on and met the challenges of establishing, measuring, and reporting academic and non-academic outcomes.

Library:

- ***Invest in broad based library resources.***

As recommended, we hired an academic librarian who quickly impacted the college community by focusing on information literacy needs and building print and electronic collections to support general education and program courses. Evidence shows that she is engaged with students, faculty, and staff in activities that emphasize ethical use of sources and the location and retrieval of information.

Criterion 4: Acquisition, Discovery, and Application of Knowledge

Faculty workload and professional development:

- ***Balance faculty workloads.***

Evidence is plentiful that the college has increased financial support for faculty attainment of terminal degrees and clarified expectations for scholarly activities. We have adjusted faculty workload to support a more productive balance among contact hours, scholarly activity and student support, and committee/service obligations. We are currently creating opportunities for the formal development of the pedagogical skills of program faculty.

- ***Establish a center for teaching and learning overseen by faculty.***

We have established a Center for Teaching Learning web page that is overseen by faculty. This professional development initiative is slated for expansion.

Criterion 5: Engagement and Service

Although there were no recommendations for this criterion, we continuously reach out to internal and external constituents with enhanced communication strategies and state-of-the-art media approaches. We have provided increased opportunities for students, faculty, and staff to serve the community, as evidenced, for example, in course assignments that embed service learning outcomes. We are also developing a career services function within the Learning Resource Center to support students in their preparation for professional employment, life-long learning, and community service.

Much of the evidence supporting the 2008 recommendations also addresses our attention to the recommendations and suggestions arising from the 2009 HLC/OBR focused visit for the ASR. This self-study provides evidence that we:

- Developed and implemented procedures specific to the ASR in alignment with existing academic and non-academic policies
- Developed and implemented an institutional effectiveness and assessment function that formally shares assessment results with communities of interest; documents actions taken as a result of data analysis; and defines roles for all individuals in the continuous improvement process
- Dedicated an administrator to overseeing institutional effectiveness and created a part-time institutional research position
- Developed a method to assess the non-instructional aspects of the college that influence student and institutional success
- Executed the general education transition plan ahead of schedule and supported the incorporation/assessment of general education outcomes in program courses
- Hired well-qualified program and general education faculty and clearly communicated our expectations for academic rigor
- Developed an enrollment management plan to support admissions in all programs
- Enhanced the strategic planning process to ensure alignment among academic and non-academic units in achieving measurable outcomes
- Established a Learning Resource Center that proactively supports student academic and personal success

- Created a Student Affairs division that includes student-centered functions including admissions, orientation, student life, financial aid, advising, and learning resource center
- Articulated and engaged in college-wide discussions about the necessary culture shift to a collegiate mind-set—thinking of a degree as representing more than just professional training and understanding the integration of professional studies and the liberal arts

The last three years have certainly been busy, exciting, rewarding and, we admit, occasionally overwhelming. But we are decidedly proud of the evolution of this young college. The desire of the entire college community to achieve the vision of a viable, vibrant, effective institution of higher education is really what has driven our efforts since the beginning. Our steadfast intent is to continue building on our strength as a premier, niche provider of nursing and allied health education that nimbly adapts to the demands of a volatile economy and a health care industry reeling in the face of expansive change. We will do this by continuing to engage in activities that encourage institutional review and renewal while monitoring the pulse of external constraints and developments.

Our ongoing introspection, the impact of resulting actions, and our vigilance about opportunities the future may present are well represented in the following pages of the Aultman College 2012 HLC Self-Study Report.

CRITERION ONE: MISSION AND INTEGRITY



HLC Criterion 1: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

INTRODUCTION

Since its beginning, Aultman College has recognized the importance of mission documents that clearly articulate the institution's commitment to its stakeholders and community. As this criterion will show, the college takes very seriously its responsibility to regularly review its core commitments in light of the rapidly changing worlds of both health care and education. As our institution has evolved, so have our mission documents. The following core components will explain this evolution along with the actions we have taken to ensure that people within and outside of our institution understand our operational goals and priorities.



1.a. The organization’s mission documents are clear and articulate publicly the organization’s commitments.

EVOLUTION OF MISSION DOCUMENTS

Since its incorporation in 2004, Aultman College has had mission documents that provided guidance for the organization’s operations, planning, and decision-making. These documents provided a core foundation for the early work of forming and defining the collegiate infrastructure, developing management initiatives, and preparing for the 2008 HLC accreditation visit.

Following notification of HLC recommendations from the 2008 visit and in conjunction with strategic planning initiatives at the college’s parent institution, Aultman Hospital, the college management team and Board of Directors developed and published a strategic plan that provided high-level goals the college would strive to reach over the next five years (2008-2013). These goals identified important aspirations for the college, but lacked concrete objectives and assessment measurements to define successful attainment of the goals.

President Crowl recognized the need for a stronger strategic focus. As a result, in 2009, she created a part-time position dedicated to strategic implementation, and effectively filled the position with a Master’s prepared English professor with extensive experience in strategic planning and organizational development. After analyzing and prioritizing ongoing projects, the college identified that, although there were many mission-driven projects in process, there was a lack of cohesion that would ultimately make it difficult to measure the college’s progress.

Following extensive analysis, the leadership team presented a new strategic plan to the Board in November 2009. The plan included five broad initiatives with accompanying goals and objectives. Following Board approval, faculty and staff were divided into interdisciplinary goal teams to drive the work.

“President Crowl recognized the need for a stronger strategic focus.”

In addition to using the revised strategic plan as a guide, we also needed to ensure that high level decision-making was driven by aligned strategic principles. This required Board guidance and participation. In 2010, external strategic planning consultants assisted the leadership team and Board in developing a Strategic Frame, which is a set of high-level considerations, assumptions, principles, and beliefs intended to guide the strategic decision-making process. Developed and approved by the Board in November 2010, with further wording clarification approved in January 2012, the Strategic Frame is as follows:

- **Purpose and Ambition** identifies who we are, what we do, and why we do it:

As a partner in a unique integrated healthcare delivery system, Aultman College is a higher education institution offering a premier health sciences education. We serve current and emerging needs in Northeast Ohio and beyond through academically challenging and relevant degree and community education programs.

- **Strategic Assets** represent our internal and external strengths:

Our current and future success is rooted in our:

- Strategic vision
- Quality faculty and staff
- History and reputation as a healthcare education provider
- Collaboration with Aultman, community businesses, and education partners
- Cutting-edge expertise in the health sciences education niche

- **Stakeholder Commitments** are the unbreakable promises we make to our primary stakeholders:

To our students, faculty/staff, and internal/external partners, we promise never to compromise our mission or the quality and cost-effectiveness of our educational programs.

“In 2010, external strategic planning consultants assisted the leadership team and Board in developing a Strategic Frame, which is a set of high-level considerations, assumptions, principles, and beliefs intended to guide the strategic decision-making process.”

- **Guiding Beliefs** are the basic assumptions that direct our decisions and actions:

We are building the college on our beliefs that:

- The need for healthcare professionals will increase as new delivery models evolve.
- In the midst of anticipated caregiver shortages, we can respond to emerging needs faster and better than our competitors.
- We will be able to secure resources needed to grow.
- Technology is embedded in all aspects of education.

Revising the Vision/Mission/Values (V/M/V) Statements

With the Board-directed Strategic Frame in place, a multi-disciplinary task force of faculty and staff examined the current Vision/Mission/Values statements for relevancy. Anecdotal data had suggested that the complexity of the Mission and Values statements made it difficult for college stakeholders (students, faculty, Board members, and staff) to recall or relate to the statements.

Values identification and discussion had been ongoing college-wide since early 2009, as reflected in College Assembly minutes. In May 2010, a Values statement recommendation passed through electronic voting, but the management team decided not to bring the statement forward to the Board for approval until the strategic framework process was complete. Once the Strategic Frame was in place, a new task force convened to consolidate the framework done by the Board and the values work completed by college faculty and staff into a cohesive statement of Aultman College Vision/Mission/Values.

Student input was solicited through meetings with Student Senate. The resulting Vision/Mission/Values (V/M/V) statements were approved through College Assembly and by the Board in May 2011 :

VISION: To be a leader in educating exceptional health care professionals who positively impact society.

MISSION: As a partner in a unique integrated healthcare delivery system, Aultman College is a higher education institution offering a premier health sciences education. We serve current and emerging needs in Northeast Ohio and beyond through academically challenging and relevant degree and community education programs.

VALUES: Aultman College maintains a student-centered culture that values:

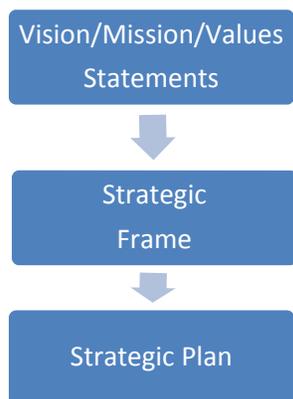
- *Quality:* We will deliver an outcome-focused, cost-effective educational experience.
- *Integrity:* We will build trustworthy relationships through transparency, collaboration, and personal and professional accountability.
- *Caring:* We will serve with compassion and respect and embrace diversity of ideas, cultures, and people.
- *Knowledge:* We will foster a rigorous academic environment that inspires critical thinking, creativity, and lifelong learning.

These statements, along with our Strategic Frame and Strategic Plan, now make up the mission documents of Aultman College.

Current Mission Documents

The process of developing, strengthening, and aligning the mission documents has resulted in a clear hierarchy of foundation documents that identify the college’s guiding principles and its commitments to stakeholders. The statements are philosophically and operationally aligned to drive the decision-making and work of the organization.

The hierarchy is as follows:



A PREMIER HEALTH SCIENCES EDUCATION

The following narrative provides a synopsis of Aultman College mission documents and how they all fit together. The bolded statements are drawn directly from our mission documents and define our constituencies, our purpose, and our educational commitment to our students. Our mission documents are now philosophically and operationally aligned, and it is this cohesiveness that marks the largest contrast between the Aultman College of 2008 and the Aultman College of today. All who work for the organization understand that these documents drive the work of the strategic plan.

As noted in the Strategic Frame and Vision Statement, our goal is to create an environment that transforms **students** into **exceptional health care professionals** through a **premier health sciences education**. While serving an industry that is anticipating caregiver shortages and evolving **needs** in the coming decades, we are dedicated to providing **academically challenging educational programs** that capitalize on our **partnership in the county's largest integrated healthcare delivery system** and are **relevant to our community**,

To be successful in this changing world, we believe our graduates will need to be **accountable** and **caring** individuals with specific core abilities that will not only make them competent health care professionals, but **inspire them to embrace diversity of ideas, cultures, and people, and make a positive impact on society**. We believe that, armed with these skills, our graduates will be equipped to move on to a successful health care career and carry with them **a passion for life-long learning**.

Revision of the General Education Philosophy

In addition to the reevaluation and revision of the college's V/M/V statements, we also took the opportunity since the last self-study to review and revise our founding general education principles (referred to at the time as "student learning outcomes in general education").



Because of our intent to become a multi-degree granting college, the review process incorporated the insights of both the nursing and general education divisions. We considered the possibility that an associate of science in radiography (ASR) program (and perhaps other health science programs) would be added in the future.

We also considered that, as part of a more robust academic assessment plan, it would be helpful to have simpler, more measureable general education core abilities than those put in place at the inception of the college. As such, a task force recommended the following changes which were approved through governance.

Criterion 1 Mission and Integrity

Former	Current
STUDENT LEARNING OUTCOMES	CORE ABILITIES
<p>Critical Thinking: To be able to reason logically, using data from appropriate disciplines in the process of problem-solving and decision-making.</p> <p>Economics: To understand the concept of economics and its logical function within the national, state, local, and general health care arenas.</p> <p>Humanities: To demonstrate interest and awareness in the relevance of humanities to the broader education of professionals including, but not limited to, cultural diversity, sociology, psychology, and human endeavors.</p> <p>Lifelong Learning: To motivate and stimulate a sustaining personal interest in development and self-improvement for the self-actualization of the individual and for the benefit of society.</p> <p>Mathematics: To understand mathematical concepts and to be able to use math and algebra effectively.</p> <p>Science: To understand scientific concepts, the scientific method, contemporary issues in science and technology, and apply these concepts to health care.</p> <p>Technology: To develop an understanding and aptitude for the use and benefit of the computer and other technologies as they impact the evolving technological health care environment.</p> <p>Values: To exhibit an understanding of ethical and personal issues in making decisions that impact both professional and personal choices.</p> <p>Communication Skills: To develop fundamental literacy in reading, writing, speaking, and listening in order to communicate as an effective professional.</p>	<p>A. Think Critically and Solve Problems</p> <p><i>Definition: The ability to think creatively and reflectively; actively search for answers and meaning; evaluate ideas and information in a purposeful, organized manner; and develop beliefs that lead to action.</i></p> <p>Indicators (Outcomes)</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Integrate experience, reason, and information to make meaningful conclusions, judgments, and/or products. • Integrate mathematic and scientific-based knowledge and understanding into problem-solving activities. <p>B. Demonstrate Information Literacy</p> <p><i>Definition: The ability to identify, locate, and utilize information to engage in lifelong learning. To develop an aptitude for the use of technology and an understanding of its impact on the evolving healthcare environment.</i></p> <p>Indicators (Outcomes)</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Retrieve, evaluate, synthesize, and apply information across a range of contexts, cultures, and areas of knowledge. • Apply appropriate technology and resources as part of a team approach. • Question the validity of information and evaluate it using fact-based scientific inquiry. <p>C. Model Ethical and Civic Responsibility</p> <p><i>Definition: The ability to recognize an obligation to self and others for his or her decisions/actions, evaluate potential consequences of decisions/actions, and make both personal and professional choices based on these.</i></p>

Criterion 1 Mission and Integrity

Former	Current
STUDENT LEARNING OUTCOMES	CORE ABILITIES
	<p>Indicators (Outcomes)</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Accept responsibility for learning now and in the future. • Exhibit professional, personal, and academic honesty. • Act cooperatively and work effectively in a diverse environment by respecting the rights, views, and work of others. • Consider context and implication of ethics in all actions. <p>D. Communicate Effectively</p> <p><i>Definition: The ability to exchange information by writing, speaking, and listening in order to precisely convey thoughts, ideas, and opinions in a variety of contexts.</i></p> <p>Indicators (Outcomes)</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Communicate effectively, appropriately, and professionally in verbal, nonverbal, and written forms. • Use appropriate technology that supports or facilitates communication. • Provide and accept constructive feedback. • Demonstrate fluency in the scientific-based language of healthcare settings.

Our new, more measurable core abilities show a global and inclusive approach to general education, and will readily lend themselves to new programs. The core abilities are now being used in the creation of a more robust academic assessment plan. Individual courses are being evaluated to show where core abilities (at the indicator level) are addressed and at what cognitive level. This review will allow us to identify strengths and gaps in curricula and additionally point out where opportunities for assessment may best be found.

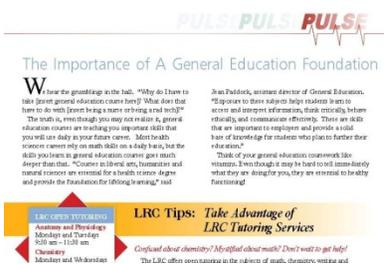
Our general education philosophy, its four core abilities, and the learning outcomes are woven throughout our values and are the foundation of our academic assessment initiative. We now have a clear understanding of how we define a premier health sciences education and, as described in Criterion 2, are building a strong Institutional Effectiveness and Assessment Plan that will provide reliable data to show how well we are achieving our mission.



COMMUNICATION OF MISSION DOCUMENTS

Aultman College communicates its mission with prospective and enrolled students, faculty, staff, Board members and other constituencies in the following ways:

- V/M/V statements are incorporated into the presentation and materials distributed at Information Sessions for prospective students.
- V/M/V statements are posted on eye-catching posters throughout the college for the benefit of students, staff, prospective students, and visitors.
- V/M/V statements and General Education philosophy are published in the student handbook, faculty handbook, college catalog, and on the website.
- An article announcing the new V/M/V statements and evolution process was published in the fall 2011 edition of the alumni magazine, *Connection*, and the January 2012 edition of *The Pulse* student newsletter.
- Articles about the importance of General Education core abilities are regularly published in *The Pulse* student newsletter.



1.b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

CARING: “We will serve with compassion and respect and embrace diversity of ideas, cultures, and people.”

Caring is the fourth value in the values statement. This critical sentence represents our recognition that, as educators of the health sciences professionals of the future, we have a responsibility not only to recognize and embrace the diversity of the constituents we serve, but also to ensure our graduates are prepared to carry that value into their personal and professional lives. Health sciences professionals are constantly interacting with individuals who look, think, feel, and act differently than they do. It is essential that we teach our students to accept the unique appearances, beliefs, lifestyles, and behaviors of those around them. As a partner in a healthcare system, we appreciate the significance of our role as educators in creating a future healthcare industry that honors the dignity and worth of all individuals.



DIVERSITY IN VISION/MISSION/VALUES STATEMENTS

As referenced in Core Component 1a, the college’s mission documents evolved over the past several years. Yet, a review of our initial values statement shows that recognizing diversity has been a priority from the time the college was initially incorporated. (Pre-2011 values statement: Promotion of the understanding of issues of diversity in the men and women we educate and the community served.)

However, a significant focus throughout the evolution of the college’s mission documents was to ensure we reflect that our diversity efforts have moved from “understanding” to “action.” When comparing prior wording to current wording in the new V/M/V statements, the bolded words show specific attention to creating inclusive statements that reflect a growing health sciences institution of higher education, rather than a school focused solely on the nursing profession.

Criterion 1 Mission and Integrity

Additionally, the anchor statement *Aultman College maintains a **student-centered** culture that values...*, sets the expectation that the college will identify student needs and allow those needs to drive organizational behaviors. Also of note is the evolution of terms like “men and women” to “student” and “understand” to “respect and embrace,” which shows high level attention to incorporating an appreciation of diversity into our beliefs and behaviors.

Previous	Current
MISSION	
<p>The Corporation is formed for the purpose of preparing men and women for careers in nursing and other health-related education programs. ACNHS is a health-system affiliated institution of higher learning committed to meeting the needs of nursing and allied health students by providing a coherent general and professional educational experience to prepare individuals for service and leadership roles.</p>	<p>As a partner in a unique integrated healthcare delivery system, Aultman College is a higher education institution offering a premier health sciences education. We serve current and emerging needs in Northeast Ohio and beyond through academically challenging and relevant degree and community education programs.</p>
VALUES	
<p>In support of its mission ACNHS values:</p> <ul style="list-style-type: none"> • Integration of general and professional studies as a basis for successful career preparation; • Correlation of theory and experiential learning as companion elements in adult learning and behavior; • Cultivation of excellence in teaching, scholarship and service as primary responsibilities of faculty; • Promotion of compassion, service and respect as intrinsic values of our organizational and academic culture; • Promotion of accountability within the academic and clinical environment; • Integration of critical thinking within the context of professionally competent behaviors; and • Promotion of the understanding of issues of diversity in the men and women we educate and the community served. 	<p>Aultman College maintains a student-centered culture that values:</p> <ul style="list-style-type: none"> • Quality We will deliver an outcome-focused, cost-effective educational experience. • Integrity We will build trustworthy relationships through transparency, collaboration, and personal and professional accountability. • Caring We will serve with compassion and respect and embrace diversity of ideas, cultures, and people. • Knowledge We will foster a rigorous academic environment that inspires critical thinking, creativity, and lifelong learning.

A Journey Into Diversity

The change in our V/M/V statements reflects a growing appreciation and recognition of diversity that had been going on in the college for many years. Since 2004, we have been in the midst of a culture shift brought about by our transition from a more than 100-year history as a nursing diploma school to a multi-degree granting institution of higher education.

The creation and addition of new divisions (General Education, Allied Health, Strategic Implementation, Technology, and Student Affairs) has brought diversity of experience and thought into the organization while also bringing diversity in race and gender into what was previously a female-dominated institution. This changing culture required the reevaluation of policies, procedures, and publications in order to establish consistency across all divisions.

For example, the faculty handbook was completely reviewed and revised to ensure applicability to all faculty, not just nursing. Changes in our focus on marketing and admissions were evaluated to determine the impact on the college as a whole and the ASR program, not just the Associate of Science in Nursing (ASN) program. This culture shift represents the natural growth of a young institution, but we recognize this work is also part of incorporating diversity in our everyday activities.

“Since 2004, we have been in the midst of a culture shift due to our transition from a more than 100-year history as a nursing diploma school to a multi-degree granting institution of higher education.”

Diversity Task Force (Our Cartographers)

In recognition of the importance of incorporating diversity and inclusion into college instruction and operations, in 2008 we created a faculty and staff-driven Diversity Task Force. Though composition of the task force has changed over the years, membership has always been voluntary and has purposefully represented a broad swath of faculty, staff, and administrators with varying backgrounds, ages, experience levels, etc.

The Task Force was charged with creating a diversity plan for the college. The 5-year plan was implemented, diligently followed, and progress steadily reported. An additional part of the Task Force's role has been to raise issues of diversity throughout the college. Analysis of committee, governance, goal team, and task force membership shows that a concerted effort has been made to incorporate Diversity Task Force representation equally throughout the existing organizational structure.

Though Diversity Task Force members drew up initial diversity maps and plans for the college, those original documents are evolving. Diversity and inclusion are important values taking root throughout the overall work of the college.

High-Level Attention to Diversity (Our Compass)

As part of our diversity evolution, we made changes in the organization's governance and operations. We reorganized the college's structure and operating procedures to reflect emerging areas (Technology, Student Affairs, General Education, and Allied Health) and welcomed new voices in strategic planning and governance processes.

In addition, we developed plans to ensure that the demographics of our college leadership, faculty, staff, and student population better reflect the community we serve.

The following list illustrates changes within governance and operating structures implemented to bring new perspectives to operations:

- The Board expanded to include new members and broader demographics.
- The College Advisory Board expanded to include a broader community representation.
- Governance Councils were restructured to include multi-disciplinary representation.
- Strategic Planning Goal Teams were intentionally structured as interdisciplinary groups.
- Faculty and staff participated in teambuilding strategies to promote academic discourse and accountability.
- HLC Self-Study Criterion Teams were intentionally structured as interdisciplinary groups.

- Hiring processes were overhauled to recruit and accommodate new employees outside of Aultman Hospital.
- An Enrollment Management Plan was developed and approved to identify recruiting strategies and academic support needs based on targeted demographics.
- Diversity articles and events were incorporated into student life activities and student publications.
- Faculty orientation was overhauled to unify all faculty. Previous orientations were division specific.
- College-wide faculty roles were reevaluated as part of the work of the Strategic Plan Goal II Team.



Reviewing Our Progress: A Diversity Audit

After we made a significant effort to integrate diversity and inclusion into college operations and activities, the Diversity Task Force (in part in response to HLC recommendations) felt a progress check was necessary. Questions to be answered were:

- Was the work underway truly interwoven as part of the Aultman College culture?
- How could we be different in our approaches?
- How could we embrace a shifting and new collegiate culture more fully?

The Task Force members, however, felt they could not give an objective evaluation of the current culture since all were deeply embedded within it. Therefore, they recommended that the college retain an outside agency to conduct a diversity audit. The purpose would be to evaluate the current state of affairs and provide valuable insight, reference, and direction on how to shift the culture even further.

With final Board approval and funding secured, the Diversity Task Force researched several agencies able to complete a full campus survey (e.g., Anti-Defamation League) and chose Compass Consulting, Inc. to conduct the audit over the fall 2011 semester. Recommendations from the audit were presented to the Diversity Task Force at the beginning of the spring 2012 semester.

As stated in our values, Aultman College recognizes the importance of embracing diversity in all its definitions. We have dedicated significant time and resources over the past four years to integrating into our culture an attitude of inclusion and appreciation of differences. We have more work to do.

Questions in flux are far-ranging and call into question the very structure of how we “own” diversity at the college. Is the task force an effective model? Should there be a diversity officer within the college? Should the task force graduate to a full-fledged council as part of the college governance structure? This is the work of the college going forward. But we know that, as a role model for our graduates, it is our mission-driven responsibility to continue to make embracing diversity a high priority.

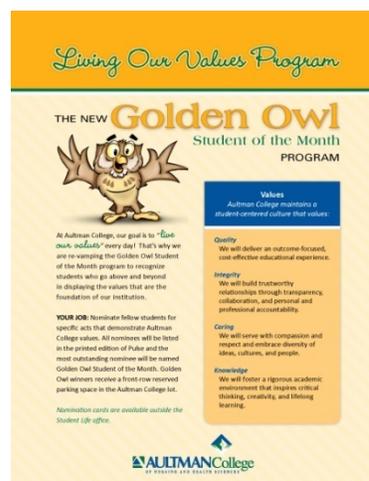
1.c. Understanding of and support for the mission pervade the organization.

The collaborative work that went into the evolution of the mission documents was the first step in ensuring that understanding and support for the mission pervade the organization. The involvement of the Board, administration, faculty, staff, and students allowed all parties to provide input and gain clear understanding of the driving forces behind the changes.

The challenge then became how to sustain and increase understanding and support for the mission in the dynamic environment of a college, where students graduate, new students enter, faculty and staff change, and Board members have term limits.

We currently educate internal stakeholders and sustain understanding and support for the mission through the following example initiatives:

- All publications have been updated to include the mission documents. The student handbook, college catalog, faculty handbook, and website include V/M/V statements, as well as general education core abilities and learning outcomes.
- Revision of the V/M/V statements was reported in the *2010-2011 Annual Report*.
- V/M/V discussions were incorporated into staff and faculty orientation procedures.
- An article explaining the college mission documents and how they drive strategic decision-making in the college was included in the Aultman Health Foundation February 2012 *Journey to Excellence* newsletter. This publication is distributed to all managers within the Aultman healthcare delivery system.
- A V/M/V roll-out program was introduced at the beginning of the spring 2012 semester. As part of the program, attractive V/M/V wall-hangings were placed in classrooms, the Learning Resource Center, conference rooms, and hallways.



- The Golden Owl Student of the Month program was revamped to focus on nominating and selecting students based on acts that “lived our values.” Nomination cards listed the college values and nominators were encouraged to explain how the nominee “lived” the values checked on the card. An introduction to the program during Aully’s Welcome Week in spring 2012 helped students understand how the V/M/V were driving forces behind their Aultman College education.
- An article explaining the mission documents and their role in directing decision-making in the college was included in the January 2012 *Pulse* student newsletter and will appear in the first newsletter of each semester going forward.
- Regular articles were published in the *Pulse* student publication focusing on the value that critical thinking skills and other general education core abilities have in a student’s professional development.
- An article introducing the new V/M/V statements was published in the Fall/Winter 2011 *Connection* newsletter.
- Orientation for new members of the Board includes a focus on mission documents and the direction they provide for current and future work of the college.

While articulation of the mission is important, the true test lies in understanding how the V/M/V drives decision-making throughout all levels of the college. Since 2008, the college has worked hard to structure and prioritize work through the implementation of mission-driven strategic plan goals. This HLC self-study document describes the progress and results of that work.

As further detailed in Core Component 2d, all levels of planning align with the college’s mission. The strategic plan is the overlying planning document for the college.

“While articulation of the mission is important, the true test lies in understanding how the V/M/V drives decision-making through all levels of the college.”

The 2011 strategic plan goals include:

Goal I: Improve viability as an institution of higher education.

Goal II: Develop academic infrastructure to support growth.

Goal III: Build financial and marketing capacity to support growth.

Goal IV: Identify core academic and non-academic assessment measures and develop procedures for data collection and reporting.

Goal V: Build a technology infrastructure that supports and enables college growth (academic and administrative).

Examples of mission-driven work completed as part of these goals include:

- To ensure we offer a **premier health sciences education**, the college is restructuring its institutional effectiveness function to more effectively use assessment data for continuous improvement of courses, programs, and student services.
- The college employs several methods of ensuring that we are **servicing current and emerging needs in Northeast Ohio**. Since 2008, the president and leadership team have expanded their interaction with schools in our service area to stay abreast of K-12 issues. Our position as a partner in a unique, integrated healthcare delivery system gives us firsthand knowledge of needs and trends that enable us to offer relevant degree programs.
- The ASR program was developed to meet the changing educational demands for registered radiologic technologists. The BSN completion program is another example of a market-driven program that is being developed to meet future employer demands within our local healthcare delivery system and the state.

- Several major changes have taken place since 2008 to ensure we are offering **academically challenging programs** and that we are admitting students who are capable of being successful in these programs. The ASN program underwent a curriculum realignment to provide continuity and balance, particularly in medical/surgical instruction. Additionally, to improve overall learning and success, we added new courses such as Nursing Success Skills and Nursing Pharmacology (a frequently requested course from students). The ultimate goal of this realignment was to better prepare entry-level nurses. The ASR program was designed to align with regulatory requirements set forth by Joint Review Committee on Education in Radiologic Technology (JRCERT).
- We revised transfer credit policies to incorporate all programs and developed a transient student policy in recognition of the mobility of learners. Because Aultman College is still young, curriculum and coursework of both programs were carefully reviewed by the Ohio Board of Regents and the appropriate accrediting bodies to ensure appropriate course content and rigor. In 2010 new selective admission criteria were instituted for degree programs to ensure a student population capable of mastering the rigorous curricula.
- To provide **relevant community education programs**, we implemented the Aultman College Community Education (ACCE) department in January 2011. Courses have been offered in computer software training, CPR, babysitting, college preparation, and medical coding. Additional courses are being developed based on community interest. More than 500 people have taken ACCE courses since inception.
- Our vision is to educate exceptional health care professionals who positively impact society. The college believes that **a premier health sciences education** includes instilling in our students the understanding of the college's values of quality, integrity, caring, and knowledge, along with



understanding the importance of community service. This was the driving force behind the introduction of 16 hours of service learning as a college-wide graduation requirement and was also the catalyst for restructuring the Golden Owl Student of the Month program.

- The college’s budgeting and hiring plan, developed annually by the division directors, is driven by the strategic plan and projected enrollment. The largest percent of the budget is directed toward wages and benefits. Since 2008, full-time staff has increased 46%, with new positions, such as the academic librarian and academic advisor, directly benefiting students.
- New student success initiatives were implemented, including COMPASS® placement testing, developmental coursework, and further development of the Learning Resource Center (refer to Criterion 2 for further details).

Finally, to ensure that all entities are truly aware of the mission, the college incorporates mission-oriented questions into regularly administered surveys. Following are the questions and results from some recent surveys:

ACT Student Opinion Survey

I am aware of the college's mission, values, and philosophy.	2009	2010	2011
Strongly Agree	39.8%	37.5%	41.5%
Agree	49.1%	52.8%	51.2%
Disagree	7.5%	4.6%	3.5%
Strongly Disagree	0.4%	2.3%	1.4%
Does not apply	0.4%	0.5%	0.3%
Did not answer	0.0%	2.3%	2.1%

2011 Board of Directors Self-Assessment Survey

The bylaws and strategic plan are examined regularly and revised as needed.

YES	NO	UNSURE
91%	0%	9%

**2011 Gallup Employee Engagement Survey
(Ranked on a 0-5 point scale with 5 = strong agreement)**

Question #8 = The mission or purpose of my organization makes me feel my job is important.

Aultman College			Gallup – All Healthcare Groups (2011)	
2008	2010	2011	50 th %	75 th %
4.28	4.35	4.30	4.20	4.54

While these surveys measure awareness, our next step is to develop a more robust evaluation of understanding and application of our V/M/V statements, which is work that will be reflected in the Institutional Effectiveness and Assessment Plan.

1.d. The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

The evolution of the college governance system and organizational structure over the last several years demonstrates the commitment to living our vision, mission, and values. It is also a response to the ongoing culture shift from a hospital/business model to a higher education paradigm that more effectively cultivates the growth and development of academic programs, enrollment, faculty development, student-centered services, and facilities expansion. This shift can be seen in the growth of our Board of Directors, growth in the organizational structure, and continual evolution of the governance process within the college.

AULTMAN COLLEGE BOARD OF DIRECTORS (BOD)

Aultman College is a private, not-for-profit, hospital-affiliated, mission-driven, co-educational institution of higher learning. At our highest level of governance is our Board of Directors. With the exception of the voting rights of Aultman Hospital, the college Board has the ultimate authority and responsibility for conducting college business and making academic, administrative, and strategic decisions in alignment with the stated college vision, mission, and values.

The Board first met in February 2004 and continues to provide leadership and direction for the future. Members have been appointed for specific abilities and provide ample resources for the college. As evidence of the college’s culture shift and growth since the Commission’s last visit, the Board has grown from 15 to 18 members (with an expanded capacity of 20) and has added a Student Affairs Committee as well as an ad hoc Fund Development Committee. A succession plan is in place for Board and committee leadership, and recently, as evidence of commitment to continuous improvement, the Board chairman and college president attended the national Association for Governing Boards (AGB) conference.



In an effort to strengthen collaboration between the Board and college leadership, meeting agendas now intentionally include more time for discussion about pressing issues. Among those at the forefront recently are leadership development, succession planning, measures of student success, and advancement. The working relationship between the college Board and its leadership team is characterized by transparency, and each looks to the other as an invaluable resource to facilitate the development of college breadth and depth.

The Board challenges the college to strive for continuous improvement and has outlined a strategic direction in this regard. With the growth of the college and the movement to granting additional degrees, the Board recognized the need to develop an additional subcommittee, the Student Affairs Committee of the Board. The Board discussed and voted to accept adding this committee at the November 20, 2008 meeting.

Ultimately the Code of Regulations had to be revised to reflect this addition. The purpose of the Student Affairs Committee is: (1) to provide representation of students' interests in the Board's policy-making activities; (2) to ensure adequate resources for student affairs programs; (3) to keep pace with the needs of the students, especially as a more diverse student body is enrolled; and (4) to promote the campus as a community.

The Academic Affairs Committee and the Student Affairs Committee meet twice each academic year. Currently the following committees of the Board include:

The **Executive Committee** is responsible and has power and authority from the Board to transact all regular business of the college in the intervals between Board meetings.

The **Academic Affairs Committee** is responsible for appraising current and recommending new degree and non-degree related programs. Academic policies are reviewed, evaluated, and adapted to maintain a collegiate structure.

The **Student Affairs Committee** is responsible for the overall direction of student-related activities from student inquiry to matriculation. This includes directing enrollment goals, managing student life, overseeing campus development, and increasing alumni relations.

Special Committees may be authorized to accomplish a specific task. Upon the completion of the task, the special committee will be dissolved. For example, the Fund Development Committee was established in January of 2011 by then-Board-chair, Sheila Markley Black. It includes four Board members, representatives from Aultman Health Foundation, and college staff.

The purpose is to provide oversight and direction for the “Door to Discovery Campaign” that was established to raise capital funds for the creation of the science labs in our third-floor shell space. The committee is still in existence and is working to fulfill the nearly \$2 million capital campaign to build on-site science laboratories.

COLLEGE PRESIDENT

The president has been empowered by Board with the authority and accountability to exercise effective leadership. The president reports directly to the Board and is evaluated annually.

The president serves as an ex-officio member of the Board, bringing forth current issues requiring action, and providing pertinent information to assist in decision-making. Policies and directives from the Board are the president’s responsibility to interpret and carry out as she deems appropriate.

COLLEGE ORGANIZATIONAL STRUCTURE

As the responsible administrator for the college, the president presented a realigned organizational structure that was approved by the Board and implemented in January 2011. It contains seven distinct functional areas: Internal Affairs, Academic Affairs, External Affairs, Student Affairs, Information Technology, Strategic Implementation, and Library Services.

The structure was developed to streamline functions, increase communication, better align like departments, respond to student needs, and prepare for the addition of academic programs.

A. Internal Affairs

The Internal Affairs Division is overseen by the vice president of Internal Affairs. Since the Commission's last visit, the college has continued to grow both in its physical footprint and in number of faculty, staff, and students. It was through the leadership of the Internal Affairs Division that this growth was accomplished. Organizing and putting policy into practice related to the hiring process was a priority. Fine tuning the posting and interviewing process, streamlining record-keeping storage, and creating consistency were the first steps in the continuous improvement of the Human Resource function.

Ongoing audits of files put the college in a state of continuous readiness for any regulatory visit. In 2011-12, college faculty and staff grew by 14 full time employees (FTE's) since 2008, an increase directly related to the addition of general education classes on-site, the new ASR program, and the need for additional student support staff.

With the increase in both personnel and students, the college was outgrowing its space. By working collaboratively with the hospital administrative team, the college secured additional space, which expanded square footage to include space for the Learning Resource Center, additional offices on the 2nd and 3rd floors for faculty and staff, a room for the Noelle birthing simulator, and renovation of the library to include an office for the academic librarian. In addition, the college constructed a new flagpole and outdoor gathering space for students and staff.

Feedback from students during Town Hall meetings and from the ACT survey indicated dissatisfaction with parking and computer availability. The Internal Affairs team secured a designated parking lot for students and additional computers for student use throughout the college, thus increasing ACT satisfaction ratings.



B. Academic Affairs

The Academic Affairs Division is overseen by the chief academic officer. This division encompasses the college's degree-granting programs, general education, the center for teaching and learning, registration, and faculty. This division is responsible for the review and ongoing development of program curricula and general education courses.

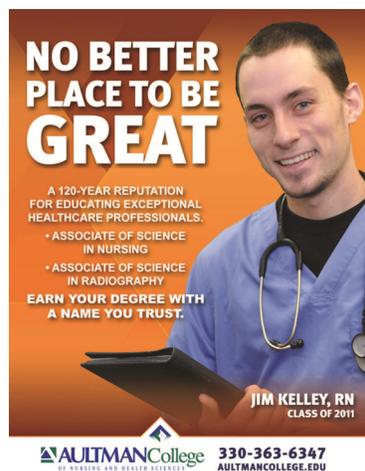
All reviews are completed as required by the appropriate accrediting bodies such as the National League for Nursing Accrediting Commission (NLNAC), the Ohio Board of Nursing (OBN), the Ohio Board of Regents (OBR), and the Joint Review Committee on Education in Radiologic Technology (JRCERT). Strategic planning, budget oversight, and faculty development are also key functions of this division.

C. External Affairs

The External Affairs Division is overseen by the vice president of External Affairs. This division is focused on development and advancement, marketing and public relations, and community relations and education. The division is charged with engaging alumni and encouraging their involvement with the college on multiple levels. Engagement of alumni is critical for growth and to promote contributions for scholarships and capital projects.

Marketing and public relations is equally important, and significant attention is given to this area. The college's communication specialists work diligently to promote the college's name and work through advertising, media releases, and involvement in social service and community events.

The division also organizes and promotes community relations and education initiatives and tracks the college's service hours to the community. It houses Aultman College Community Education, referred to as ACCE, which provides another revenue stream for the college and opportunities to meet additional educational needs in the area.



ACCE offers a variety of courses targeted to a wide range of community members, including health care professionals, incoming college students, school-aged children, and anyone desiring American Heart Association CPR certification.

Finally, the External Affairs Division houses the Diversity Task Force. The Diversity Task Force meets several times a year and has brought in outside agencies to educate the faculty and staff of the college about diversity and the importance it holds within the college environment.

D. Student Affairs

The Student Affairs Division was created in 2011 and is overseen by the director of student affairs and strategic implementation. It houses the functions of enrollment and recruitment, financial aid, student life, federal work study, academic advising, and the college's learning resource center (LRC). This division is extremely student focused and has a desire to be visible and present to all potential and current students.

Enrollment and recruitment are growing areas of the college and two dedicated individuals, an enrollment management coordinator and an enrollment specialist, fulfill these functions. Guided by the Enrollment Management Plan, this team has actively expanded its efforts to recruit directly from area high schools.

College and career fairs that welcome both traditional and non-traditional students are targeted. Enrollment has increased for the college and all admissions processes have been streamlined for efficiency and data integrity. New admissions pathways have been developed for students interested in being non-degree seeking or undeclared majors at the college.

The financial aid office adheres to all state and federal regulations and complies with all audit requests. The office actively promotes and displays financial aid and scholarship opportunities throughout the college and has been instrumental in the efforts to bring the Federal Work Study program to the college. The financial aid administrator diligently works to increase financial aid awareness and literacy.

Student life on campus is extremely important, and students are encouraged to become engaged and participate in the many college-sponsored events and organizations available to them. The student life coordinator is responsible for planning activities and events with the input of students to meet student needs and create meaningful and beneficial interactions.

The LRC provides support to help students with academic and personal success by offering tutoring, special accommodations, a place to study and do research, degree planning services, and academic advising.

The Student Affairs Division is dedicated to providing support systems necessary to promote retention and student success within the college.

E. Strategic Implementation

Strategic Implementation is overseen by the director of student affairs and strategic implementation. This division focuses on institutional effectiveness activities including assessment, accreditation and regulation, strategic planning, and teambuilding initiatives within the college. Assessment and data integrity have become strong foci of the college, and processes and procedures are becoming streamlined and regulated by this division. College administrators, staff, and faculty are engaged in teambuilding and are invited to participate in various activities each semester.

F. Information Technology

The Information Technology (IT) Division is overseen by the director of information technology and is an integrated and valued aspect of the college. This division is responsible for all information technology initiatives throughout the college; it provides first-level help desk support for students, faculty, and staff; system maintenance; application development; and software training. The IT division has developed processes and procedures for technology purchases, reporting requests, and system access.



G. Library Services

The Library Services Division is overseen by the president. The library is a place of intellectual growth, development, and research for our students. In response to Commission recommendations and to support General Education Core Ability B (Demonstrate information literacy), the college hired an academic librarian in 2011. As evidenced throughout this self-study, the academic librarian has made great progress in expanding research resources available to library patrons and educating students, faculty, and staff in information literacy skills.

She is also leading the development of intellectual property and copyright policies. Library facilities have been expanded to include more computer workstations and the library footprint is currently under renovation to improve resource access and study space.

SHARED GOVERNANCE PROCESS AND STRUCTURE OF AULTMAN COLLEGE

As with any successful organization, clearly defined authority for decision-making is a critical component of the planning and operational process. Aultman College has embraced shared governance since inception in 2004. Shared governance allows the opportunity for administration, faculty, staff, and students to offer ideas and take responsibility for promoting, implementing, evaluating, and making recommendations for change in academic and operational policies. The governance structure is designed to support the institutional decision-making process. Operating procedures, purpose, membership, and function have been established for all committees.

Examples of the governance structure and the college's employment of multi-disciplinary decision-making "at work" include the following:

- Implementation of a second degree program
- Development and implementation of the realigned nursing curriculum
- Implementation of a new technology evaluation and purchase program

“Shared governance allows the opportunity for administration, faculty, staff, and students to offer ideas and take responsibility for promoting, implementing, evaluating, and making recommendations for change in academic and operational policies.”

- Implementation of a new grading system
- Expansion of student studying and gathering places
- Implementation of new registration processes and faculty advising
- Movement from a program-specific service learning process to a collegiate model for all students
- Development of selective admission requirements
- Establishment of criteria for Phi Theta Kappa Honor Society
- Revision of College V/M/V statements
- Creation and approval of Transient Student Policy
- Development of Weapons Policy
- Development of Enrollment Management Plan
- Development of process for formation of new student organizations

All of these policies and changes were initiated and developed through collaborative processes and ultimately reviewed and approved by Administrative Council.

1.e. The organization upholds and protects its integrity.

“We will build trustworthy relationships through transparency, collaboration, and personal and professional accountability.”

This is the supporting statement for “Integrity,” one of the core values included in the V/M/V statements. The college strives to uphold and protect its integrity in all of its transactions and relationships with constituents, including the Board, current and prospective students, faculty and staff, regulatory agencies, etc.

As illustrated in Core Component 1d, governance of the college is structured to provide numerous “checks and balances” and maximum transparency and participation from constituents. The Board has the decision-making authority necessary to safeguard the college’s integrity, and in doing so, it operates under the college Code of Regulations, which is regularly reviewed and revised to reflect current operations.

The Board consists of 18 qualified individuals recruited through an objective search and selection process. Board members sign confidentiality and conflict of interest documents annually.

The Board oversees the fiscal affairs of the college as defined in the Code of Regulations, Article III, Section 4 – Duties of the Board. The Board approves the annual budget and receives quarterly reports on financial operations at each Board meeting. In addition, the members also review and approve the college’s restricted funds report.

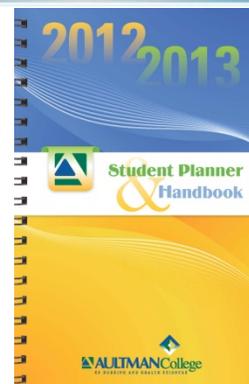
As a subsidiary of Aultman Hospital, the college and its Board utilize the Aultman Investment Committee for supervising the investment of all assets owned or held by the college to ensure that the assets are in good order. The Board follows a Statement of Investment Policy and Objectives to provide financial guidance to the college. Investment objectives and policies cover allocation, diversification and risk, fund investment, and performance monitoring.

Annually, the Board requires a college financial audit, which is conducted in collaboration with Aultman Hospital. The most recent audit was completed for 2010 by an independent auditor, BKD LLP, a national CPA and advisory firm, and approved at the September 20, 2011 meeting. No findings were reported specific to the college.

To ensure engagement and flow of information, the college president and the Board chair meet on a monthly basis. As detailed in Core Component 1a, the Board is directly involved in strategic plan development and approval and holds the college president and administration accountable for progress on strategic planning goals. Major issues that affect the college financially or otherwise are presented for Board feedback. For example, in 2011, President Crowl presented information regarding the low pass rate of the NCLEX-RN exam for the class of December 2010, along with steps that were being taken to rectify the situation. In February 2010, President Crowl presented an analysis of financial issues at the college that were affecting revenue flow. These examples highlight the transparent relationship between the college and its Board.

The college holds itself responsible and accountable for upholding integrity in its interaction with prospective students, current students, faculty and staff, and external constituencies. Following are examples of ongoing work the college is doing to promote and enhance integrity.

- The college catalog and student handbook were reorganized and redesigned to make it easier for readers to locate policy information. The handbook switched to a handbook/planner format so that students would have more immediate access to the information and policies that affect them.
- A multidisciplinary task force was created to ensure the college was meeting Department of Education disclosure requirements regarding availability of consumer information. A dedicated tab was added to the About Us section of the college website so that all consumer information would be readily accessible for current and prospective students and employees.
- Student conduct policies, including the academic integrity policy, were reviewed and refined in 2011. The resulting policies further defined conduct expectations, clarified responses to conduct violations, and provided a more structured process for both students and administrators to follow in handling conduct issues.



- Student feedback is regularly collected through the ACT Student Satisfaction Surveys, Student Senate Town Halls, academic forums, and other survey mechanisms to identify ways to improve processes and support student success. Action plans addressed issues, and results were reported through articles in the *Pulse* student newsletter.
- The rank and promotion process as detailed in the faculty handbook was aligned with both the defined faculty role and the annual faculty evaluation process. Definitions of roles, along with evaluation and promotion processes, align to ensure integrity and continuity of information. To ensure integration of divisions and to best avoid bias toward any one division or individual, rank and promotion decisions are conducted as a part of the duties of Faculty Council.

In recognition of the strong role part-time faculty play, the strategic planning Goal II team is considering a policy change that would allow part-time faculty to participate in the rank and promotion process.

- To ensure continuity of curriculum, the college began utilizing the Worldwide Instructional Design System (WIDS©) as a warehouse for its course syllabi. Having course competencies and learning objectives defined in this software system allows for each instructor to work from the same framework for a particular course, thereby ensuring course-to-course consistency and integrity.

These same competencies and learning objectives are used to evaluate transfer credit. Academic freedom is preserved in that faculty have flexibility in activities that deliver learning objectives. Additionally, WIDS© provides a platform in which courses may be linked to core abilities and program outcomes. The utility of that linking is being explored as part of the Goal IV team's academic assessment plan development.

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- The college voluntarily seeks authorization/approval and/or accreditation from organizations such as the Ohio Board of Regents, Higher Learning Commission, Ohio Board of Nursing, National League for Nursing Accrediting Commission, and the Joint Review Committee on Education in Radiologic Technology. In addition, the college meets all requirements and stipulations set forth by the Department of Education and other regulatory authorities.
- A far-reaching copyright policy is under development by a committee made up of academic and medical librarians and a representative of the Aultman Health Foundation legal department. The committee is creating a set of copyright guidelines and an education plan that will assist with the dissemination of copyright information. Upon completion of this process, a task force consisting of members of key departments throughout Aultman Health Foundation, including a representative of the college, will review the copyright policy and guidelines. The approved policy and guidelines will be printed in the faculty and student handbooks.
- To ensure that employees, students, and the institution itself have proper rights over material that is created by, for, or in collaboration with the college, we are developing an Intellectual Property Policy. Once approved through governance, the policy will be printed in both the faculty and student handbooks. A signed policy acknowledgment form will be required by all college employees.
- Each year, the college's Family Education Rights and Privacy Act (FERPA) policy is published in the faculty and student handbooks and college catalog. Employees are also trained annually and take a quiz on the basics of FERPA. The faculty handbook includes scenarios to assist in understanding situational applications of FERPA. The student database system (CAMS) allows us to mark student preferences about release of their information. This FERPA screen displays whenever a student's information is accessed.

- To ensure data integrity and data transparency, the college created a CAMS student database user group. This group meets monthly to discuss any changes or questions about the data fields and information found in CAMS. The group also aids in transparency because no changes in the system are made until there is buy-in from everyone. Transparency is also achieved by running reports out of CAMS. The data in the system allows us to report accurately on enrollment, financial aid, billing, admissions, etc. Internal audit processes have been implemented to check the system frequently for accuracy so that CAMS reports provide correct information.
- Aultman College disbursed nearly \$3 million in federal financial aid awards in the year ending December 31, 2011. The college had its first financial aid audit on April 2, 2008, and continues to have annual A-133 Audits as required by the U.S. Department of Education. These audits are performed by an independent auditing firm, Bruner-Cox LLP, with no findings to date. The federal aid audit with no findings assures the college is 100% compliant with the Higher Education Authorization Act of 2005 (HEAA) and the Higher Education Opportunity Act – 2008 (HEOA).

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SUMMARY

This report demonstrates patterns of evidence that Aultman College meets the five core components of Criterion 1.

Core Component 1a: The organization’s mission documents are clear and articulate publicly the organization’s commitments.

- The organization has spent substantial time and resources to evaluate, revise, and align its mission documents so that its constituencies, purpose, and commitments are clearly articulated.
- Revision of our mission documents specifically addresses institutional growth and allows for the development of new programs.
- The mission documents include a strong commitment to high academic standards, to goals for student learning, and to assessment processes to determine if these goals and standards are being met.
- The college makes its mission documents available to the public by displaying the V/M/V statements throughout the college, publishing the mission documents in the college catalog, and faculty and student handbooks, and authoring articles about the organization’s commitment to its mission in news publications for internal and external audiences.

Areas needing institutional attention:

- An ongoing mission statement communication plan should be developed to keep both new and current students, faculty, and staff members mindful of the organization’s commitments.
- The college will develop tools to assess understanding and application of V/M/V versus the current use of data that only address awareness.
- The organization should stay abreast of changes in the U.S. healthcare industry and the effects those changes may have on the college’s mission.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The organization’s mission documents have been revised to reflect the action the organization has taken to recognize and embrace the diversity of its learners and other constituencies.
- The college has recognized that the addition of a second degree program and on-site general education courses have added diversity, which required changes in structures, thought patterns, and learner support.
- The college’s Diversity Task Force has been a critical force in leading diversity initiatives, including a Diversity Audit, conducted in the 2011-2012 academic year.

Areas needing institutional attention:

- The college should explore opportunities and improvements identified in our Diversity Audit report.
- The college must continue to analyze student data to determine the need for support services addressing learner diversity.
- The college should further develop the Enrollment Management Plan to address support services required in alignment with recruiting goals.

Core Component 1c: Understanding of and support for the mission pervade the organization.

- The evolution of the mission documents resulted from a collaborative effort that included input from the Board of Directors, students, faculty, and staff.
- Mission documents are included in all college publications and website.
- College strategic decisions and budgeting priorities are mission-driven.

Areas needing institutional attention:

- An ongoing mission statement communication plan should be developed to keep both new and current students, faculty and staff members mindful of the organization’s commitments.

- The college should approve and execute the Institutional Effectiveness and Assessment Plan to ensure reliable assessment data to support mission-driven decision-making.

Core Component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- In response to HLC assurances and organizational V/M/V, Aultman College's governance and organizational structure have evolved since initial incorporation in 2004.
- Responsibilities are outlined by structures, processes, and activities that are well-defined, and collaborative in nature.
- The college operates from a shared governance structure that allows input and participation from all members of the college team.
- Experience gained from growth and change since 2008 has resulted in new processes to improve communication and ensure engagement and accountability.

Areas needing institutional attention:

- The college's current governance structure and processes require evaluation to analyze effectiveness and eliminate redundancy.
- The college recognizes the need to train and develop employees on how to be an effective governance committee member or chairperson. Such training will be included as part of the overall college development process.

Core Component 1e: The organization upholds and protects its integrity.

- Aultman College operates with a governance structure that provides numerous checks and balances, participation from constituents, and transparency.
- The college has made revisions to current policies and introduced new policies to ensure that processes are clear and fair and that rights and responsibilities of

constituencies are clearly defined.

- The college understands and abides by local, state, and federal laws and regulations, and voluntarily seeks approval/authorization/accreditation from oversight organizations.
- The college has worked to ensure that all publications, communications and marketing materials are clear and well-organized, and accurately represent the organization to constituents.

Areas needing institutional attention:

- The college should expand upon its current system of internal compliance processes.
- The college will continue to focus on data integrity, transparency, and reporting accuracy.

CRITERION TWO: PREPARING FOR THE FUTURE



HLC Criterion 2: Preparing for the Future

INTRODUCTION

The organization’s allocation of resources and its process for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

As Aultman College prepares for the future of health sciences education, it is vigilant about monitoring and strategically incorporating societal and economic trend data into planning processes. A rich 114-year history of a hospital-based diploma nursing program has created a legacy that shaped the college’s identity but will not be sufficient to provide for the future. As the college begins its seventh academic year, it enjoys productive partnerships with Aultman Hospital, which supports higher education in the community; the Aultman College Alumni Association, which provides support and scholarship monies; other area colleges and universities that offer opportunities for advanced degrees; and area healthcare institutions that employ our graduates. Aultman College continually responds to community needs by developing new programs and strengthening existing ones through institutional effectiveness activities.

The following core components discuss the alignment of strategic planning activities with our vision, mission, and values statement.

2.a. The organization realistically prepares for a future shaped by multiple societal and economic trends.**VISION, MISSION, VALUES**

In preparing for the future, the college recognized the need to revise vision, mission, and values statements to reflect its identity as an institution of higher education with a broad health sciences approach. A task force developed new, student-centered statements that encompass all programs. This process and subsequent Board approval in May 2011 are detailed in Criterion 1.

Institutional Viability

In the 2010-2014 strategic plan, the first strategic initiative was to improve the college's viability and recognition as an institution of higher education. The major objectives of this goal were centered on developing a higher education culture, increasing college and staff visibility in the community, and planning for strategic board recruitment. One objective, perhaps the most meaningful in that it spoke to young Aultman College's identity as an independent institution of higher education, involved raising the capital and developing the infrastructure to support general education course delivery. With program curricula consisting of nearly 50% general education course work, ownership of general education became a symbol of growth and independence that united faculty and staff with a common purpose and ambition.

Planning and Executing the General Education Transition

From the onset in 2004, the college contracted with Walsh University to provide all general education courses on the Walsh campus. As a result, our students traveled to Walsh and were integrated into its student population. In 2007, knowing that the current contract with Walsh would end in 2009, the Board determined that it was time to move toward becoming a full-service, one-campus institution, and on November 13, 2007, it approved the comprehensive transition of general education courses from Walsh to the Aultman College campus.

In developing the general education transition plan, we considered factors such as projected course enrollment; evaluation of most frequently transferred courses; ACT student satisfaction survey results; and the impact to budget, campus facilities, program development, human resource needs, and administrative processes. Math and sciences were designated as the first courses to transition due to high enrollments, so the construction of labs in the third floor shell space would be a priority.

The overarching goal of the transition plan was to affirm Aultman College as a viable, independent learning community while strengthening its position relative to accreditation, image in the community, and ability to meet consumer needs.

The strategic issues included how to optimize available resources and minimize constraints as the course transition occurred; an examination of the best short-term (2-3 years) options; and how to fulfill the plan to build science labs on campus.

The critical milestone identified was the HLC accreditation visit in fall 2013, which would move the college toward 10 year accreditation and opportunities for program development and growth. (This visit was moved to fall 2012, as described in the Introduction to this report.)

The first step in developing and executing the transition plan was to identify a champion to manage the project. Because math and science courses had consistently high enrollments, the plan was to begin the transition by hiring faculty for those courses. The selected project leader, a Ph.D. in chemistry, quickly identified a major need for science labs on campus by January 2010. Architectural designs were developed, and the estimated total cost for three labs and classroom space was \$2,220,036.

To fund the project, the college submitted a capital request to Aultman Hospital and began investigating grants and other external sources. The project leader was also planning for faculty hiring, course and syllabus development, and Ohio Board of Regents course approvals.

The economic downturn in 2008 prevented Aultman Hospital from granting the college's capital request, which necessitated a re-evaluation of the project timeline. In May 2009, the president engaged the management team and Board in discussion about the future of the project and its funding.



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Without fully equipped labs to support science courses on campus, the implementation plan was refocused, and math and English became the courses to lead the transition. A course transition map, known as the “green sheet,” was developed to guide the planning and hiring process. The first English and math courses were taught on campus in 2010.

Although science lab construction was delayed due to funding, the plan to begin teaching our own science courses was not. Alternative plans for off-site lab facilities at a local high school were developed and brought to the Board on February 16, 2010 for approval.

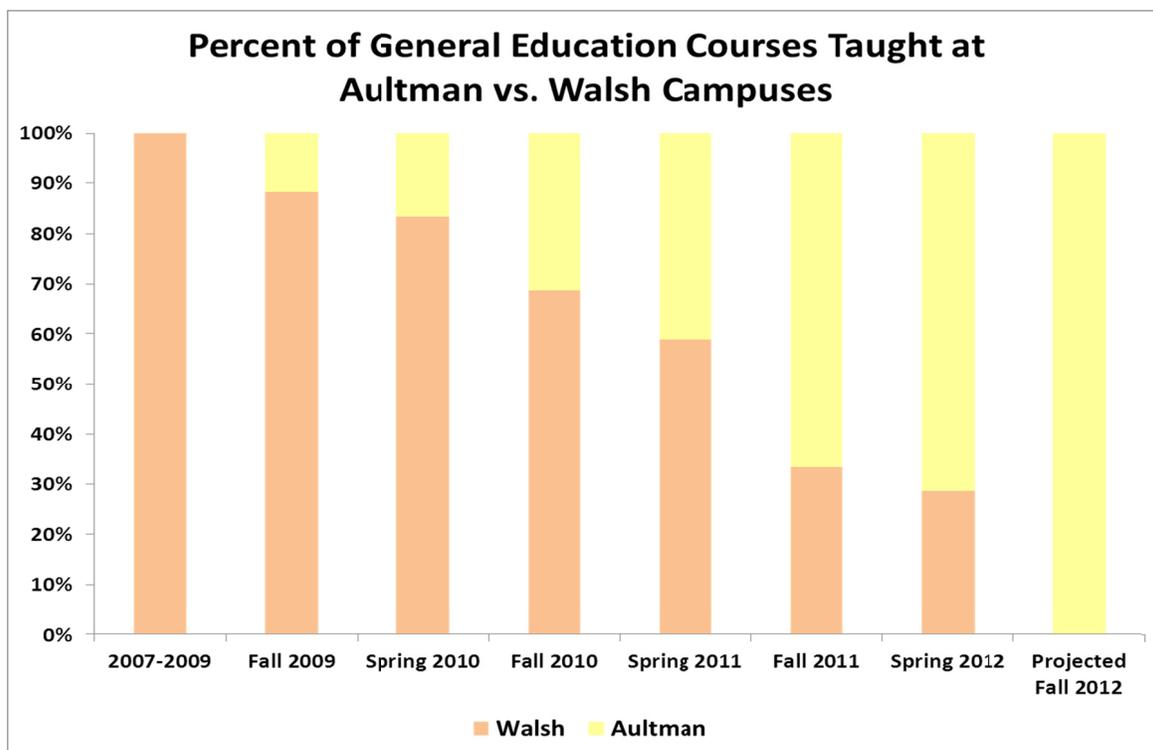
When the original off-site high school facility did not work out due to scheduling conflicts the Canton Local School District (Canton South High School) emerged in fall 2011 as the best location for our faculty to teach our own chemistry and microbiology courses. Not only was the high school class schedule accommodating, but the district and the college already had a long-standing relationship involving collaboration on the summer science camp for fifth and sixth graders. The president signed a contractual agreement on March 14, 2011.

Funding for the first science lab, storage space, and faculty offices was secured in 2011, and construction was completed fall 2011. In spring 2012, our faculty taught the first onsite chemistry and microbiology courses.

The second lab, which will support anatomy and physiology courses, is currently under construction, and these courses are slated for transition in fall 2012. Fundraising to complete the third floor construction projects continues with grant writing, individual donor contributions, and Aultman Hospital capital allocations.



The graph below shows that the transition of general education courses from Walsh University to the Aultman College campus will be complete in fall 2012.



The impact of this transition on Aultman College is evidenced in a number of ways, both obvious and subtle.

- The organizational culture as a whole is growing more collegiate.
- Students enjoy a more coherent campus experience.
- Independence as an institution of higher education contributes significantly to our strategic goal of improving organizational viability. Coupled with the financial stability that comes with increased tuition revenue and elimination of the cost of purchasing services from Walsh, this outcome contributes significantly to achieving that goal. As a side note, we are happy that our relationship with Walsh University remains collegial and supportive.

- The general education division is proud that it has expanded faculty and now teaches its own courses. Additional courses are being developed to support current associate degree students and to prepare for bachelor's level offerings. Ultimately, the growth of the general education division is vital to the success of our future academic programs.
- The capacity of our administrative and academic support services has deepened; areas such as the learning resource center (LRC), registrar, student life, information technology, and facilities management have met the challenges presented by a full-service campus.

Student/Academic Support Services

As the general education courses transitioned to campus, support services expanded to accommodate increased course offerings. Following are some key components that were added or expanded:

- **Library** – The new academic librarian has been instrumental in growing library resources and collections to meet student needs.
- **Learning Resource Center** – To provide additional general education course support for students, the LRC added tutoring services. Subjects covered include chemistry, math, writing, anatomy and physiology, microbiology, and nursing. Additional quiet study and tutoring rooms have been designated for student success, and eTutoring debuts in fall 2012.
- **Technology** – Since 2009, the college has added a two-person IT department. In addition to providing ongoing technology troubleshooting, our IT director has developed and is implementing a five-year technology plan that will ensure the college is prepared to meet the educational delivery needs of current and future students. For example, the college now has the technology infrastructure to begin hybrid course offerings in fall 2012.

ACADEMICS

Consistent with our mission to provide health sciences education, we began to explore additional program offerings beyond nursing.

Associate Degree in Radiography

Aultman Hospital had sponsored a radiologic technology program since 1947 as a 24-month, hospital-based certificate program. The impetus to create the associate degree in radiography program stemmed from the Joint Review Committee on Education in Radiologic Technology's (JRCERT) mandate that all radiologic technicians have an associate degree by 2015.

In addition to the JRCERT mandate, statistics published on the Occupational Outlook Handbook website predict that demand for radiologic technologists will grow at a rate of 28% from 2010 to 2020, faster than the 14% average for all occupations. We attribute this growth largely to the aging of both our present technologists and the general population. As the population ages, increased illness and injuries that require diagnostic imaging will influence the need for more technologists. The majority of jobs for a radiologic technologist will still be within a hospital setting. However, additional opportunities in physician offices and diagnostic imaging centers will be available as noted by the American Society of Radiologic Technologists (ASRT).

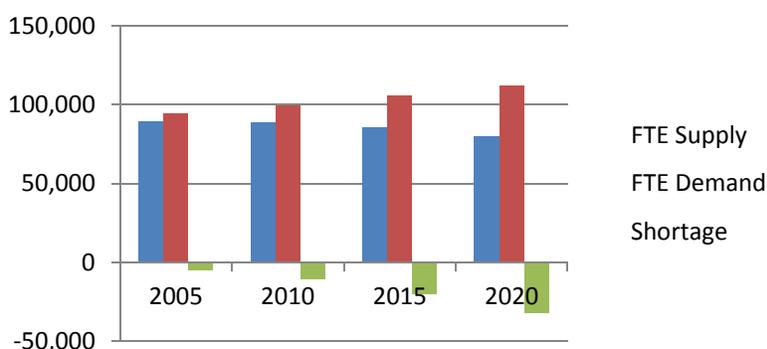
The college developed a proposal to transition the hospital-based program to a 21 month associate of science degree in radiography (ASR) to meet the registry requirement. The ASR program proposal was unanimously approved by College Assembly on March 27, 2009, by the Ohio Board of Regents on April 30, 2012, and by the college Board on May 12, 2009. The Higher Learning Commission approved the program on August 16, 2010, and JRCERT approved on November 14, 2011. The first cohort for the ASR degree started in fall 2011.



Nursing

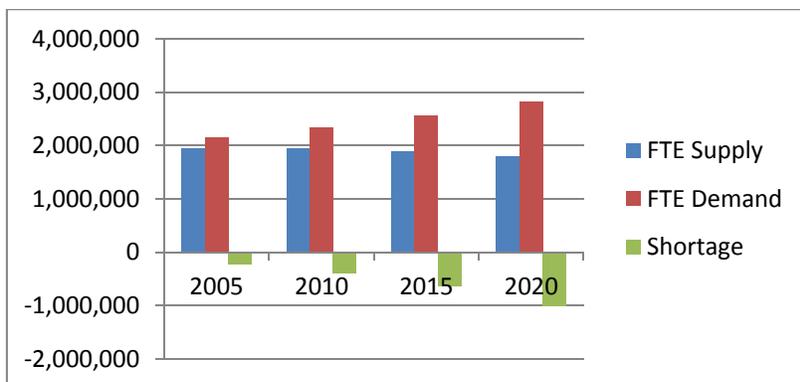
Ever mindful of national, regional, and local trends affecting the need for registered nurses (RNs) and other health care providers, the college bases enrollment goals in part on these trends. We realize that not all of our graduates stay in the local area; therefore, we monitor trends in various locales. The Ohio Hospital Association (2008) published information on projected supply and demand for RNs in Ohio through 2020. The graph below depicts these projections, which indicate that the Ohio demand will increase through 2020 due to a shortage of about 25,000 RNs.

Ohio Supply and Demand Projections for Nurses



It is not surprising that the trend for increased RNs extends also to the national level. The U.S. Department of Health and Human Services Bureau of Health Professions, in a 2002 report, projected a similar need for RNs over the same periods of time across the country, as depicted below. The national shortage of RNs is estimated to reach 1,000,000 by 2020.

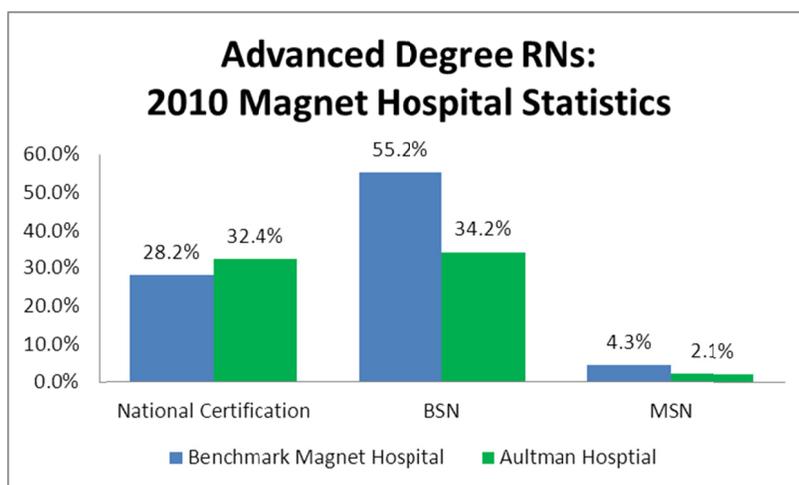
National Supply and Demand Projections for Nurses



The demand for bachelors prepared nurses is increasing as is the need for seamless articulation to graduate degrees. The rationale for this shift is based on evidence that BSN nurses are better problem solvers, their skill level contributes to a decrease in patient mortality rates, and they are able to fill evolving nursing roles. The literature in general, a national report by the Institute of Medicine (“Ohio’s initiative of Nursing 2015: Transforming the Future of Nursing”), and Aultman Hospital’s Magnet status all support this trend toward bachelor’s level education and beyond for nurses.

“The demand for bachelors-prepared nurses is increasing as is the need for seamless articulation to graduate degrees.”

The graph below shows how Aultman Hospital compares to other Magnet facilities in employment of direct care nurses with BSN and MSN degrees. While the hospital is well below other Magnet hospitals in bachelors and masters degree nurses, it is slightly above the benchmark level of national certifications.



Data presented by Deanna Hatfield, Aultman Hospital Administrator, at a Student Affairs Committee of the Board meeting, March 15, 2011

BSN Completion Program

Data from the national and state levels indicated that great opportunities were on the horizon. By providing RNs with advanced education to help them complete BSN degrees within ten years of initial licensure, the college would also

- Serve its mission to meet “emerging needs in Northeast Ohio and beyond...;”
- Impact institutional viability with increased enrollment revenue; and

- Support Aultman Hospital, a Magnet facility since 2005, in its need for BSN nurses.

In discussing this possibility with the Academic Committee of the Board on March 16, 2012, the idea took shape. The Board committee agreed that program development should occur over a three year period and be ready to submit for HLC review at the next accreditation visit, originally scheduled for 2013. The Academic Committee noted the following considerations, among others, in its decision:

- The program aligns with the college vision, mission, values, and strategic plan
- It changes our image and recruitment/marketing strategies
- It keeps college faculty and staff on the cutting edge of future developments in the nursing profession
- It serves current ASN students in their desire to pursue advanced education
- It capitalizes on and serves the college's relationship Aultman Hospital, a Magnet facility that desires to increase the education level of direct care RNs
- Aultman Hospital affiliation provides a competitive edge and flexibility in the higher education market
- It requires review of curriculum design, delivery methods, cost, admission criteria, and support services

An interdisciplinary task force including staff from the college, Aultman Hospital, the College Advisory Committee, students, alumni, and community representatives began a feasibility study on April 15, 2010. The task force weighed the pros and cons. They heard the Aultman Hospital chief nursing officer express support for the program because the hospital needed bachelor's prepared RNs. They considered that bachelor's completion programs were more affordable, faster, and more flexible than traditional bachelor's degree programs. They conducted a literature review and environmental scan, gathered information from student and alumni surveys, consulted the College Advisory Committee, and benchmarked programs of other institutions.

They considered whether to proceed as a collaborator with another institution or move into the market as a competitor. On May 11, 2010, the task force presented an update report to the Board.

Looking Ahead

In July 2010, the college and hospital management teams participated in strategic planning exercises facilitated by consultants from Insigniam Performance. During a session focused on the vision of the college in 2023, ideas about advanced/graduate degree offerings played a prominent role.

When the college Board reviewed notes of these vision sessions at its meeting on September 21, 2010, it was clear that pursuing advanced/graduate degree programs should be explored and that academic program development should be a priority in 2011. At its November 23, 2010 meeting, the Board approved the college's strategic frame and its initiative to explore academic expansion. On March 15, 2011, President Crowl spoke to the Academic Committee of the Board about "What Makes a Baccalaureate Institution." She outlined the primary rationales for the BSN completion program:

- BSN completion is a natural educational progression for associate degree and diploma nurses.
- Current students, alumni, and hospital nursing leadership are asking the college to deliver the program.

Two consultants helped with BSN completion program strategies. Dr. Phyllis Hansel, dean of the College of Nursing at Seton Hall University visited campus in May 2011, and Dr. Irene Kovala, president of Glendale Community College and the chair of a previous HLC review committee, visited in July 2011. Drs. Hansel and Kovala both had planning sessions with the college Board in which they discussed projected healthcare demands, pathways to BSN, political realities, other programs, student success, and partnerships.

Also in 2011, Anne Gunther, Aultman Hospital chief nursing officer, presented to the Board evidence of the need for baccalaureate nurses in the workforce:

"Drs. Hansel and Kovala both had planning sessions with the college Board in which they discussed projected healthcare demands, pathways to BSN, political realities, other programs, student success, and partnerships."

- The Bureau of Labor Statistics projects that new RN positions will increase to 518,500 through 2018, for a 22% increase in the RN workforce.
- The Institute of Medicine in 2010 released a report stressing the need to increase the number of bachelor prepared nurses from the current 50% to 80%.
- The American Association of Colleges of Nursing (AACN) reported a 5.7% enrollment increase in entry level baccalaureate programs in 2010, which is not large enough to meet the anticipated demand.
- Research is showing a link between the level of education of nurses and mortality rates.

According to the January 2011 Ohio Hospital Workforce Report, the United States has 3 million registered nurses and Ohio has 169,000. As baby boomers age and need medical care, a significant shortage of nurses in all healthcare settings over the next 10-15 years will negatively affect these patients.

Based on convincing evidence from college staff, consultants, and hospital nursing leadership, the Academics committee of the Board approved the BSN completion proposal on October 18, 2011 and brought it forward for full Board approval on November 15, 2011.

Ohio Hospital Workforce Report
January 2011

Introduction
The hospital workforce is a diverse, dynamic and vital component of Ohio's economy. This Ohio Hospital Workforce Report is intended to provide a snapshot of data and statistics regarding Ohio's hospital workforce specifically, along with some additional information about the health care workforce generally.

Health Care Workforce Overview
Historically, the health care sector has remained one of the most stable and secure over the years. Between 2010 and 2015, the health care employment rate is expected to grow by 2.2 percent and the overall rate of unemployment is expected to decrease from 4.5 percent to 4.1 percent.

Ohio's hospitals are one of the most significant economic drivers in the state.

- Employers of Ohio's 100 largest employers, and four of the top 10 are hospital or health systems.
- In many communities throughout Ohio, hospitals are the largest employer and contribute immensely to their communities' economic stability and vitality.

Statistically, 262,000 individuals work in hospitals!

- 124,700 full-time employees
- 137,300 part-time employees
- 24,000 non-employed physicians who have privileges to treat patients in a hospital
- 4,000 physicians-in-training who receive training (and have privileges to treat patients in the hospital)
- 50,000 volunteers

Healthcare creates jobs within the community by providing goods and services.

- A total of 576,000 Ohioans had a job in 2008 thanks to Ohio's hospital economy.
- Hospital employees make their entire people nation's living, making the hospital industry the second largest employer in the private sector behind full-service retailers.

Percentage of Ohio's Population Employed in Health Care Sector

The health care sector has remained strong even during the current economic climate.

- Hospital employment is expected to grow 13.4 percent from 2008 to 2015.
- Ohio's 2010 health care employment is expected to grow 2.6 percent between 2008 and 2010 to more than 262,000 employees and services are provided in many institutional settings.
- Almost all health care occupations that are expected to be in 2015 are not in the same category as in 2008. In 2008, 20.4 percent in health care were employed in services of physicians, which is expected to grow to 26 percent by that time.
- Of the 20 occupations in Ohio that are expected to grow the fastest between 2008 and 2015, 10 are health care occupations.

© 2011 Ohio Hospital Association

2.b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Aultman College adeptly manages its human, financial, and physical resources to accomplish its mission. The exceptional education we provide is due in part to careful planning now and for the future.

Resource allocation decisions are based on the strategic plan, operational structure, data obtained from institutional effectiveness activities, and regulatory requirements. The college continually reviews and makes improvements to better serve its constituents and maintain a quality institution, including adding new programs and courses based upon environmental trends, reprioritizing strategic initiatives, and adjusting budget and resource allocations.

HUMAN RESOURCES

The heart and soul of the college is its stakeholders, including students, faculty, professional staff, administrators, and Board.

COLLEGE BOARD OF DIRECTORS

The Board of Directors consists of 18 professionals who function in accordance with stated board policies and have the decision making authority to safeguard institutional integrity. The Code of Regulations stipulates that Board representation includes members from the public, business, alumni, general education, and health care professions.

Initially, the Board included two committees: Executive and Academics. The formation of the Student Affairs committee was approved at the November 20, 2008 meeting.

The functions of the committee include the following:

- To provide representation of student interests in the Board's policy making activities;
- To ensure adequate resources for student affairs programs;
- To keep pace with the needs of the students, especially as a more diverse student body is enrolled; and
- To promote the campus as a community.

To give students a high-level voice within the institution, membership on the Student Affairs committee includes the president of Student Senate.

The Executive committee meets on an as needed basis while Academics and Student Affairs meet twice per academic year. The Board as a whole meets four times per year and holds a strategic planning session in the summer. Board members sign confidentiality and conflict of interest forms annually.

In 2012, Board membership was increased to 18. Deliberation throughout 2011 that led to this increase centered on the following critical factors:

1. Growth in enrollment and programs
2. The need for diversity in membership
3. The potential need for additional committees

At the November 2011 meeting, the Board accepted two member resignations and approved five new members, thus expanding to 18 members. The college community regards its Board as a passionate, encouraging, and engaged governing body with the foresight to prepare the college for future opportunities and challenges presented by local, state, and national trends.

COLLEGE ADMINISTRATION

Administrative personnel include qualified and experienced individuals whose delegated authority is organized through structures, policies, and procedures to oversee institutional activities and to exercise the appropriate responsibilities of their positions. The college organizational structure is arranged along traditional lines of hierarchy, with all positions under the direct or indirect influence of the Board and the college president.

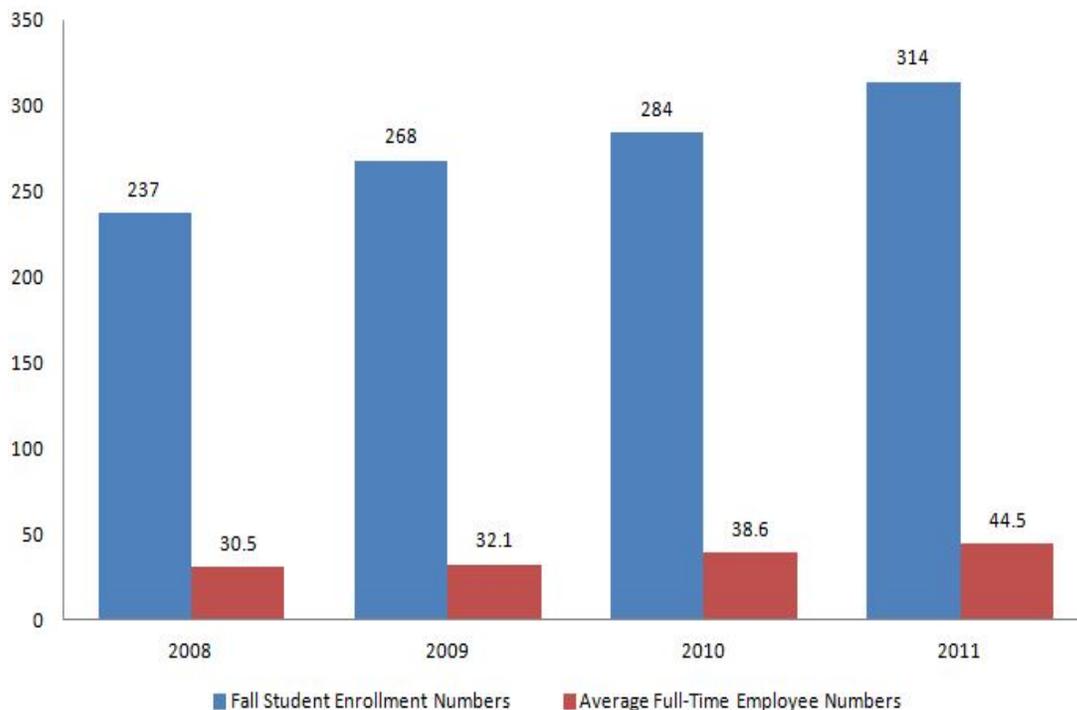
All faculty and staff understand the roles and responsibilities of the administrators which are defined by position descriptions and modeled daily through interactions with colleagues and students.

FACULTY AND STAFF

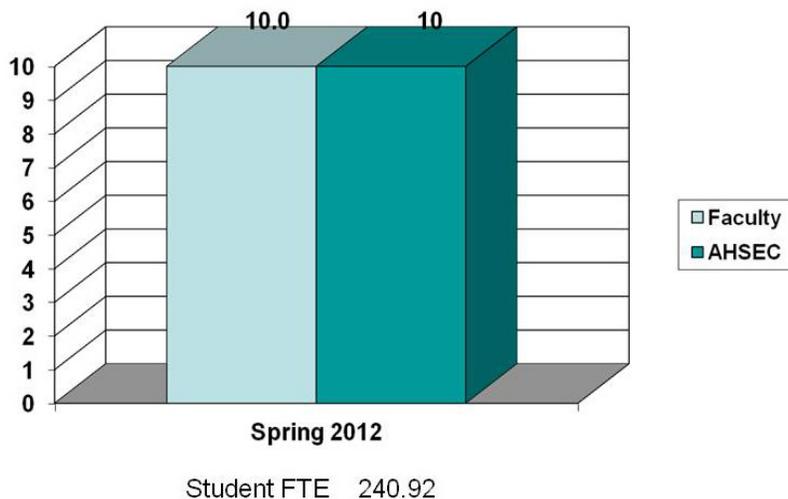
In an effort to maintain a student-centered environment featuring a low student-faculty ratio, we have increased faculty and staff to support larger enrollments. The graph below shows this growth over the period 2008 through 2011. As of fall 2012, the college employs 19 full and part-time faculty, 32 full and part time professional staff (including administrators), and 31 adjunct faculty.



Student Enrollment vs. College Employees



Faculty to Student Ratio Aultman College vs. Comparable Institutions



As shown above, in terms of faculty to student ratio, we compare favorably to other members of AHSEC (American Health Science Education Consortium), which is composed of like institutions.

We are committed to effective use of human resources in educating our students. For example, the part-time institutional research coordinator is also a part-time microbiology instructor, and as such is a full-time employee. This efficient utilization of talent helps reduce expenses while capitalizing on unique employee strengths.

PHYSICAL RESOURCES TO SUPPORT EDUCATIONAL QUALITY

Office Space

Office space is at a premium due to growth, but we welcome the challenge presented by hiring new faculty and staff.

The discontinuation of the Aultman Hospital paramedic program recently opened up several office spaces adjacent to the college, and a renovated storage area on the third floor contributed six more. We look forward to accommodating future growth within currently unoccupied space.

Technology Infrastructure

Technology infrastructure has been a major focus for the past several years. Prior to 2009, we relied on Aultman Health Foundation (AHF) to meet our technology support needs; this arrangement was challenging because AHF staff was unfamiliar with college software such as the CAMS student database.

Without adequate IT expertise and support, our systems were underutilized. AHF designated an IT person to assist with college needs including managing and supporting software systems and networks; providing user support to faculty and staff; coordinating the use of and training for classroom technology; and overseeing the maintenance and upgrading of technology resources.

In fall 2009 the college hired its own Information Technology Coordinator. This new role focused on assessing college technology needs, recommending changes to support strategic and operational goals, and maximizing utilization of the CAMS system.

The impact of this new position resulted in a number of accomplishments in 2010 and 2011 related to CAMS:

“In fall 2009, the college hired its own information technology coordinator. This new role focuses on assessing college technology needs, recommending changes to support strategic and operational goals, and maximizing utilization of the CAMS system.”

- Reviewing and reformulating data to meet system standards.
- Developing a glossary that defined ownership and rules for field values. This ultimately resulted in users owning their modules (e.g., admissions, billing, registration, etc.).
- Building a better relationship with CAMS vendor Three Rivers.
- Understanding system capabilities to enhance usage.
- Educating staff and faculty on how to better utilize the system.
- Identifying gaps in infrastructure (e.g., web portal security, HTTPS).

Another database system needing attention was the Worldwide Instructional Design (WIDS) Learning Design System. It was also underutilized, so the college invested in developing a faculty member to champion the system and conduct training sessions for all faculty. All courses in the college have been designed in the WIDS system, which tracks competencies and identifies where they are located in the curriculum.

Other technology achievements include the following:

- The college website was reorganized to improve navigation and easier location of information.
- An internal tracking system was developed to show the types and number of IT requests as well as systems accessed and by whom, which is essential for security compliance purposes.
- New technology purchases were reviewed for system compatibility, ownership, and intended use.

In 2012, the IT body of work includes the following activities:

- Pilot the Amvonet learning management system
- Implement document management to support the college's green initiative
- Recommend to hire a third IT staff member in 2013-2014

- Implement policy and procedure software
- Update computers to Office 2010
- Focus on instructional design for online courses
- Investigate the use of iPads, eBooks, and other mobile devices
- Continue to customize CAMS
- Maintain an amiable working relationship with AHF

Aultman Health Sciences Library

The Aultman Health Sciences Library is an integral part of the support system for the transition of general education courses from Walsh University and the addition of new programs. The college took seriously the Commission's recommendation that hiring an academic librarian should be a priority and included it as a Goal I objective in the 2010-14 strategic plan.

In March 2011, the college hired the academic librarian, an experienced professional with a master's degree in library and information science from Kent State University. Formerly the head librarian at Brown Mackie College, our new librarian augments the current library staff and brings great energy and enthusiasm to her work.

Following the addition of the academic librarian, a new Library Governance Committee was formed in spring 2011 to bring together parties with a vested interest in library services. Membership includes the college, medical education, physicians/residents, nursing, employee education, IT, and library staff (academic librarian, medical librarian, and library assistant). The committee is responsible to oversee library policies, strategic planning, and administration for all user groups.

The academic librarian's primary focus is the information literacy needs of college constituents. She serves on college governance and other committees including student affairs council, faculty council, the academic team, strategic goal teams, and the HLC self-study. She also participates in new student orientation and the online project task force.



Library orientations take place in both the library and the classroom. Prior to a presentation, the academic librarian administers a pre-test designed to find out how much the group knows about accessing information. Following the presentation, she administers the same questions in a post-test to determine whether the learning outcomes have been achieved. All faculty may request a classroom library orientation; the most frequent requests come from the English (College Composition) and NRS 100 classes.

The current goals of the academic librarian are to establish by spring 2013 a website for electronic access of library resources and catalogs; to build the collection to meet current and future program needs; and within three years, to incorporate library instruction in the syllabi of core classes.

Expanding library services is an ongoing process with emphasis on continuous improvement. To this end, the academic librarian has assessed collection needs of radiography and general education and added 150 new items either through donation or purchase.

Learning Resource Center (LRC)

The LRC was developed in response to a Commission recommendation that academic support services in place at the inception of the college would not be sufficient as the college grew. In summer 2009, we developed a plan to operate and open the center that fall, using space acquired in cooperation with hospital administration.

The intention was for the LRC to be a “one stop” location for a variety of resources and services that enhance student academic and personal success.

The LRC opened its doors on September 8, 2009 with the following services: professional and peer tutoring in writing, math, chemistry, and nursing; testing accommodations; learning style assessments; and academic success planning. The facility included a reception area, study rooms, and staff offices; appropriate furniture including tables and chairs, soft seating, and individual desks; computers, printer/copier, and learning resources including books and models; and private/quiet special accommodations testing areas.



The LRC expanded services in spring 2010 to include professional tutoring in anatomy & physiology and an academic advisor. The fall 2010 semester welcomed microbiology professional tutoring, an Early Alert retention initiative, and models of the eye, ear, skull, and brain.

Additional expansion occurred in spring of 2012 with additional computers and two rooms for testing and study.

Simulation Lab

The Simulation Lab has experienced continued growth. The original high-fidelity simulators (adult and child) are still very beneficial as a means for students to assess, evaluate, and care for patients in a non-threatening way. In fall 2010, the college received capital funds from the hospital to support the purchase of an additional adult high-fidelity, tetherless simulator which allows scenarios in venues outside the confines of the lab.

In March 2010, the hospital perinatal unit received a grant to purchase a birthing simulator (NOELLE) and its accompanying newborn, which they donated to the college. Because the current simulation lab was unable to house NOELLE and baby, in fall 2011 the hospital gave the college a room in old labor and delivery area. The college maintains NOELLE scheduling, maintenance, and warranties for the perinatal simulators. While the newborn simulator is currently only used by hospital staff, students in the nursing Obstetrics course and hospital staff both use the birthing simulator.

Simulation lab planning has evolved into a five-year plan. Additional help was needed to assist in developing, programming, and running new scenarios and multiple simulators. Staff now includes a simulation lab coordinator, a simulation assistant, and two adjuncts.



FINANCIAL RESOURCES TO SUPPORT EDUCATIONAL QUALITY

While the financial history of the college is less than ten years, the Aultman Hospital School of Nursing which preceded the college was well supported, financially sound, and ethically managed for over 100 years. As an important asset for the hospital, the college provides a source of new hires familiar with the setting, which reduces hiring and orientation costs. In addition, the relationship between the college and the hospital has enabled the hospital to collect Medicare pass-through funds.

The Board of Directors oversees the fiscal affairs of the college as defined in the Code of Regulations, Article III, Section 4 – Duties of the Board. The Board approves the annual budget and receives quarterly reports on financial operations as part of the financial report at each Board meeting.

Aultman Hospital funds the college to create a zero bottom line. In essence, the subsidy provided by the hospital reduces tuition for our students and helps us remain marketable for our region.

Over the course of its availability, Medicare pass-through funding has provided a measure of support for healthcare education. The hospital receives Medicare pass-through money to offset the cost of providing clinical sites to the college. In 2011, the pass-through allocation was approximately \$2.5 million. In addition to the operations report, the Board also reviews and approves the college's Restricted Funds Report.

Transitioning the general education courses from Walsh University to Aultman College provided more control over academic outcomes as well as a reduction in overall expenses. As we increased faculty, staff, and facilities to support the courses, we significantly reduced the amount paid to Walsh University. This was a key factor in reducing the amount of subsidy from the hospital. With the addition of new programs and an increase in students, it is our goal to achieve financial autonomy over the next five years, thus building the foundation that will ensure financial stability into the future.

The president and the vice president for internal affairs are responsible for the financial operations of the college and are accountable to the Board for all financial matters. The budget is monitored and managed by the president, the administrative directors, and the division directors, respectively.

“Transitioning the general education courses from Walsh University to Aultman College provided more control over academic outcomes as well as a reduction in overall expenses.”

Budget Practices

The operating budget is based on a rolling 13 period, 28-day cycle and takes into consideration the actual cost plus the applicable inflation factors that impact wages, wage-related, and non-wage items. The budget includes volume growth as well as the addition of anticipated new expenses.

Each year, the college budget is developed by the academic division directors who estimate enrollment and recommend changes based on program plans for that academic year. During the transition of general education courses over the last two years, budgeting was especially important in that additional faculty and equipment were needed.

The financial analyst and vice president for internal affairs review the recommended budget, taking all factors listed above into consideration, including an estimate of tuition based on projected enrollment figures. The budget is then presented to the Board for approval.

Actual revenue as of fall 2011 was significantly below the projection at \$1,231,236 while expenses were under budget at \$1,646,105. The college has adjusted expenses to meet the decreased revenue. Although student enrollment was up to 314 as of fall 2011, revenue was still significantly down. A task force investigating the reason for this disparity determined that several factors were at play:

- Students registered for fewer courses
- Some courses scheduled were not offered due to the change in curriculum or low enrollment
- The federal work study program was implemented but on a smaller scale due to the lower than expected Department of Education allocation
- Chemistry 110 from the old nursing curriculum was initially budgeted but is no longer offered in the realigned curriculum
- Students transfer in academic credit which reduces their academic loads
- A transient course policy implemented in 2011 has impacted the number of courses students take on campus

Additionally, in fall 2011 the college introduced a 25% tuition reduction program for Aultman Hospital employees to encourage their enrollment and provide a new employee benefit. The cost to the college for the 47 students taking advantage of the program was \$45,000 in one semester. This benefit is projected to cost approximately \$100,000 each year.

As the college prepared the 2012-2013 budget, the assumptions included:

- 3.2% increase in enrollment
- 4.0% increase in tuition
- 2.7 additional employee FTEs
- BSN completion program beginning in May 2013
- Maintain competitiveness in northeastern Ohio

The budget for 2012-2013 was approved by the Board on May 10, 2011 (Board budgeted financials 2011-12) and includes an average enrollment of 320 students. Revenue includes tuition and fees at \$4,264,995 plus an Aultman Hospital contribution of \$904,467 to break even.

Expenses include personnel, health care, rental, and administrative. Budgeted expenses total \$5,169,462. The college expected enrollment to remain flat and projected expenses to decrease due to more general education courses transitioning to the college, which would reduce the payment to Walsh University.

Through its ongoing strategic planning and budgeting processes, the college will continue to conduct internal and external market analysis and set short and long range goals to move forward programmatically and financially. The affiliation with the hospital benefits the college with administrative services, financial support, and clinical services, but we realize the need to move toward greater financial autonomy. To this end, we will continue to evaluate enrollment projections, tuition rates, and financial aid, as well as explore the creation of new academic programs and expand fundraising efforts.

“Through its ongoing strategic planning and budgeting processes, the college will continue to conduct internal and external market analysis and set short and long-range goals to move forward programmatically and financially.”

Board’s Policies on Reserves, Audits, and Endowments

As a subsidiary of Aultman Hospital, the college and its Board utilize the Aultman Investment Committee for supervising the investment of all assets owned or held by the college to ensure that the assets are in good order.

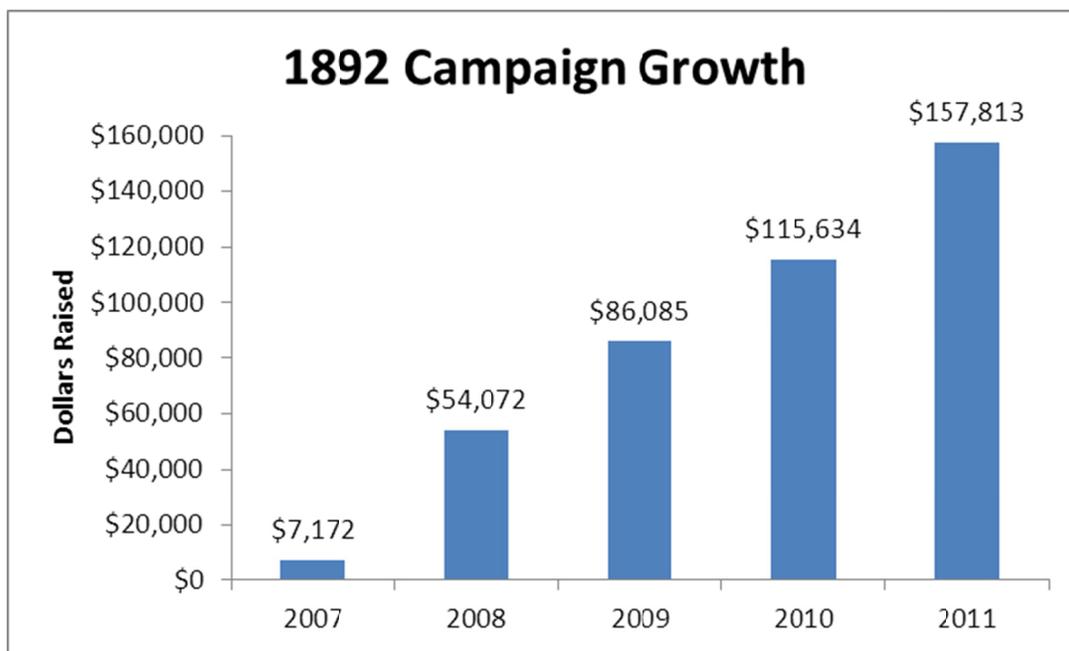
The Board’s “Statement of Investment Policy and Objectives” says the committee’s purpose is to provide financial support to the college. Investment objectives and policies cover allocation, diversification and risk, fund investment, and performance monitoring.

Annually the Board of Directors requires a financial audit for the college which is performed in collaboration with Aultman Hospital. The audit was completed for 2011 by an independent auditor, with no findings specific to the college. The audit is scheduled for approval at the September 2012 Board meeting.

To help move the college toward independence, the Board has a goal to grow restricted funds, which are reported at every Board meeting. At the May 2012 meeting, the college’s restricted fund balance was \$997,887 (period 3).

Fund Development

The “Giving Tree” was developed during the 2006-2007 academic year as a way of acknowledging individuals or groups that contribute money for scholarships or other college projects. Monies are generated through alumni phone-a-thons and private donations which can be made in single or cumulative donation amounts. Additionally, each of the last six graduating classes assisted with fund development by raising money to purchase a leaf.



The graph above illustrates how the 1892 Campaign has progressed over the past five years. Campaign funds have increased by \$150,641 since inception, which has resulted in increased scholarship awards. Fund raising is critical for future growth, and a current funding priority is completing the lab facilities for science classes.

In 2010, the Board chair challenged members to raise one million dollars and named an ad hoc committee devoted to this task. One of their actions was to allocate \$10,000 for a consultant to develop a funding plan.

The cost to construct the first science lab and storage area totaled \$926,240. Funds were ultimately secured by several means as noted below:

Funding Source	Amount
Mitchel Family Trust	\$270,000
Aultman Capital including design	\$381,240
Robert Metcalf	\$150,000
Harley C. & Mary Hoover Price	\$75,000
Paul and Carol David Foundation	\$50,000
Total	\$926,240

Grants, private donations, and capital funds also contributed to the construction project. Twenty five percent of the 1892 campaign pledges are directed to the present and future science labs. Dollars raised in 2010-2011 were sufficient to complete construction of Phase I in December 2011, which included one lab with storage space and faculty offices.

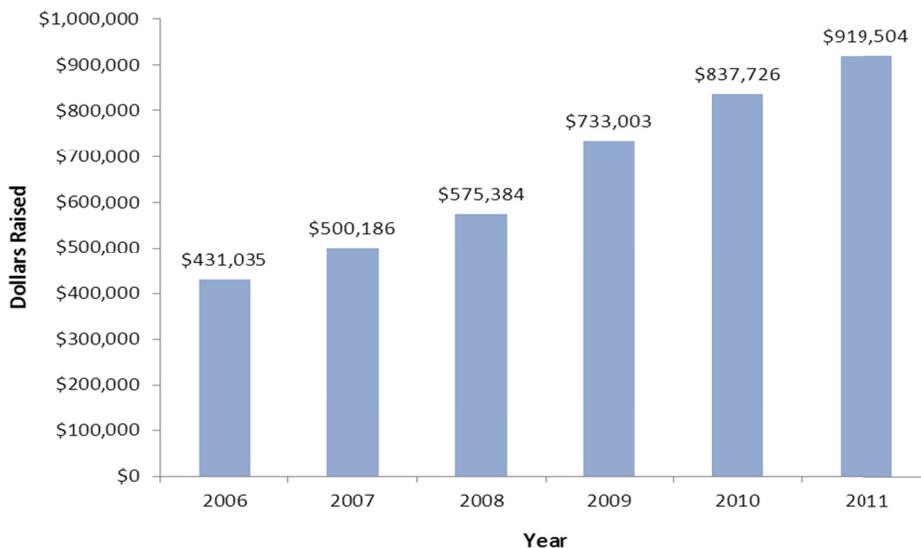
Door to Discovery Campaign

A case study and fund drive known as the Door to Discovery Campaign also supported the science lab project. The goal was to secure funding for the remaining project phases on the third floor, including two more science labs with storage and restrooms. A fundraising “Hard Hat” party in September of 2011 introduced the public to the significance of science for our students and provided a unique opportunity to contribute to the future of health sciences education. Pledges during the event netted \$50,000.

Scholarships

At the end of 2006, the college had eight scholarship funds in place. Over the past five years, restricted funds for scholarships have grown to nineteen total funds for eight gifted scholarships and 11 endowed scholarships. The endowed scholarships currently awarded are funded solely on the interest earned. Four of the 11 endowed scholarships have not yet matured for distribution.

Restricted Funds Growth



The graph above represents restricted funds for gifted and the endowed scholarships. As noted, over the past six years, the funds have grown from \$431,035 to \$919,133, a greater than 100% growth through December 2011.

The college website, student portal, and bulletin boards feature community and state financial aid opportunities for students, including eligibility requirements and deadlines for submission.

2.c. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

The college has had an institutional assessment plan since inception.

The Institutional Assessment Council (IAC) was formed to oversee data reporting and met biannually to ensure that all reports were completed for the reporting cycle.

The 2010-14 strategic plan included an initiative (Goal IV) to identify core academic and non-academic quality measures and streamline data collection and reporting procedures. The objectives for this goal included ensuring that the CAMS database could support data collection and reporting; establishing core institutional and academic assessment measures; and ensuring that quality assessment aligned with academic and operational plans.

The addition of new programs and the need to store and retrieve data electronically led us first to review our CAMS database capabilities and the uniformity of data entry college-wide. A CAMS User Group was assembled to discuss and evaluate potential changes and their impact on operations. With the enhanced use of the CAMS database, we developed new and more informative reports.

As a result, the original IAC reporting process evolved into an Institutional Effectiveness function that will provide more meaningful data for decision-making. In recognition of the interdependence of strategic planning and institutional effectiveness activities, in January 2010, these functions were combined into one position, the director of strategic implementation.

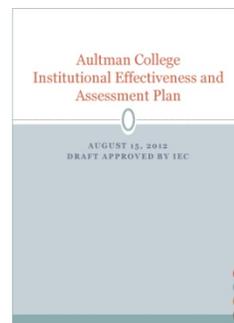
As the data collection and reporting process evolved, it became evident that assistance with institutional research activities would be needed. The half-time institutional research coordinator position was created in July 2011.

“The original IAC reporting process evolved into an Institutional Effectiveness function that would provide more meaningful data for decision-making.”

INSTITUTIONAL EFFECTIVENESS COUNCIL

The Institutional Effectiveness Council, which began its work in January 2012, evolved from its predecessor, the Institutional Assessment Council, with a broad mandate to oversee policy related to quality, assessment, continuous improvement, and the stewardship of institutional resources. In this capacity, the IEC fulfills an advisory, monitoring, and coordinating role college-wide.

The IEC not only reviews academic and non-academic assessment data, but it analyzes and makes recommendations to leadership for continuous improvement. Its processes are intended to align with the strategic plan, supporting the integration of the organizational and governance structures, planned academic growth, and the implementation of non-academic services and initiatives. The Institutional Effectiveness and Assessment Plan further describes the role of this council.



ASSESSMENT OF GENERAL EDUCATION

Assessment is an integral part of our academic and administrative work. We take seriously our accountability to our stakeholders: students, faculty/staff, the college Board, Aultman Hospital, alumni and their employers, and the community we serve. As the college grows, we are committed to assessing and improving institutional effectiveness in every way possible.

Through fall 2011, the ATI Test of Essential Academic Skills (TEAS) and Critical Thinking Assessment were administered as a program pre- and post-test. Comparing those scores, we believed, would help assess a student's overall academic achievement.

However, we identified that these tests were actually intended to measure aptitude (predictive) in math, reading, science, English, and language rather than program achievement. Given this, we began searching for another instrument to assess program outcomes.

“As the college grows, we are committed to assessing and improving institutional effectiveness in every way possible.”

Academic assessment activities are designed to improve student learning and teaching at the division, program, and course levels. Methodologies include both direct and indirect measures such as exams, rubrics, projects, portfolios, accreditation standards, licensure pass rates, surveys of employer satisfaction with graduates. The academic assessment process is developed and currently being piloted for the core abilities/GLO (general learning outcomes) level. As detailed in Criterion 1, the current general education core abilities arose from a revision of the original general education student learning outcomes.

Employee Engagement

Since 2007, the college has participated in the Gallup Q12 Survey to measure employee engagement. All college personnel have an opportunity to participate in the survey and are strongly encouraged to do so. After survey results are posted, individual questions are reviewed and discussed college-wide. Each division creates an impact plan which features one area for growth and one strength to accentuate.

Below is a sampling of survey results for the Internal Affairs Division. It shows improvement in employee engagement.

Gallup Q12® Results	2010 Results	2011 Results
Q03 At work I have the opportunity to do what I do best every day	3.91	4.27
Q07 At work my opinions seem to count	3.91	4.08

The highest score is 5, and the institutional expectation is that successful engagement is represented by scores of 4 or higher. As noted below, the overall scores for the college have been above average every year; however, in 2010, our scores went down slightly. The 2011 survey had the highest overall results in four years.

Team Building

As the college evolves from a hospital culture to collegiate culture and from a one program focus to a multi-program focus, growing pains are evident.

Significant changes continue with the addition of more people, shared curricula and courses, new or different behavioral expectations, and operational restructuring. To assist with the culture shift and enable staff to manage future transitions more easily, we implemented a college-wide team building initiative, one premise of which was that creating self-awareness leads to “other” awareness and that trust can grow in a work environment that values and supports this awareness.

We designed a process that incorporated the team building model from Lencioni’s *The Five Dysfunctions of a Team* with the Kendall *Life Languages* behavioral profile and the TKI conflict management profile. Additional sources included Covey’s *The Speed of Trust* and Connors, Smith, & Hickman’s *The Oz Principle*. Leadership buy-in and commitment was critical for a successful college-wide initiative, so the work began in fall 2009 with the management team considering the following question:

Aultman College is poised for rapid, expansive growth, and collectively this team will lead that effort. We have a group of strong, experienced, engaged managers around this table. How can we ensure the solidarity and effectiveness of this team as it meets the challenges of organizational growth?

Their work began with the examination of results from three assessments: a team profile from Lencioni’s *The Table Group* and the individual behavioral and conflict profiles mentioned above. Results were compiled, shared with the group, and used during group activities.

In March 2010, teambuilding activities were rolled out college-wide. The results of all team and individual assessments were compiled and shared with participants. Faculty and professional staff groups considered the following question as they started their work:

Aultman College is poised for growth and change. Teams that trust each other are keys to success. How do we create a high trust environment that shapes the future of the college?

The original team assessments below showed that trust, conflict management, commitment, accountability, and achievement of results were college-wide concerns (red indicates a very low score, yellow indicates a mid-range score, and green indicates successful practices in that area). Clearly, we had some work to do in moving the college forward.



Trust, the foundation of the model, was a key issue for all teams. Work ensued in large and small group sessions over about 18 months as everyone navigated the levels of the model, starting with building interpersonal trust as the foundation for team effectiveness. Each level of the model presented opportunities for teams to examine productive and unproductive behaviors with trust, conflict, and accountability seeming to be the most difficult to work through. But everyone worked diligently at self and other awareness, and the results were noticeable when the team profiles were repeated in May 2011. The shift from red to yellow and green in most areas is not only apparent visually, but it is palpable in daily interactions on campus.

Managers, May 2011



Staff, May 2011



Faculty, May 2011



It goes without saying that we are not perfect, but we have certainly identified and made strides in mitigating some of our unproductive or dysfunctional team and individual behaviors. We realize that continuing this work is in the college's best interests.

In 2012, large group discussions and small group field trips have presented opportunities to continue building trust and behavioral awareness. Everyone is encouraged to continue using the numerous tools available to recognize and resolve conflict, hold themselves and peers accountable for appropriate behaviors, and extend trust in interactions with others. New hires complete the individual assessment profiles, participate in a teambuilding orientation session, and then join their colleagues in group experiences.

NURSING REALIGNED CURRICULUM

Curriculum revision planning began in the summer of 2008 at the nursing division's strategic planning retreat. The accomplishments of the nursing curriculum committee in 2008-2009 included such things as changing credit hours for specific courses and general education courses and redefining the nursing sub-concepts. The committee also intended to continue exploring other curriculum options as noted in the August 22, 2008 curriculum committee meeting minutes.

On March 24, 2009, the nursing curriculum committee reviewed the first draft of a realigned ASN program. One of the important changes involved medical/surgical courses. The curriculum in place at the time did not include a medical/surgical course in the third semester; instead, students experienced a psych,

pediatrics, and obstetrics rotation. As a result, students felt they lost some of their clinical skills in the third semester, which was a disadvantage as they entered an advanced medical/surgical course in the fourth semester. Therefore, the realigned curriculum proposed a medical/surgical course in each semester.

After several drafts, the realigned curriculum was approved at the April 28, 2009 nursing curriculum meeting and implemented in fall 2011. Criterion 3 discusses the curriculum realignment in greater detail.

2.d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

STRATEGIC FRAME

As detailed in Criterion 1, the strategic frame was developed by the college leadership team and the Board following strategic planning work with Insigniam Performance consultants in July 2010. It was reviewed and approved by the Board in November 2010. The frame is a set of high level considerations, assumptions, principles, and beliefs intended to guide the college and its leadership through the strategic decision making process. It is reviewed annually by the leadership team and Board for continued relevance.

The Strategic Frame includes four elements: Purpose and Ambition, Strategic Assets, Stakeholder Commitments, and Guiding Beliefs.

STRATEGIC PLANNING

At inception and through 2009, the college followed Aultman Hospital's strategic plan format of a house with eight pillars:

- Market Growth and Development
- Financial and Cost
- Employee
- Students
- Quality
- Academics
- Community
- Facilities and Technology



As the college grew, it became clear that, as an educational institution, we needed to diverge somewhat from the hospital strategic planning model. In 2009, we moved away from the pillar silos in which we had worked to complete projects and achieve goals. Our new approach outlined five strategic initiatives (or goals) and the action steps (or objectives) to achieve them. Interdisciplinary teams were formed for each goal, and a team leader named. The 2010-2014 strategic plan was presented to and approved by the board on November 10, 2009:

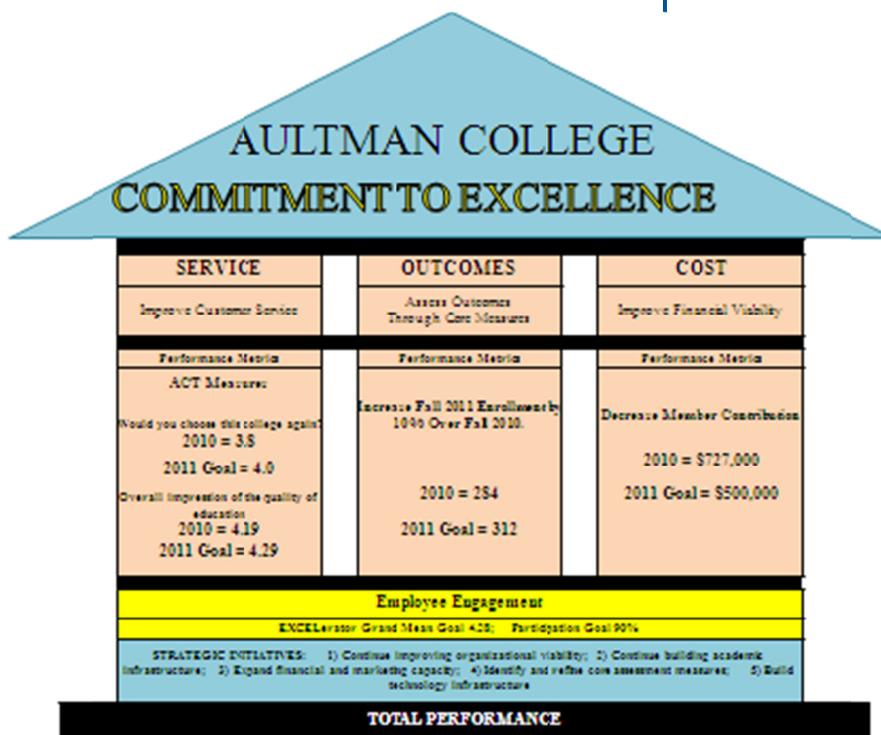
- Goal I – Improve viability as an institution of higher learning.
- Goal II – Develop academic infrastructure to support growth.
- Goal III – Build financial and marketing capacity to support growth.
- Goal IV – Identify core academic and non-academic quality measures and develop procedures for data collection and reporting.
- Goal V – Define what it means to be “student-centered” in our institutional operations and professional behaviors.

To show that the plan integrated the Aultman Hospital pillars, each goal listed the pillars it encompassed.

In assembling the goal teams, we were committed to a mix of disciplines, styles, and experience. Each team developed a measurable action plan that included accountability, time frames, resources, evaluation methods, and expected outcomes. This new approach allows everyone to have a voice in executing the strategic plan and impacting the future of the college. Ownership is a beautiful thing, especially when it leads to accomplishments that influence college-wide success. Each strategic goal team reports quarterly and annually on its work completed, work remaining, and projects for the next year.

In 2011, the hospital moved its strategic planning visual from the eight pillars to a house with three sections representing service, outcomes, and cost. The intent was to provide a simple framework for all constituents to measure the three most important areas for the healthcare system.

The college maintains the goal team approach and has designated measurable action items for service, outcomes, and cost as depicted below in the image of the college’s 2011 “house.” Interestingly enough, our strategic initiatives/goals align well with the new hospital model.



Although strategic initiatives/goals and action steps have been established for a five year period, they continue to evolve based on current and future needs. They are reviewed annually and refocused as needed. At the end of 2010, the fifth strategic initiative, student centeredness, was integrated into all goal work and replaced with technology for 2011. A presentation to the Board in November 2011 showed that 2011 strategic initiatives remain relevant for 2012 planning.

Our hard work has enabled us to complete most of a five year plan in about 18 months. The next strategic planning meeting of the Board is scheduled for August 2012, at which time it will review work to date and consider whether adjustments are needed.

Divisional and departmental strategic plans have also been developed in alignment with the institutional plan. Those available for review in Resource Room files include, among others, plans for the General Education division, Library, Campus, and METI Simulation.:

Future Benchmark

In September 2012, Dr. Ann Schiele, president and dean of Mount Carmel College of Nursing, will speak to the college Board at its education session. Dr. Schiele will share lessons learned from Mount Carmel's transition from a diploma school to a college offering bachelors and masters level programs, some of which are delivered online.

Dr. Schiele will discuss the factors that led Mt. Carmel to offer the bachelor's degree in nursing:

- What were the key considerations for her organization?
- How did she grow the faculty?
- What campus resources were required?
- How did her Board of Directors support the decision?
- What were the key reasons the hospital supported the decision?

She will also discuss Mt. Carmel's impact in the community as it competes with other Columbus area educational institutions such as Ohio State, Otterbein, and Capital.

Her college is flourishing. It has added a new science wing and housing for more than 300 students, and it is offering the bachelors completion program entirely online in fall 2012. The new masters in nursing programs have been approved and are currently underway.

Dr. Schiele's visit is important as Mt. Carmel is a symbol of Aultman College's potential. Benchmarking with others and hearing their "lessons learned" assists us in making informed decisions about the future of the college.

We are seeking approval for a BSN completion degree in this visit, and we have also discussed building traditional bachelor's programs as well as graduate degrees. We believe Aultman Hospital will support the college's venture into advanced degrees given its Magnet status, the Institute of Medicine recommendations which require 80% of hospital nurses to be bachelor's prepared by 2020, and their unwavering support of the college mission to provide "academically challenging and relevant" degree programs.

"Benchmarking with others and hearing their 'lessons learned' assists us in making informed decisions about the future of the college."

SUMMARY

This chapter demonstrates patterns of evidence that Aultman College meets the four core components of Criterion Two.

Core Component 2a: *The organization realistically prepares for a future shaped by multiple societal and economic trends.*

- The updated Vision, Mission, and Values statements are now more student-centered and focused on all current programs as well as the future.
- The college has a five year strategic plan that guides its decision-making and work. Accomplishments related to the plan include the final transition of general education courses from the Walsh University campus to the Aultman campus. This transition represents independence for the college, allowing us to deliver our own courses on our own campus.

- The college evaluates local, state, and national health care trends and benchmarks with external and internal sources. Assessment data is then utilized to make decisions on which new programs should be explored.

Areas needing institutional attention:

- General education support services have been initiated, but the addition of anatomy and physiology courses in fall 2012 may require additional resources such as tutoring, lab equipment, and library materials.
- Continue the focus on options for financial autonomy.

Core Component 2b: *The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.*

- Faculty and staff have increased based upon enrollment growth. Numbers have been determined based upon AHSEC equivalents.
- A technology infrastructure and five year plan have been implemented.
- The IT team has expanded college technology and embraces its accuracy.
- The college acquired funding for additional construction of the third floor shell space.

Areas needing institutional attention:

- Despite the fact that interviews have been conducted for a chief academic officer, the search continues for a qualified candidate to fill the position.
- Fundraising must continue not only for scholarships but for facilities expansion.

Core Component 2c: *The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.*

- An institutional effectiveness plan has been developed to promote college-wide assessment and continuous improvement.
- We have confidence in the integrity of our institutional data.

- General education has a plan to assess core abilities in all courses.
- Teambuilding efforts have resulted in measurable improvements.
- The college evaluates employee engagement annually and develops impact plans for areas needing improvement.

Areas needing institutional attention:

- Although the college has a process for institutional data collection and reporting, trending is minimal due to the college's relatively brief history.
- We must continue to work in team building at helping individuals to develop conflict resolution and accountability skills.
- We cannot currently report assessment results on core abilities, but the newly developed process is in pilot stage for summer and fall 2012.

Core Component 2d: *All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.*

- The strategic frame is reviewed annually by the Board and leadership team.
- The college continues to benchmark with other institutions of excellence in nursing and health sciences programs.

Areas needing institutional attention:

- We must investigate more options for advanced health science educational opportunities.
- Based on investigation and benchmarking, we must prioritize our path toward advanced degree offerings.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING



HLC Criterion 3: Student Learning and Effective Teaching**INTRODUCTION: CRITERION 3**

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

The vision, mission, and values statements (V/M/V) reflect the college's emphasis on student learning and teaching effectiveness in all programs. As the culture of assessment evolves, the focus continues on learning outcomes that prepare students to be excellent healthcare practitioners.

The general education philosophy drives the academic culture, referring to the breadth of student exposure to the liberal arts, humanities, and natural sciences throughout program curricula. As a result of their academic experience, students are expected to show competency in four general education core abilities, which represent general learning outcomes (GLOs):

1. Thinking Critically and Solving Problems
2. Demonstrating Information Literacy
3. Modeling Ethical and Civic Responsibility
4. Communicating Effectively

Since 2009, the college has developed processes to assess student learning outcomes and teaching effectiveness. Core ability achievement is measured with multiple instruments including course evaluations, the core ability assessment process, and surveys such as the Graduate Exit, Alumni, and Employer surveys.



The transition of the original institutional assessment process to an institutional effectiveness focus, hiring an institutional research coordinator, and more concise strategic planning throughout the college provide goals and assessment data, as discussed in Criterion 1. Our review and use of assessment data has evolved in that we not only use technology more effectively through our CAMS (Comprehensive Academic Management System) student database system, but we have also elevated the assessment process by drafting an Institutional Effectiveness and Assessment Plan (IEAP), which establishes, among other things, a process for assessing the core abilities.

We have moved from manual and paper-based processes to technology-driven data maintenance and reporting, and the IEAP is symbolic of the progress made with assessment as illustrated throughout this criterion. The draft plan is scheduled for college-wide review and governance approval in fall 2012. It is available for reviewers in Resource Room files.

Assessment at the program level is the responsibility of program directors and faculty; at the institutional level, the oversight comes from the recently implemented Institutional Effectiveness Council. In the past, the Institutional Assessment Council (IAC) oversaw the “comprehensive assessment process for the College as a whole to assure compliance with standards and value-added practices for continuous quality improvement.” The assessment coordinator collected reports from responsible parties according to an established reporting schedule, convened the council to approve the reports, and then updated an institutional “report card.” Approval of reports was the primary goal of the council, as meetings did not generally involve discussion, analysis, action planning, and follow-through on the information. The college realized the limitations of this process and created a new Institutional Effectiveness Council (IEC) with the purpose to “oversee policy related to quality, assessment, continuous improvement, and the stewardship of institutional resources.”

Our goals, our support of effective teaching, the learning environment we create, and our learning resources demonstrate fulfillment of our educational mission at the institutional, program, and course levels.

3.a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

The college is taking necessary steps to provide evidence of student learning and teaching effectiveness by gathering actionable data that either validates our current activities or informs us of opportunities for improvement. The college values and defines a culture of assessment as one which supports the ongoing process of 1) establishing clear, measureable outcomes; 2) providing opportunities to achieve outcomes; 3) systematically gathering data for the purpose of evaluation; and 4) using that data to improve organizational effectiveness. Student learning outcomes are clearly defined and aligned at all levels—college, division, program, and course.

The organization’s goals for student learning outcomes are shaped by its mission, vision, and values.

Clear vision, mission, and values statements define our work. Criterion 1 delves into how assessment supports the definition and alignment of these recently revised statements. In an effort to more accurately reflect our work and the outcomes we seek, the new vision statement depicts the college as “a leader in educating exceptional healthcare professionals who positively impact society.” The mission follows suit: “As a partner in a unique, integrated healthcare delivery system, Aultman College is a higher education institution offering a premier health sciences education. We serve current and emerging needs in Northeast Ohio and beyond through academically challenging and relevant degree and community education programs.”

The values statement asserts that the college maintains a student-centered culture that values quality, integrity, caring, and knowledge. Assessment of this culture occurs at the institutional, program, and course level, as outlined in core components 3b, 3c, and 3d. The college is committed to ongoing assessment of the impact our V/M/V have on the learning outcomes inherent in our curricula and the achievement of our college-wide goals.

The organization's practices include assessment of student-learning outcomes.

In higher education, Institutional Effectiveness (IE) is not limited to assessment of student learning. It also involves non-academic components that either directly or indirectly contribute to student success. While administrative units carry out the business of education, a well-rounded educational experience includes co-curricular and service activities which influence and shape student intellectual, social, psychological, and personal development. Prior to the development of the IEAP, practices were guided by the Institutional Assessment Plan (IAP), which focused on a variety of components including the congruency of mission and philosophy with Aultman Hospital, faculty service and scholarship, educational effectiveness through graduation rates and graduate employment, and student satisfaction with support services:

While current assessment data is limited, the new IEC is collecting outcomes-based data and anticipating analysis to lead to a clear picture of our current position and recommendations of where we need to go next.

The IEAP represents the evolution of assessment and builds upon the previous work. From these roots, our IE and assessment work has grown from individual to program and governance efforts, and now it takes shape as college-wide practices. The purpose of the IEAP is to communicate our systematic, ongoing process of collecting and analyzing information, which is used to improve the overall effectiveness of the college. It is grounded in our mission and guided by our strategic plan, which incorporates the goals of all college constituencies.

We are committed to measuring IE through sound assessment practices. Why? Because knowing how we are doing will enable us to do better. Embracing a culture of assessment encourages regular internal review of programs, services, and practices, leading to change that will support the growth, continuous improvement, and academic integrity of the college. We are committed to:

“The purpose of the IEAP is to communicate our systematic, ongoing process of collecting and analyzing information, which is used to improve the overall effectiveness of the college.”

- Living our mission and achieving our vision
- Improving teaching and learning
- Improving co-curricular learning
- Improving operations and services
- Demonstrating transparency and accountability to our stakeholders

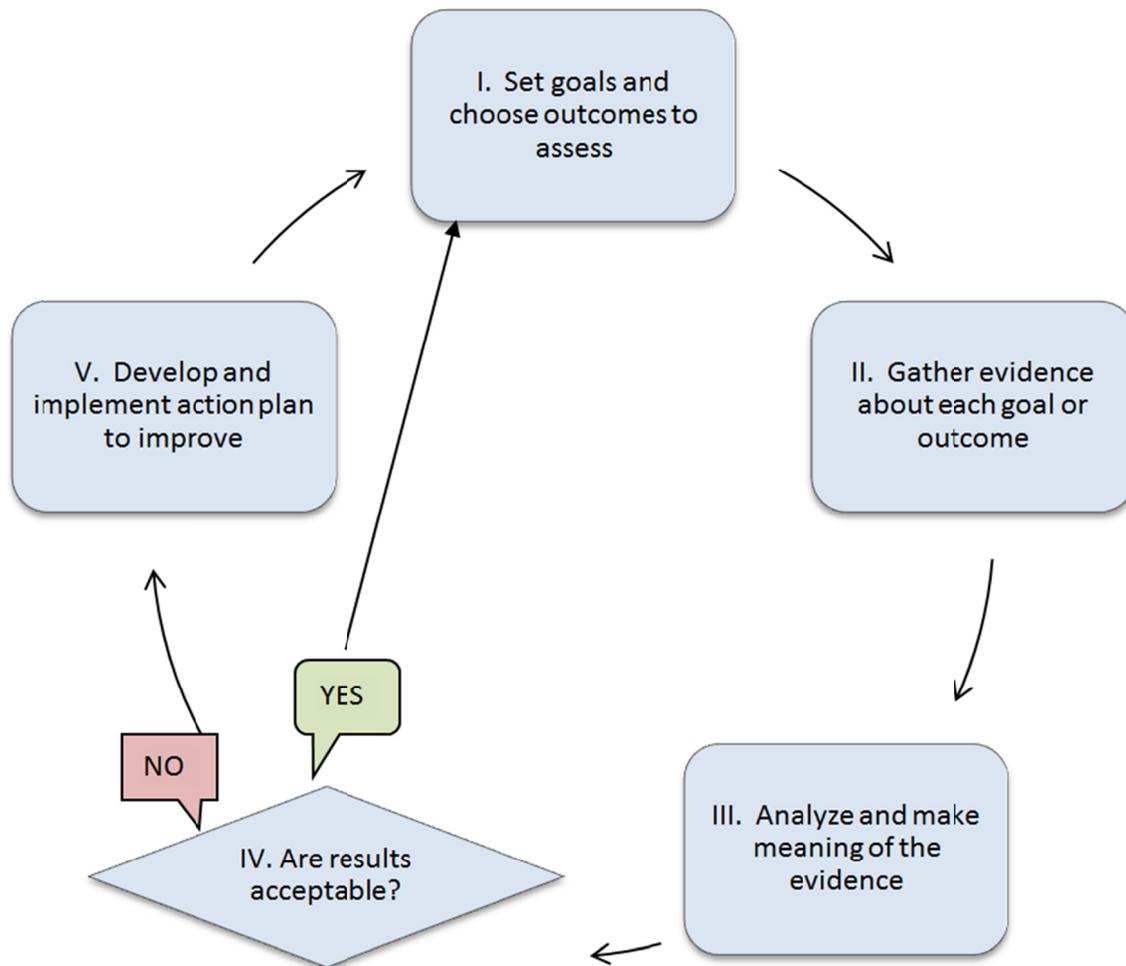
Fulfilling these commitments requires a culture that values the assessment process by:

- Conducting assessment activities that users regard as having value
- Documenting assessment practices
- Engaging all college faculty, staff, and administration in the assessment cycle: conducting assessment, interpreting findings, and using results to improve practices
- Reporting/communicating assessment results to stakeholders

Ultimately, we believe that assessment must not only measure and inform; it must also transform our teaching and learning practices. To this end, our culture of assessment supports the key aims of assessment:

1. **To improve:** This involves formative evaluation, with assessment activities that provide a feedback loop to inspire and shape better programs and services.
2. **To inform:** Assessment activities can show a clearer picture of what is really happening in a program or unit and inform others of contributions the unit or program makes.
3. **To demonstrate:** This involves summative evaluation, with assessment evidence that summarizes the accomplishments of a program or unit and persuasively communicates that information to students, faculty, staff, and other stakeholders.

The following flow chart shows the cyclical process that guides our assessment practices and encourages the key institutional activities of reflection, reevaluation, and renewal.



In developing and implementing this cyclical framework, we have been guided by the theories of the “Nine Principles of Good Practice for Assessing Student Learning” developed under the auspices of the American Association for Higher Education (AAHE) at its Assessment Forum, December 1992. In light of this guidance, we have developed our own principles which represent our beliefs and approach to outcomes assessment and will guide our practices college-wide:

1. Assessment of student learning outcomes supports our educational values.

2. Outcomes assessment for institutional, academic, and co-curricular areas is managed by appropriate stakeholders in the educational community. These may include but are not limited to faculty, staff, leadership/administration, students, and alumni.
3. Outcomes assessment is performed systematically and aligned with professional standards of practice, with the purpose of maintaining outstanding educational results.
4. Outcomes assessment is continuous and measures the effectiveness of student learning experiences.
5. The value of outcomes assessment is demonstrated when our students provide outstanding care and service to the community.

General education core abilities integrate all program outcomes and provide a foundation of knowledge central to all other education. Every graduate should exemplify these core abilities that transfer from one course to the next, from one program to another, from Aultman College to a transfer institution, and ultimately to the world. They are infused into program, discipline, and course competencies and are central to a rich personal life (person), civic duty (community), and a successful health sciences career (profession). They include:

- *Think Critically and Solve Problems:* One should develop the ability to think creatively and reflectively; actively search for answers and meaning; evaluate ideas and information in a purposeful, organized manner; and develop beliefs that lead to action.
- *Demonstrate Information Literacy:* The focus is on the ability to identify, locate, and utilize information to engage in lifelong learning, to develop an aptitude for the use of technology, and to understand its impact on the evolving healthcare environment.
- *Model Ethical and Civic Responsibility:* The student recognizes an obligation to self and others for his/her decisions and actions, evaluate potential consequences of decisions and actions, and make both personal and professional choices based on these.

“Every graduate should exemplify these core abilities that transfer from one course to the next, from one program to another, from Aultman College to a transfer institution, and ultimately, to the world.”

- *Communicate Effectively:* Learners develop the ability to exchange information by writing, speaking, and listening to precisely convey thoughts, ideas, and opinions in a variety of contexts.

Assessment methods include direct, indirect, qualitative, and quantitative in gathering evidence of institutional effectiveness and student learning.

Examples of Aultman College Assessment Measures

Level	Direct	Indirect
Institutional	<ul style="list-style-type: none"> • Licensure pass rates • Enrollment • Loan default rate 	<ul style="list-style-type: none"> • ACT survey scores • Alumni Survey • Employer Survey • ACT survey comments • Graduation rates • Retention rates
Academic	<ul style="list-style-type: none"> • Course examinations • Essays and research assignments • Clinical evaluation tools • Capstone projects • Standardized testing 	<ul style="list-style-type: none"> • Course evaluations • Reflective writing
Co-Curricular	<ul style="list-style-type: none"> • LRC service reports • Librarian information literacy pre/post survey 	<ul style="list-style-type: none"> • Various internal opinion and satisfaction surveys • Workshop evaluation tool • Service recipient evaluation tool (e.g., registration, advising, admissions)

(2012 IEC Plan)

In the past, the college utilized a “report card” that measured data points from the ACT, graduate exit and alumni surveys, finance, registration, etc. Former IAC members and data reporters said that the process of preparing, collecting, reading, and approving reports twice a year was cumbersome. The report form was cluttered and confusing, and “rubber stamping” reports without discussion, analysis, and follow-through seemed pointless.

The 60+ data points stemmed from the pillar-based strategic plan, but there was no clear organizing principle that linked them all. Some questioned the accuracy of the information reported and faulted the student database and inconsistent data gathering/reporting methods (e.g., admissions data might be reported numerically one year and in percentages another year).

In contrast, the current IE plan focuses on the responsibility of:

- Coordinating the internal and external reporting, as of the census date (day after add/drop), of core measures.
- Coordinating the internal and external reporting of additional measures (e.g., ACT, surveys, IPEDS, consumer disclosures, etc.) as defined or required by the college, accrediting bodies, and federal/state government.
- Reviewing and analyzing regularly reported data, making recommendations for action planning by responsible parties, and monitoring the action planning and implementation process.
- Recommending and/or approving information for the college fact book and/or institutional profile.

IEC purpose and function aligns with the strategic plan, supporting the integration of the organizational/governance structures, planned academic growth, and the addition of non-academic initiatives such as adult and continuing education.

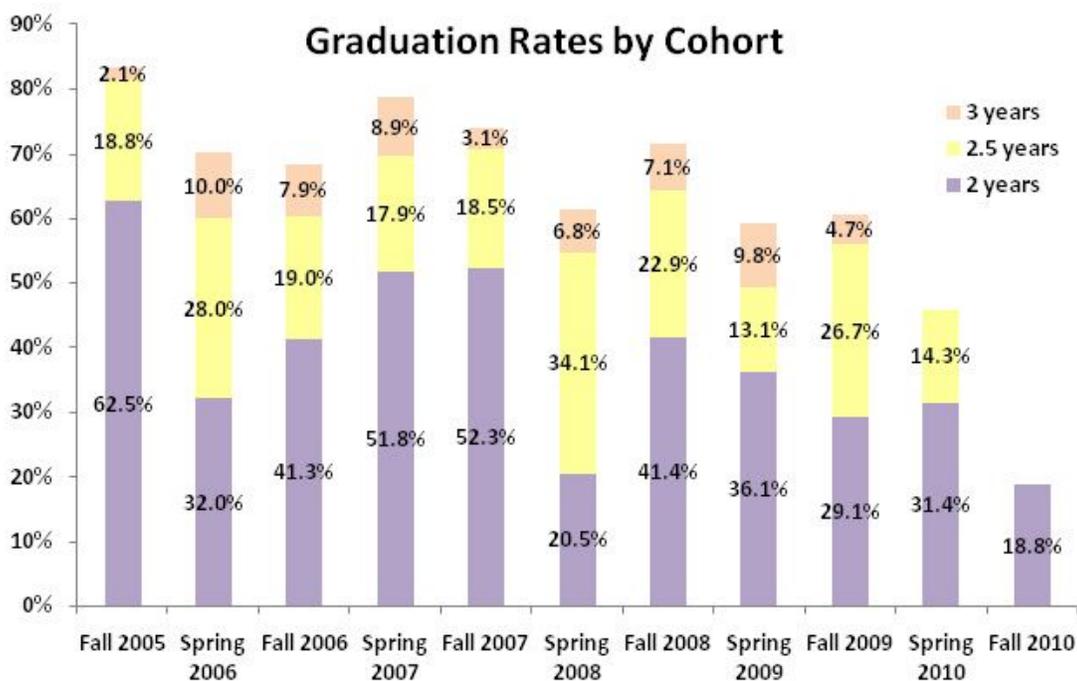
Some key student issues with the sequencing of course offerings were identified through IEC analysis of student surveys. Students noted that they would like on-site courses, which affirms the decision to bring general education courses on campus effective fall 2012.

“Owning” all our course work paves the way for accurate and reflective assessment of the general education outcomes. We also evaluate institutional student learning through course success rates, final exam and/or project performance, clinical performance, retention rates, graduation rates, student degree progress, time for degree completion, and COMPASS placement correlated by student success.

“IEC purpose and function aligns with the strategic plan, supporting the integration of the organizational/governance structures, planned academic growth, and the addition of non-academic initiatives such as adult and continuing education.”

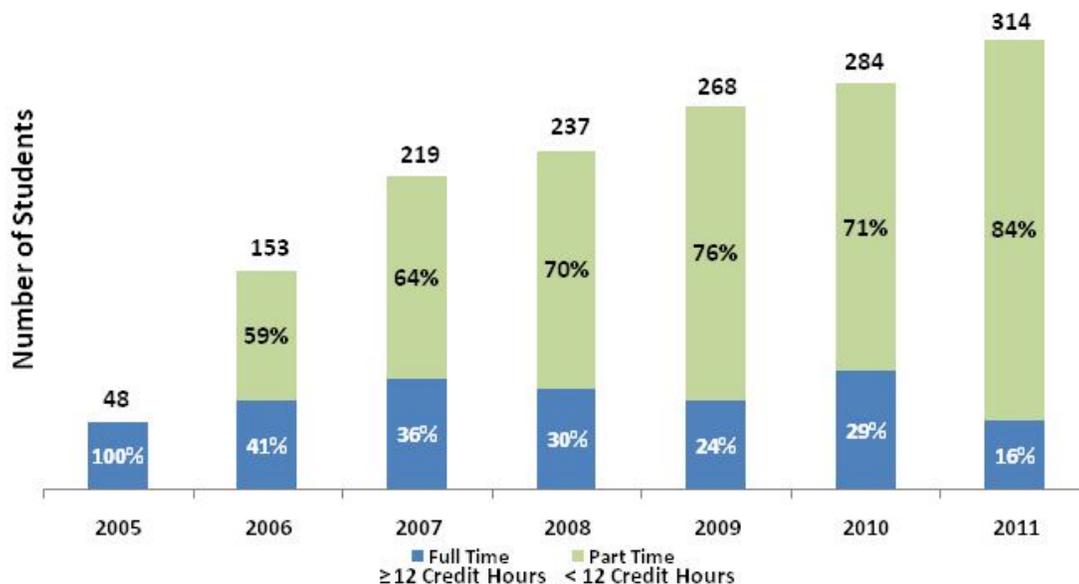
Traditionally, institutional graduation rates are a marker of quality education and most often defined as the percentage of full-time students who complete their degrees within 150% of the normal time.

The Graduation Rates by Cohort chart below shows graduation rates over time. Within the first cohort (fall 2005) of nursing students, 62.5% graduated within two years, and by year three, 83.4% of the cohort had graduated. After the first cohort, however, the 150% graduation rate steadily declined. We attribute this trend to the fact that each student in the first cohort was enrolled full time.



Full and part-time enrollment history is shown in the Fall Enrollment History chart below; since the first cohort, 60-85% of student enrollment is part-time, due largely since 2008 to economic factors such as the need to work while attending classes.

Fall Enrollment History



Data about how our graduation rates compare with other two-year health sciences programs is readily available through the National Center for Education Statistics, but it is often reported only for full time or first-time/full-time students, which represent a very small portion of our student population. Our current graduation rates represent all student statuses.

ASSESSMENT WITHIN GENERAL EDUCATION COURSES

As noted in Criterion 2, the transition of general education courses from Walsh University to our campus began in fall 2009. While courses were offered at Walsh, academic assessment at the institutional level was limited. In lieu of a formal general learning outcomes assessment plan, the college chose to directly measure outcomes (critical thinking, math, English, etc.) using two standardized tests: Test of Essential Academic Skills (TEAS) and Critical Thinking, both available through Assessment Technologies Institute, LLC (ATI).

The tests were administered at college admission as a pre-test and then again during the last semester before graduation as a post-test.



The tests were originally designed to assess a student's overall academic preparedness for nursing content. While pre-test data showed our students performed quite well, over the course of several years, we observed that post test scores were showing regression in general education outcomes. In an analysis of testing over time, the *TEAS and Critical Thinking IEC Report, 2010-11*, available for review in Resource Room files, recommended that testing practices be reviewed.

In fall 2011, the general education division evaluated both tests for applicability in assessing student knowledge and achievement of the general education outcomes. Results indicated that the tests were not appropriate indicators of learning over time, and students were not motivated to do well or take the tests seriously during their last semester before graduation. The recommendation was to discontinue use and replace with appropriate new instruments.

A nursing division task force then reviewed the recommendations, benchmarked options, and decided to discontinue both tests. Nursing adopted the Kaplan system to replace ATI and will use the Kaplan science sub score in its program admission ranking process. The enrollment management team has also decided to administer the Kaplan science sub score test to all college applicants regardless of program interest. Radiography continues to evaluate testing options for its program admission ranking process.

General learning outcomes assessment is now possible due to the revision of our core abilities and indicators as well as the fact that we now teach our own courses on campus. In 2012-13, a pilot process for assessing and reporting core ability outcomes in all courses is underway.

COMPASS Placement Testing

COMPASS placement testing with benchmarked cut-off scores was implemented in spring 2011. Analysis of scores showed a high percentage of incoming students scoring below the cut-off of 56 for MTH 105 College Algebra. Because all students scoring below 56 were placed in the developmental introductory algebra course MTH 090, instructors expressed concern about delivering course content to groups with such extreme ability levels.

"In Spring 2012, the IR coordinator gathered data detailing COMPASS scores and subsequent grades earned in math-reliant general education and nursing courses."

In addition, instructors raised concerns about an existing “waiver” option for students whose COMPASS score placed them in MTH 090 but who had transfer credit for a course equivalent to MTH 105; the waiver essentially allowed them to “bypass” COMPASS placement. Based on these concerns, the general education division investigated the issues in fall 2011.

In spring 2012, the IR coordinator gathered data detailing COMPASS scores and subsequent grades earned in math-reliant general education and nursing courses. A review of data from two semesters resulted in the following recommendations:

- Remove the “waiver option” and trust the COMPASS placement test scores.
- Consider the creation of a second, more thorough developmental math course to accommodate students who scored exceptionally low on the COMPASS test. This would allow MTH 090 to function as a more academically rigorous developmental course for those students who place just below the cut-off score for MTH 105. Cut-off scores are yet to be determined.
- Consider the creation of a math refresher seminar offered by Aultman College Community Education division (ACCE). The intent would be to provide the community at large (including prospective students) a “brush up” on basic math skills. Prospective students have complained that they were rusty prior to taking the COMPASS test and could have done better had they practiced beforehand. This refresher session would in no way serve as a COMPASS prep course.

The group noted that the recommendations could impact financial aid, student advising, the COMPASS testing process, admissions timelines, program specific implications, and ACCE strategy. A math faculty member was selected to lead an interdisciplinary team in an impact analysis. In fall 2012, the team will present recommendations with implementation strategies to the appropriate governance committees, and changes would be effective at an appropriate later date to accommodate communications and admissions timelines. We will track this data over time to advise future curriculum decisions.

“Assessing student learning outcomes involves everyone – faculty, staff, and administration – because they all provide services to students.”

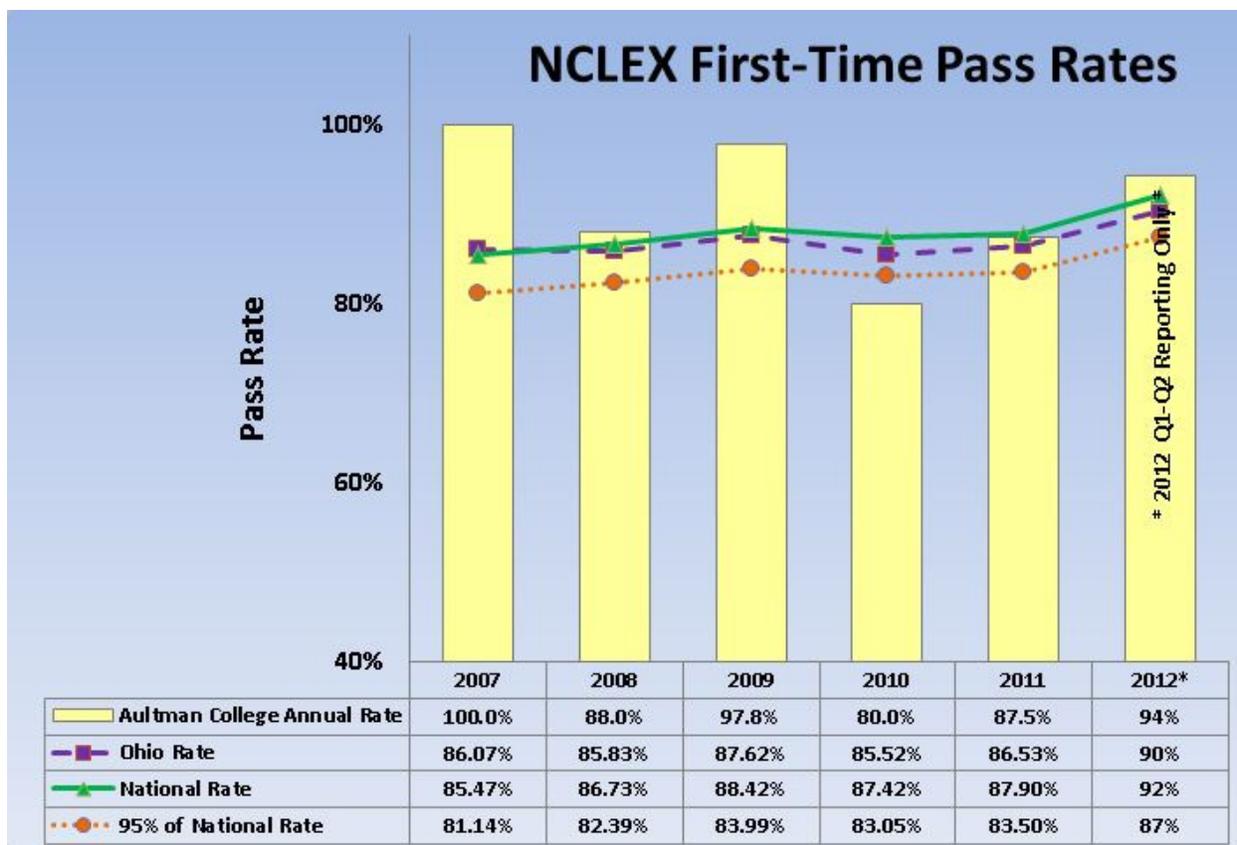
In evaluating whether we use best practices in assessment, student learning, and teaching effectiveness, we benchmark against like institutions of similar size, location, level of degree offerings, and cost. Many are fellow members of the American Health Sciences Education Consortium (AHSEC), including Good Samaritan College of Nursing and Health Sciences (OH), Mercy College of Northwest Ohio (OH), Mount Carmel College of Nursing (OH), Carolinas College of Health Sciences (NC), and Southeast Missouri Hospital (MO).

Assessing student learning outcomes involves everyone—faculty, staff, and administration—because they all provide services to students. Co-curricular initiatives, which demonstrate how learning occurs outside the classroom, tie general education core abilities into areas such as admissions, registration, advising, financial aid, student life, library services, and learning support. Administrative assessment practices are designed to improve processes, procedures, and services but have no student learning outcomes attached.

Tools and measures may include audits, stakeholder satisfaction surveys, service-targeted surveys, and focus groups. The co-curricular and administrative assessment processes are currently under development.

Assessment Through the National Council Licensure Examination (NCLEX)

Institutional assessment includes graduation rates and pass rates for program licensure examinations including the National Council Licensure Examination (NCLEX). The nursing program is required to meet an expected NCLEX pass rate achievement as set by the Ohio Board of Nursing and the National League for Nursing Accrediting Commission (NLNAC); our current goal is a 90% pass rate on the first attempt. The chart below shows first-time pass rates for our graduates.



Review of this data, especially the decline in pass rates, led to a comprehensive review of the curriculum. As a result, a realigned nursing curriculum was developed and implemented in fall 2011.

Licensure Passage Reports: *NCLEX® Program Reports* provides information about our graduates’ performance on the exam. In addition to pass rates, the reports include performance on a variety of content dimensions, jurisdiction, program type, and national comparisons, all of which allow faculty to evaluate program strengths and weaknesses.

The most recent data for the January to June 2012 timeframe showed that 66 of the 70 graduates who tested passed the exam, for a success rate of 94%. Our nursing program exceeded all comparison groups (state and national programs/graduates) for passage rates.

The nursing division goal has been for graduates to perform in the 50th percentile in all content areas, but during several quarters, the average percentile rate declined. One of the areas consistently below goal was nutrition, so a focused nutrition section was added to NRS 101 Foundations I. This course now includes a competency of demonstrating principles of nutrition for the adult client as well as an introduction to the importance of nutritional assessment, factors contributing to nutritional status, and an introduction to therapeutic diets. The final for the course allocates approximately 10% of points to nutrition questions. Subsequent courses also link nutrition learning outcomes to specific content.

INTRODUCTION OF THE ASSOCIATE OF SCIENCE IN RADIOGRAPHY (ASR) PROGRAM

The radiography program recently transitioned from a 24-month certificate program to a 21-month associate of science in radiography (ASR) because the American Registry of Radiologic Technologists (ARRT) will require that all candidates eligible for the ARRT examination earn a minimum of an associate's degree by January 1, 2015. The first ASR cohort began studies in fall 2011. In the future, ASR students can make a seamless transition into a bachelor's program.



Philosophy

The philosophy of the ASR program is to prepare graduates who are competent in the art and science of radiography. The graduate of this program is prepared to sit for the national certification examination administered by the American Registry of Radiologic Technologists (ARRT).

Mission Statement

The mission of the ASR program is to prepare students as entry-level radiographers. The program advocates lifelong learning and professional growth so that graduates will continue to positively impact the community.

The ASR program is committed to its mission, to assessing and evaluating student achievements, and to the continuous improvement of the program.

Students, faculty, staff, and external constituencies participate in assessment and institutional effectiveness activities that may include, but are not limited to, examination, performance assessments, questionnaires, surveys, focus groups, interviews, learning journals, portfolios, case studies, comprehensive exams, and follow-up studies.

Program Self-Assessment

Throughout the year, the ASR program conducts several outcome assessments based on goals that meet the program's mission. Goals have individual benchmarks that are evaluated and reported according to time frames established by the program director.

Radiography Program Goals

The set program goal includes documentation of outcomes consistent with the Joint Review Committee on Education in Radiologic Technology (JRCERT) policy that, over the past five years, the credentialing examination pass rate average must not be less than 75% at first attempt.

Goals 1, 2, and 3: *Provide knowledge and understanding in the areas of oral and written communication, problem solving, and critical thinking that can be utilized in the practice of radiology.*

Areas of evaluation include patient care abilities, written and oral presentations, employer surveys, clinical performance evaluations, sections on radiographic procedures, image production, radiographic critique, critical thinking, and problem solving.

Goal 4: *Develop appropriate ethical and professional values.*

Areas of evaluation include professional growth and ethical behavior as demonstrated on the student's clinical performance evaluations and employer surveys.

Goal 5: *Train students to be competent entry-level radiographers who produce quality diagnostic services and meet the needs of the community.*

A graduate from the ASR program will exemplify core abilities, clinical competency, and the ability to perform as an entry-level radiographer. Areas of evaluation include employment rates after graduation, attrition and retention rates, employer surveys, and ARRT pass rates.

ASR Program Effectiveness Measures

The program director has set a program effectiveness outcome that exceeds the JRCERT requirement with an expectation that the first-attempt pass rate on the national certification exam will be 90% or higher. The first graduates will be testing in 2013. Because the ASR is a new program, outcome measurements are not yet available. Our plan provides for tracking and trending of results to assure the program meets the needs of students and the community they will serve.

WIDS ACROSS PROGRAMS

Assessment of student learning outcomes is performed at the course level in each discipline. The Worldwide Instructional Design System (WIDS) was adopted in 2009 to assist faculty in developing a learner-centered curriculum.

Student satisfaction and improved performance are achieved by integrating the three performance levels of the WIDS model: 1) core abilities and program outcomes, 2) major discipline competencies, which are achieved through the identified learning objectives, and 3) college-wide course standards. Consistency in articulating expectations for students will help improve student performance and progression throughout the curriculum.

Competencies can be linked to college and program outcomes and to discipline-specific external standards to show where outcomes occur in the curriculum.

In fall 2011, faculty entered “above the line” information into the WIDS database; this included course competencies and learning objectives. Once each course within a program has been defined and completed, the program directors will be able to create program design files.

At the program design level, exit learning outcomes are developed (core abilities, program outcomes, external standards) that enable the program director to define criteria and determine summative assessments driven by industry standards. By using a linking function, the program director is able to link courses to exit learning outcomes.

“Student satisfaction and improved performance are achieved by integrating the three performance levels of the WIDS model...”

Within the learning design, performance assessment tasks, including scoring guides and rubrics, will support summative assessments. The WIDS analyzer enables program directors to generate reports that display the program learning outcome matrix, program course list matrix, and assessment task outcome matrix. Learning outcomes developed during this process will be the basis for effective academic assessment.

The organization's degree requirements support the student-learning outcomes.

NURSING

The initial nursing curriculum was implemented in August 2005 and was carefully developed to incorporate standards and criteria of the National League for Nursing Accrediting Commission (NLNAC), the American Nurses Association (ANA), the Ohio Board of Regents (OBR), and the Ohio Board of Nursing (OBN). Faculty planned the curriculum with a vision for student success. Reflected in the curriculum were the educational competencies for graduates of associate degree in nursing programs developed in 2000 by a Competencies Task Force for the National League for Nursing (NLN).

Faculty worked diligently to define and structure an organized approach for content delivery, incorporating the major concepts of the division's philosophy and the sub-concepts defined in the division's organizational framework. The intent was to create an integrated pattern of philosophical values, general education learning outcomes, scientific knowledge principles, and nursing standards of practice in sequentially progressive coursework.

The selection, placement, and sequencing of general education and nursing courses allowed for the progressive development of professional knowledge, skills, and attitudes. Each completed course, semester, and level of the curriculum included increasing expectations for mastery of content and application in the delivery of patient care.

"Each completed course, semester, and level of the curriculum included increasing expectations for mastery of content and application in the delivery of patient care."

General education courses were coordinated to allow students to meet pre- or co-requisite requirements, to integrate learning from prior coursework, and to successfully manage academic requirements in any single semester. All general education courses included in the curriculum plan were chosen to facilitate seamless articulation of graduates into a BSN completion program and to support general education and program student learning outcomes.

The initial curriculum planning provided the foundation for the college and the nursing program. The goal going forward from that time has been to reflectively evaluate the journey, capitalize on identified strengths, and actively seek opportunities for improvement.

RADIOGRAPHY

The comprehensive ASR curriculum consists of a broad knowledge base, diverse clinical experiences, and opportunities for students to develop skills in conceptual understanding, analytical judgment, critical thinking, and problem solving in clinical performance.

Students are encouraged to identify individual learning styles and develop study methods that permit the acquisition and retention of knowledge. Principles of ethics that build character and professional attributes are demonstrated. Students develop clinical skills that instill appropriate attitudes and foster affective growth in providing care and responding to patient needs during imaging procedures.

The program, designed to encourage success and develop lifelong learning patterns, lists specific learning objectives and outcomes in the course outlines and syllabi.

3.b. The organization values and supports effective teaching.

The college provides an environment for teaching and learning that centers on the V/M/V. A well-rounded curriculum in a collegiate environment creates a support network for students to succeed.

Faculty play an integral role in the development of curriculum and the quality of instruction; they also set examples of teaching excellence. Through professional development, continued education, teaching, and service, faculty promote innovative practices and effective teaching strategies. Assessing student learning in the classroom is a priority, for instructors use an evaluative process to determine student outcomes and proper understanding of the curriculum and the core abilities.

Qualified faculty determine curricular content and strategies for instruction.

As of fall 2012, the college employs 14 full-time, 5 part-time, and 31 adjunct faculty members. While the college does not offer tenure, new hires are assigned rank based on experience and level of education.

Full-time faculty are normally associated with teaching and research and are eligible for rank. *Part-time faculty* maintain a degree as defined by the discipline, are appointed to fill a part-time position, and are not eligible for rank. *Adjunct faculty* are contracted to teach a limited number of specific courses for one or two academic semesters; they are focused teachers not expected to participate in scholarship, service, or governance and are not eligible for rank. *Clinical adjunct faculty*, who work under the guidance of full-time faculty, vary in number by semester based on class enrollments.

In general, faculty are responsible for evaluating curriculum, implementing changes based on outcome measures, and reporting outcomes through appropriate channels in support of continuous improvement. They support student-centered learning as evidenced in a commitment to continued education, performance improvement, and best practice-oriented pedagogy.



Cultivation of excellence in teaching, scholarship, and service is the primary responsibility of faculty. The number of faculty with masters and doctorate degrees has increased, and many also hold specialty certifications.

As detailed in Criterion 4, the college supports continuing education for all faculty through human and financial resources designed to improve and enhance academic advancement and life-long learning. The information below is inclusive of full- and part-time faculty.

Nursing Faculty

All faculty hold or will hold a master of science in nursing by spring 2012. Of the 13 nursing faculty (12 full-time; one part-time), seven are enrolled in doctorate programs. Three are working on doctorates in education, and four have started doctor of nursing practice degrees. All enrolled in advanced degree programs expect to complete sometime between spring 2013 and spring 2014.

Four faculty members are board-certified clinical nurse specialists. Two are board-certified nurse practitioners; one certification is in family medicine and the other is in mental health. Three faculty members hold nurse educator certification and two hold emergency nurse certification.

General Education Faculty

Two faculty members hold PhD degrees, and one has finished all work towards the degree with formal graduation scheduled in 2012. Two faculty hold master of science degrees.

Radiography Faculty

One faculty member holds a PhD degree, and one holds a master's degree.

Clinical Coordinator

The role of clinical coordinator was developed for both nursing and radiography to assist with management of program components. The clinical coordinator position supports the development and supervision of teaching assistants in the clinical setting. Communication within faculty and clinical units as well as additional communication from the clinical coordinator facilitates meeting course outcomes.

“Cultivation of excellence in teaching, scholarship, and service is the primary responsibility of faculty.”

The clinical coordinator is primarily responsible for planning, implementing, and evaluating laboratory and clinical adjunct faculty, sites, and schedules for student experiences. The position also maintains operational aspects of lab/clinical experiences in collaboration with clinical facilities; participates in maintenance and acquisition of clinical contracts; and coordinates preceptor experiences if applicable.

Division Directors

These directors are qualified individuals who develop and implement the general education, nursing, and radiography programs.

Strategic Goal II is researching a novel endeavor to allow part-time faculty to hold rank. The college recognizes that its rather unique academic environment could benefit from attracting and retaining qualified faculty instructors who 1) may choose to continue their clinical careers, or 2) teach in fields (i.e., general education disciplines) that, based on college enrollment, would not allow them to attain full-time status. A draft proposal for part-time faculty rank has been presented to each discipline council and is expected for vote in 2012-2013.

FACULTY ROLE: PROFESSIONAL DUTIES

High-quality instruction is the most important professional duty of faculty. They use course and program evaluative processes which reflect their preparedness and commitment to implement high quality teaching strategies and best practices that ensure content is delivered in ways that promote learning outcomes. The faculty handbook states that the “professional duties of faculty include teaching, scholarship, and service,” and it recommends the following weighting system for allocating time to those duties:

- Teaching should comprise approximately 80% of faculty time
- Scholarship and service should comprise approximately 20%

Scholarship and service are important components of faculty duties, but the distribution of time between each will vary with individual faculty interest and commitment.



The organization supports professional development designed to facilitate teaching suited to varied learning environments.

In both programs, we value faculty development as a critical contributor to educational growth and the use of evidence-based best instructional practices. Faculty are expected to expand their competencies and encouraged to earn an appropriate terminal degree or its equivalent for their discipline.

Professional development activities include, but are not limited to, determining short- and long-term personal/professional goals; attending educational programs, workshops, and seminars to enhance practice knowledge and/or earn certification in an area of expertise; maintaining educational requirements associated with license and/or certification; and maintaining a portfolio.

The college and its divisions notify faculty of professional development offerings and provide funds to support the improvement of teaching and learning (\$1000 annually per full-time faculty member; pro-rated amounts for part-time faculty members). To date, most faculty development activities have been individual and tied to division-specific goals, though each division makes a concerted effort to invite other faculty to its pre-planned activities.

- The Faculty and Student Development Committee is part of the nursing division governance structure; its purpose is “to provide and maintain an environment that is conducive to the nursing faculty’s and students’ personal and professional development. The committee also provides a mechanism for responding to the social needs of the Division of Nursing community” (*Aultman College 2011-2012 Faculty Handbook, p. 64*).
- Nursing faculty development funds are regularly reviewed for educational content. In 2010-2011, faculty development funds were revised to include only activities with an educational focus. Membership fees for professional organizations or events with a specialty focus unrelated to education were eliminated.

For 2012-2013, nursing faculty will be required to complete at least one webinar from the NurseTim website. Completion of this requirement will be a component of the annual evaluation.

- The radiography program is developing guidelines for faculty development.
- Each general education faculty member sets his/her own development plan for spending the individual allotment. Opportunities for continuing education arise throughout the academic year, including local events (e.g., University of Akron Diversity and Inclusion seminar held February 1, 2012, and Kent State University-Stark's Speaker Series) and in-house webinars (e.g., Incivility in the Classroom) which are available at a rate of approximately one per month. General education faculty members are welcomed and encouraged to attend any session they find pertinent to their professional development plans.

The professional development initiative needs better structure and on-campus offerings specific to our faculty. The responsibility to develop this function rests with the interim chief academic officer.

Recognizing the importance of faculty orientation to professional development, the college streamlined the process to include full-time, part-time, and adjunct-specific sessions. The process involves an end-of-semester wrap-up session for all members regardless of rank or title.

Discussion includes performance evaluations of faculty, a compilation of final exam samples, and a general recap of the semester.

Historically, nursing had a separate orientation for adjunct faculty, but with the addition of general education and radiography, an interdisciplinary orientation program was developed. We foster a collegiate environment by holding a joint session which encourages all faculty to discuss their teaching methods and successes and then follow it with discipline-specific break-out sessions; this format provides efficient use of time and resources.

“Recognizing the importance of faculty orientation to professional development, the college streamlined the process to include full-time, part-time, and adjunct-specific sessions.”

Following are the learning outcomes for the general education adjunct faculty orientation session:

1. Be able to navigate the CAMS course management system and set up their aultmancollege.edu e-mail account.
2. Understand the role and expectations of adjunct faculty as well as college-wide policies and procedures in the faculty handbook.
3. Be familiar with important areas and services around campus including the learning resource center (LRC), library, registrar, adjunct faculty office area, and common areas.
4. Understand and abide by FERPA guidelines as set forth by the federal government. A FERPA power point is sent to each adjunct faculty's aultmancollege.edu e-mail account, which assesses whether e-mail setup has occurred.

Following are the learning outcomes for the general education adjunct faculty end of semester session:

1. Address accountability and professionalism of adjunct faculty members.
2. Address collegiality of adjunct faculty members.
3. Address the adjunct faculty member's perception of the recruitment process, compensation, the orientation process, and overall experience.

Orientation is a small component of overall faculty development, but the evolution of this process represents resolution to the challenge of unifying the faculty team at the orientation stage. The next steps to create more holistic, longer-term faculty development include:

1. Creating a faculty training calendar for 2012-2013. Topics will be driven by faculty requests and tied to initiatives in the college's strategic planning work (e.g., hybrid/online course development, transitioning working professionals into a faculty role, and best practice training for instructors in the modern classroom). Several planned topics (e.g., constructively addressing student incivility) have also interested staff, so college-wide training sessions are planned.

2. Working with local faculty training experts to provide courses as part of the 2012-2013 calendar. It is important that our faculty be exposed to collegiate best practices and take advantage of the excellent higher education resources present in our own back yard.
3. Expanding the proposed 2012-2013 faculty training calendar to a full-fledged collegiate faculty development program in 2013-2014.
4. Developing for 2013-14 an “academic academy” series of courses similar to the hospital’s “leadership academy.” Courses would include a teacher training track that will help properly credentialed hospital employees learn how to teach college courses. The college can then capitalize on the strengths of readily available content experts to deliver excellent classroom experiences.

The Center for Teaching and Learning (CTL)

Additional support for faculty development and unity has come from the college’s center for teaching and learning (CTL) web page, which was developed and implemented in early 2010 as an online resource for faculty and staff. The intent is to promote a more collegiate culture, foster collaboration in teaching and learning, and create a concrete resource for the development and implementation of academic initiatives. Currently, the web page has four sections:

1. *What’s New*, which contains “Faculty Announcements” and some college publications
2. *Technology and Tutorials*, which has information such as advising processes, CAMS course management, WIDS, and FERPA
3. *College Resources*, which includes forms, publications, and academic calendars
4. *Teaching and Learning*, which contains documents that support test construction, grading, and faculty presentations.

Faculty may access the CTL from any internet computer. It is a new venture, and as such, comes with growth and expansion opportunities. Implemented offerings include a CAMS webinar that addresses course management and faculty portal administration; availability of the WIDS manual; information on test construction, English composition rubrics, and curriculum-based presentations. These resources and future options to improve teaching /learning processes for all faculty, including adjuncts, are being reviewed for CTL enhancement.

The organization evaluates teaching and recognizes effective teaching.

Faculty evaluations are important evidence of effective teaching. According to the 2011 faculty handbook, “faculty performance evaluation encompasses accountability and professionalism, collegiality, and professional duties.” This comprehensive process includes self-evaluation, peer review, student course evaluations, and administrative review.

Completed evaluations are used to make decisions about pay increases, contract renewal, and teaching assignments. Instructional observations also provide evidence of student learning and effective teaching.

Each year, full and part time faculty are required to submit the following to division directors by January 31:

- Completed required sections of the annual faculty evaluation including a statement indicating whether the faculty member desires to enter the rank and promotion process.
- Any necessary documentation as part of the performance evaluation form, which may include a professional portfolio.

A professional portfolio describes a faculty member’s accomplishments, highlighting strengths, and pulling from a variety of areas that demonstrate effectiveness. The faculty handbook identifies components of a successful portfolio.

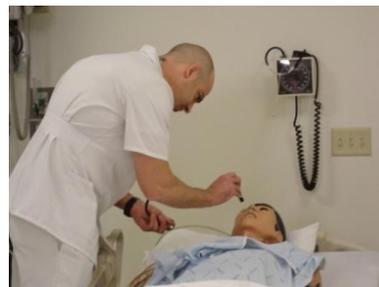
“Completed evaluations are used to make decisions about pay increases, contract renewal, and teaching assignments.”

The organization provides services to support improved pedagogies.

Innovative use of technology in the classroom is an important component of effective teaching and learning. A task force of faculty and staff gathered to explore offering hybrid/online courses. The group recommended needed resources, sought guidance from the Ohio Board of Regents, and drafted a plan for phasing the transition of courses to hybrid format. The first two hybrid courses, Language of Medicine and Introduction to Psychology, will be offered in fall 2012.

Other innovative practices include regular use of the human patient simulator throughout the nursing curriculum; incorporation of hands-on skills practice in the nursing and radiography skills labs; and use of smart boards and learning games. Social media and technology have improved pedagogy in and out of the classroom, allowing teachers and students to communicate via the WiseLine student portal, Facebook, and Twitter.

In 2009, the college began using several Facebook pages to communicate with students, alumni, and other stakeholders. The learning resource center (LRC) page features support services such as tutoring, academic success planning, and links to academic support websites such as the Purdue University Online Writing Lab (OWL), which are posted with permission from the site owners. Students are encouraged to use social media responsibly and are held to that standard under the college policy for Acceptable and Responsible Use of Technology Resources.



Examples of Innovative Practices Utilized by Faculty to Enhance Student Learning

Chemistry

To bring real-world chemistry scenarios to students, an assignment on fracking was developed because it is currently a controversial topic in this geographical area.

Objectives included practice in presenting to an audience; presentation of scientific information rather than opinion; and demonstration of information literacy. The academic librarian assisted students in finding appropriate resources. The assessment component appeared on the final exam where student opinions and scientific facts were gathered to support their argument. Students were asked to elaborate on the questions: Did your opinion change based on the assignment? How did the presentations influence your learning?

Economics

In an effort to address one of the core components in the Healthcare Economics (ECN 225) course, students complete the Health Economics Policy Survey (Fuchs, 1996) early in the course and then again later in the course. The survey items initially sensitize them to a variety of issues to be discussed in class. Anonymous student responses provide data to assess perspectives on national healthcare policies and to evaluate the extent to which student responses and thoughts align with those of economists or practicing physicians.

More importantly, the survey results are sent in advance to guest presenters for the class. In essence, the information provides the guest panel of hospital executives and a healthcare management policy scholar with a prompts for discussion.

The last test in the course contains some questions related to the panel event. In general, students tend to provide correct answers to the test questions, confirming their understanding of topics such as cost, quality, and access to healthcare; their familiarity with local and national issues surrounding healthcare and its reformation; and their awareness of healthcare as a driving force behind and a drain on an economy. Both the survey instrument and results are available for review in Resource Room files.

Human Growth and Development

Students in Human Growth and Development are given a two-fold assignment to reflect on their own personal development over the course of their life and to project what their lives may hold in the future.



Each student is required to tie in theories, constructs, and other aspects of the course as they pertain to previous and/or projected development.

The major areas of focus include: a) intelligence, thinking, and creativity, b) physical and mental health, c) personality and gender roles, d) family/friends, e) school/work, and f) future projection.

Students complete the assignment in any format they choose including power point presentations, traditional essays, and scrap books. This element of choice allows students to demonstrate a learning style that best suits them.

Projects are graded on how successfully students address the six major areas of focus and whether they integrate course-relevant information. Students report better understanding of themselves, their personal development, and the integrated process of human growth and development, allowing them to cite personal examples that reinforce the information they learned in class.

Nursing Nutrition Component

The faculty of NRS101 Foundations I developed a group presentation project based around nutrition posters that identify components of therapeutic diets and the patients most likely to need them. In evaluating this assignment against the core abilities, faculty recognized an opportunity to include a cultural diversity component.

In spring 2012, a pilot group of students included cultural concerns in their therapeutic diet presentations. Tying together healthy initiatives of the college with the community and Aultman Hospital, nursing faculty proposed displaying the student nutrition posters in the college hallway.

Those viewing the posters, including the Aultman Hospital CEO, voted for the most effective presentations. Winners received certificates and gift cards. Assessment of the activity inspired revision of the grading rubric to demonstrate how the learning activity incorporated the core abilities.

Science Poster Night

Microbiology independent study students created posters examining the misuse of antibiotics, examples of subsequent resistant bacteria, and ways to combat the worldwide problem of antibiotic misuse.



Chemistry students presented posters depicting a chemical element and its relationship to healthcare. One evening in the fall, faculty, staff, and guests were invited to attend the culminating poster presentations. Students were judged by hospital administrators on the clarity of content and presentation of material. Instructors graded the posters/presentations based on a rubric. The poster night is planned to repeat at least every fall.

Radiography Management

Radiography students were divided into groups for an oral presentation. Each group developed a design for a radiology department, described how they would manage the department, and coordinated a staffing plan utilizing their peers. The students developed a mission statement for the department and tied it into the college Vision/Mission/Values. Instructors evaluated the design and provided feedback to students.

English/Composition: Service-Learning Assignment

The belief that students are more likely to retain skills they gain hands-on and are more engaged when they see the value in what they are doing is reflected in English composition course assignments. To link practical experiences with academic activities, ENG 090, ENG 105, and ENG 205 incorporate one graded essay or research assignment based on service-learning experiences, for which students receive credit toward the graduation requirement. Assignments become more rigorous with the level of the course.

For the first time in the fall of 2011, ENG 090, a developmental course, introduced a writing assignment intended to fill the gap between classroom learning and the real world. Students chose a community organization they wanted to affect, defined it, participated in it, and evaluated their impact on it and its impact on them. They had positive experiences, explored their chosen community sites in an engaged way, and worked on the project with effort that indicated they found value in the assignment.

One student participated in a learning-disabled classroom, researching how students could be better served and discussing how the skills she learned could be transferred to her future career in nursing.



Another student brought his dog to two long-term care facilities—one for the mentally challenged and one for the elderly. He researched and discussed the ways in which pet therapy can be used in these settings. He also interviewed two nurses and analyzed the two very different ways in which they approached their patients. His experience seemed to pique his interest as far as future career goals, and he expressed a desire to investigate pet therapy.

Autonomy in choosing the community organization and the project let students explore interests and make connections to their values by gathering information they deemed useful. Most students chose to apply the experience to their future career in nursing, and all students exceeded expectations by going above and beyond the requirements. Their papers were thoughtful, lengthy, well-written, and well-researched.

In spring 2012, the assignment was offered in ENG 105, the first level composition course. Because the course requirements involve a higher level of analytical skill, the essay called for students to choose an organization that interested them and focus on the business itself, their roles as volunteers, the debate on the merits of volunteering, and an evaluation of the site as a future service-learning location. Some worked at Habitat for Humanity's Restore, attended an Alzheimer's support meeting, folded baby clothes at the Pregnancy Support Center, and one even helped roof a building at The New Destiny Treatment Center.

For most, this was their first service-learning experience, but the written work showed effort and commitment to the assignment. After getting their feet wet, some decided they should have chosen sites that better aligned with their career goals; instead of dusting and or cleaning, they wanted to feel more needed or helpful. Some were frustrated by the experience and felt that the sites should be more eager to get free help and accommodate student summer class schedules.

In English 205, offered for the first time in summer 2012, the research project asks students to argue the need for, or existence of, the service learning site. The focus is not on the volunteer and the experience, but on fact-finding to determine what would happen, for example, if the local medical clinic closed, or the homeless shelter in downtown Canton stopped providing sleeping quarters, or Aultman Hospital blood drives were eliminated.

Students choose their site and argue a position about the value of volunteer-supported organizations. When services are eliminated, who takes over, what happens to clients, and how does the community respond? This assignment encourages critical thinking about the value and the future of volunteer-supported organizations in the community.

The assignment requires participation in an activity, personal interviews with stakeholders, a reflective journal on the service experience, and an argument for a position supported by research. The final paper and reflective memo support the development of professional workplace skills and engage the core abilities of critical and analytical thinking, oral and written communication, research and information literacy, and ethical and civic responsibility.

Sociology

The instructor of Introduction to Sociology looks for interactive methods to help students share vital information, grow in class presentation skills and confidence, and learn from others. The semester term paper presents an opportunity to use a post-assessment method to achieve these outcomes. After the instructor evaluates and grades the papers, students have an opportunity to read them to the class. This opportunity is formally listed in the course syllabus. Minor extra credit is given as an incentive, but students eagerly accept the assignment and perceive value in its fulfillment.

Simulation Lab

The simulation lab was started in 2002 when the Aultman Hospital School of Nursing first purchased high-fidelity adult and pediatric mannequins. The simulators moved to the college in late summer of 2006.

Numerous scenarios simulate incidents for student learning. The code blue scenario, originally developed by the school of nursing, was revised in 2007 to assist associate degree students to function as part of an interdisciplinary team. Aultman Hospital internal medicine residents and a respiratory therapist now assist nursing students to better understand code blue team roles and daily functions.



During a code-blue practice, students portray the roles of the intensive care nurses, staff nurses, and documentation nurses. Students follow orders given by the resident, administer medication, defibrillate, and assist respiratory as needed.

The perceived value of this experience is evident in student comments: "I feel much more confident because I know what to do in this situation;" "I think communication was good among everyone and that we worked great together as a team and a whole;" and "This lab taught us about each role in a code blue, position of all equipment, and how important communication is." After participating in the code-blue simulation, students surveyed the scenario on a 10 point scale. From spring 2007 to present, scores have continually increased (8.0 to 9.5), supporting the value of annual improvements to the simulated code-blue experience each year.

Additionally, faculty presented this scenario at several conferences as a poster demonstration entitled "Simulated Code Blue: Student Nurses Experience as an Interdisciplinary Approach." Presentations took place in 2008 at the Annual Nurse Educator Conference and at the Aultman Health Foundation Research Day, and in 2009 at the National Coalition of Hospital Associated Schools and Colleges of Nursing Conference.

Practice in the Work Force Scenario

The literature in 2009 showed that nursing graduates were not prepared for practice; therefore, faculty developed and implemented a teaching strategy to provide graduating nursing students an unforgettable introduction to life as a practitioner and promote awareness of practice readiness.

The scenario consisted of four patients of different genders, ages, and medical problems and promoted delegation, prioritization, communication, teamwork, and emergency situations involving conflict and religious preferences. Participants, student observers, and course faculty completed a performance criteria rubric utilizing a three-point rating scale.



Review of the scores revealed that the students evaluated their performances much higher than faculty, especially in prioritization and problem solving. Additionally, students verbalized that this experience met simulation objectives and was beneficial, recommending it be continued in the future. Comments from student reflective papers include the following:

- “I learned I need to give clear, detailed directions when delegating a task or it won’t be done in full.”
- “Value your assistive personnel.”
- “[I learned] how to appropriately talk with a family member.”
- “...to appropriately prioritize patients.”
- “...to speak up when [I] don’t understand.”
- “Time management is important.”
- “You must remain calm in a high pressure situation.”
- “Organization.”

A poster presentation of the above scenario entitled “Capturing the Practice Gaps in Nursing Education Through Simulation” was featured at the following conferences:

- Aultman Health Foundation Research Day “Spirit of Inquiry” - November 17, 2009, in Canton, Ohio.
- Ohio League for Nursing: Educational Summit 2010 - March 26, 2010, in Dublin, Ohio.
- The 9th Annual International Nursing Simulation/ Learning Resource Centers Conference - June 17 to 19, 2010, in Las Vegas, Nevada.

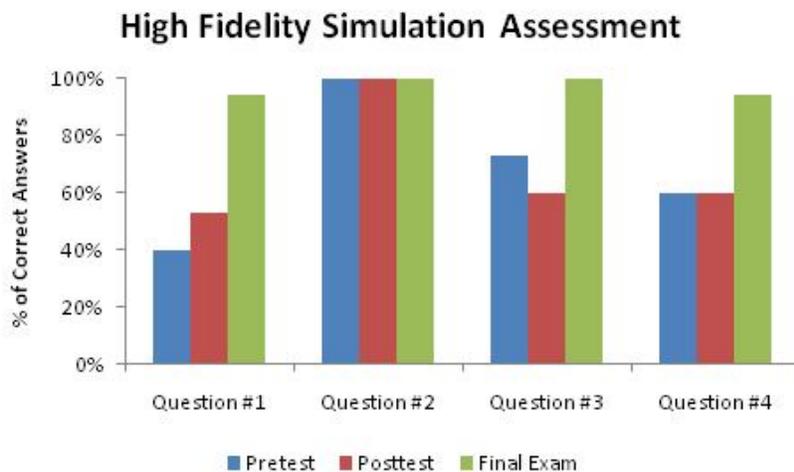
In addition, faculty who developed this scenario were asked to write a chapter in *Simulation Scenarios for Nursing Educators: Making It Real*, a book that will be published later in 2012.

Classroom Scenarios

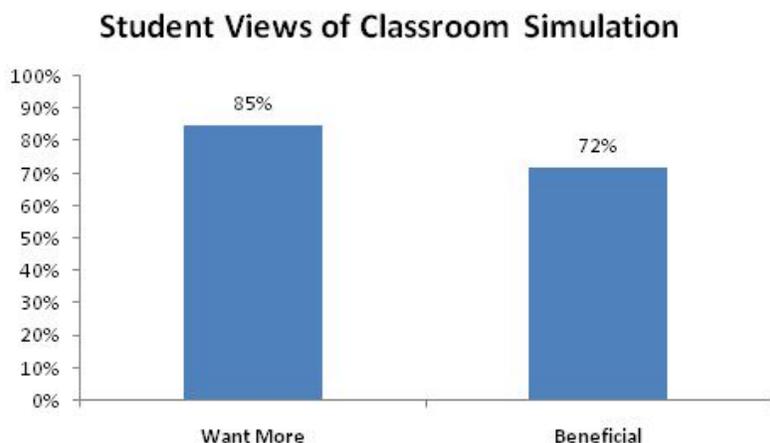
With the acquisition of the tetherless, high-fidelity mannequin, faculty may add scenarios outside the confines of the simulation lab, which has inspired another teaching strategy. In fall 2011, a high-fidelity simulator was taken to the classroom so students could actually care for a patient in congestive heart failure. Although the simulation required skill performance, the focus of the activity was critical thinking—why are you doing what you are doing?



Students completed a pre-test, post-test, and four consistent questions on the final examination that matched the pre- and post-tests. Transference of knowledge was the key to success. The graph below shows that, following this interactive approach to teaching the course content, students retained knowledge on four consistent final exam questions.



The post experience evaluations indicated the majority of students would like more of this type of classroom instruction, which they described as beneficial to their learning, as shown in the graph and comments below.



- “I learned that there is a lot of critical thinking going on during the process of assessment and treatment...teamwork is very helpful.”
- “Communication must be maintained to properly care for the patient.”
- “I need to focus my assessment when my patient is unstable.”
- “When you have a larger group of people who are participating, you are going to experience a larger group of questions, techniques, information, and solutions. I believe this only adds to the knowledge a student can gain from this experience.”
- “...wasn’t as much pressure but there was more sensory overload.”

This scenario was recognized as a poster presentation entitled, “Simulation as the Teacher,” presented at the Ohio League for Nursing Educational Summit 2012.

3.c. The organization creates effective learning environments.

Learning takes place at the classroom, clinical, collegiate, and community levels.

The development of an IE Plan and formal assessment processes shows that the college takes seriously its responsibility for assessment.

The IE process supports continuous improvement by reviewing feedback from students, staff, and faculty to continually reevaluate and improve learning environments. The IEC recognizes that our research on effective learning environments is evolving but has a clear focus: integrating the planning, assessment, and institutional research functions to better serve our student population and to create positive learning outcomes. Regular internal reviews of programs, services, and practices result in change that will support growth and the academic integrity of the college.

Our student body is diverse in many ways, and we strive to teach and involve students in scenarios that serve diverse populations. Faculty provide effective learning environments that accommodate various student learning styles and strengths. Our general learning outcomes, or core abilities, support this culture because, through assessment, we can evaluate whether learning environments are effective.

As noted in the IEAP, assessment occurs in these areas: institutional, academic, and co-curricular. Assessment at any level will use a variety of methods to gather evidence of effectiveness and student learning.

“The IE process supports continuous improvement by reviewing feedback from students, staff, and faculty to continually reevaluate and improve learning environments.”

Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.

The most obvious place for learning is in the classroom. Our classrooms are equipped with modern technology, including computer and projector, SMART Board, and ELMO. Campus-wide wireless is also available. Classrooms are equipped with dry-erase boards, podiums, and seating at spacious tables rather than individual desks. Class sizes are small, with 30 or fewer students per section.

The college also has a 30-seat computer lab used for individual courses, training, or study. This lab ties directly to the Aultman Hospital patient documentation system, allowing students to prepare in advance for clinical experiences. The advantage here is that students can then use clinical time to learn and practice hands-on patient skills rather than spending time learning documentation technology.

The nursing skills lab is set up like a hospital unit housing several teaching model patients and a mock nurse's station. The same equipment found in a hospital setting is used in this lab, which introduces students to the relevant equipment prior to starting clinical experiences. This lab is also available at times for open hours for students to practice skills.

The simulation lab provides a challenging "quick thinking" format for students to practice skills. During a simulation, a patient scenario is presented in which students receive little information about the patient, which is a realistic situation for a nurse. As a team, students assess the patient and use critical thinking skills to determine a safe and effective action plan. At the end of the scenario, students debrief with their instructor and review their decisions.

Video technology allows a real-time critique during the instructor's evaluation. Scenarios are often complex and incorporate family members (played by faculty and staff), code-blue situations, drug errors, language barriers, and cultural issues on both pediatric and adult patients. Students are surveyed annually to assess whether these services meet their learning needs, and this information guides future planning for support services, classroom set-up, and technology.

To assess the effectiveness of classroom learning and of simulation, students complete an end-of-course evaluation. Faculty also complete an end-of-course report which evaluates effectiveness of course components and recommends changes for improvement. A sample report for NRS 130 is available for review in Resource Room files.



An additional resource available to students is the Learning Resource Center (LRC), which supports student success by providing a “one-stop” location for a variety of resources and services that enhance academic and personal success. In response to a recommendation in the 2008 HLC Assurance Report, the LRC opened in 2009 with the intent to provide “ready access to academic assistance that supplements classroom learning” by:

1. Incorporating and expanding all services that were offered in 2008 by the student assistance program coordinator;
2. Operating with a depth and scope that meets the additional learning support demands accompanying in-house general education courses;
3. Relieving the nursing faculty of the extensive remediation they were performing outside of the classroom.

Reporting into the Student Affairs division, the LRC has become the “umbrella” under which most student success services are grouped and delivered. It supports the following broad student, faculty, and college needs: academic, personal, and career counseling and referrals (including disability accommodations); curriculum and classroom activities; technology and learning systems; and faculty development.

Start-up staffing for the LRC consisted of a full-time coordinator and academic advisor, four student assistants, and tutors for math, writing, chemistry, and nursing. Services provided at start-up in fall 2009 included professional and peer tutoring for writing, math, chemistry, and nursing; testing accommodations, learning style assessment, academic success planning, schedule/degree planning, COMPASS placement testing, and academic advising.

Now the expanded services include professional tutoring for anatomy/physiology and microbiology, a full-time academic advisor, and resources that include anatomical models of the eye, ear, skull, and brain, and social media (Facebook). Currently, 140 friends support the LRC Facebook page.



Continued service expansion in fall 2011 included an Early Alert retention initiative which identified at-risk students early in the semester. As described in Core Component 3d, this system was created not only to provide additional support to faculty and staff in their work with students but to increase retention.

To promote a “writing across the curriculum” focus in academic support, the professional writing consultants were “marketed” as resources students could access for help with writing assignments for any class. The writing consultants collaborated with the college librarian to develop support materials such as APA style guides and to present workshops, which created a writing center feel in the LRC. As detailed in Core Component 3d, academic advising converted to collaborative advising between the academic advisor and faculty advisors.

Two Test-Taking Strategies workshops and two Résumé workshops were developed and offered in November 2011. Resources expanded to include an FM listening device to support hearing impaired students. Staff also investigated offering online tutoring services, and in fall 2012, the LRC will participate in an online tutoring collaborative sponsored by the Ohio Board of Regents. Free to students, the only cost to the college is the time of two dedicated tutors, which enables the college to expand services without adding cost.

Services are evaluated frequently; tutoring and workshop offerings, for example, are reviewed each semester and increased as needed. Social media is also expected to expand to Twitter as another method of promoting services to students. Other goals for 2012/2013 include:

1. Continued improvement of tracking and assessing service usage and impact on student success;
2. Standardizing curricula, guidelines, and learning outcomes for workshops;
3. Developing a more robust career services component;
4. Surveys to obtain feedback on LRC services;
5. Benchmarking best practices in special accommodations;
6. Investigating the use of Supplemental Instruction.

LRC Tutoring Services	
Anatomy & Physiology  Mark Riley Monday 9:30am - 12:00pm	Microbiology  Erin DeLoach Monday 2:30pm - 5:00pm Thursday 1:00pm - 3:00pm
Chemistry  Molly Winters Wednesday 12:00pm - 4:00pm	Nursing  Lashy Rabinovitch Monday 2:30pm - 5:00pm
Math  Monica McFarver Tuesday 1:30pm - 4:00pm	 Solena Kierdas Tuesday & Thursday 1:00pm - 4:00pm
 Robbey Howell Wednesday 5:00pm - 6:30pm	Writing  Rita Palmer Tuesday & Thursday 1:00pm - 4:00pm

Aultman College is also collaborating with the state of Ohio on an eTutoring initiative. Stop by the LRC to learn more!



The LRC was the main topic at the October 2011 Student Senate Town Hall meetings. Students consistently expressed the need for more LRC space, so the college opened additional rooms in February 2012 including space for private and quiet test taking, tutoring, and individual/group study. The LRC is consistently one of the highest rated student services on the ACT Student Satisfaction Survey, and it was the highest rated service on the 2011 Aultman College Student Affairs Survey.

To maintain high student satisfaction and increase college-wide awareness of the value of the LRC, in 2012 we will continue to provide excellent student support services, demonstrate and market their value to the college community, and assess their impact on student satisfaction, success, and retention.

Student Services

Town Hall meetings, sponsored by Student Senate each semester, are open forums for all students to attend. They can be topic specific such as Parking or the LRC, or they can be open to discussion of general concerns. Significant student concerns are noted and incorporated into an action plan, the results of which are communicated college-wide via *The Pulse*, student senators, the WiseLine, and future Town Hall meetings.

The college takes student feedback seriously, and all departments regard issues brought forward as opportunities to continuously improve day to day operations. Action plans resulting from Town Hall action plans are available for review in the Student Affairs folder in the Resource Room files.

Student Affairs Division Annual Report

In January 2011, the newly created Student Affairs division set these goals:

- Focus on student satisfaction, success, and retention in admissions, financial aid, student life, advising, and learning support.
- Exhibit in all work the core values of honest communication, efficient processes, excellent service, clear roles, and data integrity.

PULSE

Town Hall Input Results in Change

In the Spring 2011 semester, Student Senate hosted several Town Hall meetings and invited students to share their concerns and suggestions for improvement at Aultman College. College officials attended the meetings along with Student Senate representatives. Listed below are the top five issues students raised and the resulting change or response from administration. "We appreciate the time students took to attend these meetings and provide their input," said Corey Hicks, Student Senate president. "We feel the process went well and we had some great dialogue that resulted in positive change. We hope students will continue to participate in the Town Hall process."

Issue: Faculty Accessibility. Faculty are difficult to get in touch with; they are perceived to be too busy to help students outside of class or to advise on coursework.

Resolution: Faculty has posted office hours on their office doors. A new advising plan was implemented in the fall 2011 semester that included all faculty in student advising.

Issue: Registration. Registration is very frustrating to students as the list is a poorly organized. Students feel that class availability is poor. Limited section offerings cause students to be shut out of preferred class dates and times. They would like the College to have better online technology for registration. Students also feel that the modifications that summer 2011 classes would not be available was lost money and non-revenue.

Resolution: The College will continue to keep registration consistent semester to semester with scheduled/controlled appointments until ready to implement the online registration. Each time the program gives overwatch to students are advising to the advisors. The register is working diligently to ensure availability to present students from getting that out of class. The next step is to do a schedule of classes to ensure availability on the College website and WebAd. The schedule clearly states that classes are subject to change. The College will continue to assess the available for improvement of changing the same version of the schedule on a regular basis due to changes that arise. Also on a regular basis they will change that site.

Issue: Realigned Curriculum. With the assigned curriculum, the students will be short on or miss credits on any placement, and get by the change. Due to the fact that several of them from advisors about how the credit change can be received.

Resolution: Students were given the option to attend scheduled academic sessions in the Spring 2011 semester to learn how they would be able to make up the credit loss.

Issue: There who attended learned that they could participate in individual study to make up for the missing credit loss. To ensure that students are informed of credit loss changes, Dr. Smith and the Registrar will check degree audit two times per semester.

Issue: Facilities. Students have around the College much more study and gathering space such as an outdoor picnic, social space, and quiet study areas. Students have requested register in the student lounge such as a hot punch, water, pencil sharpeners. The LRC space is now used and students would like to have another lounge area on campus job available. Also, students would like to know how to find out when classrooms are available for open study.

Resolution: A three-way average facilities plan is being implemented by the strategic plan team. It includes more space and resources for students. Supplies were placed in the student lounge as were water bottles, more tables, and three additional computers. Students are free to contact the campus coordinator or Student Life coordinator or view the better resources for open availability to open study. Some computers were added to the computer lab during 2012, including several placed in Classroom B, which is now designated as a quiet study area for students. There are plans to reconfigure the student LRC space to help the College give additional study space and computers.

Issue: Services. Students have noted that the LRC needs to provide more printing, such as well as others to help. Students are upset that they cannot print in the library and find that it is difficult to get assistance in the library. They also feel that billing takes too long for checks to clear and new student orientation is too long.

Resolution: The LRC is currently working on its pool of funds. The items in most urgent status. Printing is being available during the Spring 2012 semester. In Fall 2012, a new student printing program will be implemented to allow students to print in the library, LRC, and computer lab 1100. They are currently in the library and LRC. The college hired an academic adviser who has an open door policy and consistently offers help but time and support to assist students. Billing has implemented a check waiver within the College to allow billing and program coordinators to present cash or checks within the department. Check processing was changed so that checks are cashed weekly within the college. In addition, in Fall 2011, advisors could help accepting online payments through PayPal via the WiseLine. New student orientation is now more streamlined and shorter with the elimination of ATI testing.

Division staff agreed at that time that student satisfaction, success, and retention start at the first contact with a prospect, and they acknowledged that services follow students through to graduation. The division's 2011 annual report shows how staff provides excellent services driven by the core values stated above and is available for review in Resource Room files.

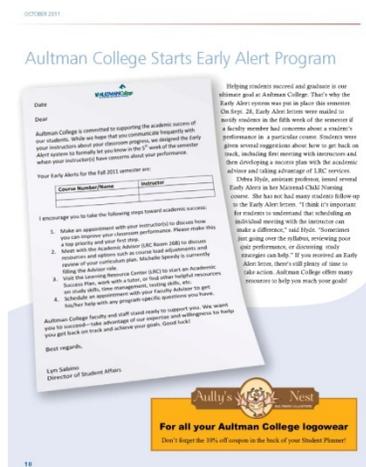
The division conducted its first student satisfaction survey in spring 2011. About one-third of the student body participated. Unlike the ACT Student Satisfaction Survey, the internally generated instrument asked questions specific to college programs and services. The survey results, available for review in Resource Room files, were enlightening and helpful in evaluating/planning services. The survey was administered again in 2012; the intent is to continue tracking and trending information over the next few years.

Early Alert System

Research shows that colleges and universities that are most successful with at-risk students are proactive in identifying them. The college is dedicated to fully supporting students through academic or personal difficulties and will guide them to appropriate resources for success in their programs. The Early Alert system was created not only to provide additional support to faculty and staff in their work with students but to increase retention.

The first Early Alert system implemented in the early part of 2011 was an optional manual paper system that did not require faculty to notify or speak to students before issuing an alert. In addition, the burden of follow-up was placed on the LRC staff rather than the student. This system was a "Triple Alarm" format where level one was Academic Watch, level two was an Academic Warning, and level three, which consisted of three occurrences of weak performance.

Special attention was paid to academic performance during the first three weeks of class. Weeks 4-16, faculty used a Student Alert Memo to refer students to the LRC if they exhibited signs of weak performance. LRC staff was responsible to contact and meet with referred students and help them with an academic success plan.



A new, fairly simple, and more effective system was rolled out in fall 2011. Based on the belief that students have more control over their success if they are aware of challenges early in the semester, faculty identify early alert students in the fourth week of the semester.

Instructors exercise discretion in that any behavior causing concern can justify an Early Alert, including poor attendance, chronic tardiness, poor test/quiz scores, disengagement, turning work in late or not at all, disruptive behavior in class, or other reasons deemed valid by the instructor. After Early Alerts are submitted, the registrar sends notifications to students recommending that they meet with their faculty advisor and LRC advisors to set up an academic success plan. The intent is to improve student grades by midterm, which should positively impact final grades.

Highlights of the fall 2011 Early Alert pilot include:

173 notifications sent to 134 individual students

4 students initiated Academic Success Plans

23 students attended tutoring

The “fourth week” deadline for Early Alert submission will continue, as it gives students enough time to follow through and improve grades before the end of the semester.

Highlights of the spring 2011 Early Alert process include:

102 students received Early Alerts during the spring 2012 semester:

62 (60.7%) received a successful final grade in EA course

- 50 (81%) visited the LRC during the semester an average of 6 times
- 13 (21%) received tutoring in the LRC
- 8 (13 %) visited the LRC for an academic consult

20 (19.6%) received an unsuccessful final grade in EA course

- 12 (60%) visited the LRC during the semester an average of 4 times
- 3 (15%) received tutoring in the LRC
- 1 (5%) visited the LRC for an academic consult

6 (5.9%) received multiple Early Alerts and were successful in one course and unsuccessful in the other

14 (13.7%) dropped their EA course

Upon preliminary review of the data, students who receive an Early Alert are more likely to be successful if they utilize the services of the LRC, including tutoring and academic consults.

Tracking these students and their progress over time will provide information about the effectiveness of programs and services and guide the allocation of resources to those services that demonstrate improved student success and retention.

The curriculum is developed by the faculty and regularly reviewed for rigor and currency.

The review of curriculum for rigor and currency is an ongoing collaborative process between faculty and administration.

Institutional, program, and course evaluation measures provide data driven reviews of various aspects of curriculum delivery. We consider input from students, faculty, graduates, and employers. Following is a brief synopsis of the types of activities occurring, often simultaneously, throughout the college in reviewing the curriculum and the structures that support it.

CURRICULUM REVIEW PROCESS

Each discipline has a council that participates in the curriculum review process. Although this example is specific to nursing, it is representative of how the process works for all disciplines.

The Curriculum Committee, a standing nursing division committee, regularly reviews curriculum for rigor, currency, unifying concepts, standards of practice, redundancy, content gaps, and credit hours. The Nursing Council also participates and makes decisions on subjects of concern specific to the division.

Discipline concerns with collegiate implications are addressed with the chief academic officer, who is an ex-officio member of the Faculty Council, which is the governance representative of all college faculty, providing a forum to share democratically the responsibility of planning, assessing, implementing, and evaluating educational policies, curriculum approval, and program(s) of study. Administrative Council reviews and approves recommendations and policies brought by the standing committees.

Faculty Curriculum Review

At the end of each semester, discipline councils (nursing, allied health, and general education) coordinate faculty meetings to discuss curriculum, including textbook selection and modifications to learning activities, based on relevancy of content. Discussion also includes student challenges and struggles, activities that have fostered student success, and opportunities for improvement.

For example, faculty from second semester nursing courses expected students to perform head to toe assessments with limited prompting because this content had been taught during first semester courses.

Faculty believed their job was to focus on assisting students to recognize and explain abnormal findings as they gained more knowledge about disease processes. Clinical faculty in the second semester nursing course reported that students were struggling with the completion of a thorough head to toe assessment in a timely manner.

In reviewing the delivery of this content in the lab, instructors identified that the assessment process was taught one system at a time. The clinical course focus throughout the semester was the system learned each week in the lab, so the lab experience did not culminate in the performance of a complete head to toe assessment.

This conversation resulted in a change of lab content delivery for subsequent semesters. At the same time, faculty conversations indicated that, while experienced instructors were comfortable with expectations appropriate for progression, new adjuncts were not. This resulted in changes with adjunct orientation and a more defined set of expectations in clinical course syllabi. Reviews of this nature allow for group dialogue, clarification of expectations, and decision-making as well as ongoing education for faculty new to the college or faculty role.

Faculty evaluate student learning with a variety of activities including standardized testing. Results allow modification in content delivery as needed. A comprehensive review of the standardized testing results for the graduating cohort is also completed each semester; it provides data that contribute to continuous improvement.

“Reviews of this nature allow for group dialogue, clarification of expectations, and decision-making, as well as ongoing education for faculty new to the college or faculty role.”

Student, Graduate, and Employer Curriculum Contributions

Students complete course, instructor, and clinical evaluations each semester. The results are reviewed by faculty, and course changes are considered based on this student feedback. An example of this process is illustrated with students in NRS 100 Nursing Success who expressed concern about the amount of work required in this one credit course. Course faculty discussed this concern in light of the learning outcomes and modified the course. They incorporated test taking strategies into course content to promote student success in future nursing courses.

Graduating students complete an exit survey at the time of program completion. One frequent and increasing concern for graduates was the flow of the curriculum. Students began the program in medical surgical courses, followed by a semester of specialty nursing content, and then finished with a 10 credit medical surgical course.

Students felt this sequencing decreased their confidence with psychomotor skills, creating additional stress during their final semester. Faculty addressed student concerns by providing clearer expectations for skill progression in syllabi. This student concern was also a consideration in course sequencing for the realigned curriculum.

Graduate and employer surveys are conducted at periods of one year and five years after graduation. The first five-year survey for the nursing program occurred in 2012. Results of the one-year surveys were considered in curriculum review and, to date, have been in line with the Nurse Executive Advisory Group Preparation to Practice Gap Analysis Report. As the economy vacillates, hospitals have curtailed hiring, and this trend is expected to continue. The decrease in job opportunities along with the recommendations from the Institute of Medicine Report will require vigilance in planning future curriculum modifications.

As the ASR program graduates its first class in 2013, a similar program review will occur.

Focused reviews

In 2008, the nursing division's Policy and Evaluation Committee, responsible for the systematic plan of evaluation, conducted a focused review of variables related to student success. The review included the December 2007 NCLEX failures, the spring 2008 final semester course failures, and the academic dismissals and withdrawals from fall 2005 to spring 2008. This review revealed that students failing the NCLEX exam and those failing the final semester had testing difficulties throughout the curriculum.

Students in the final course had multiple risk factors including standardized testing scores below the benchmarks and ACT scores below peer cohort members; in addition, more than one-third of them had prior course failures, predominantly in the sciences.

The review of the dismissals and withdrawals revealed similar findings. While our 2007 NCLEX pass rates were satisfactory, increased program attrition was occurring in the early semesters. As a result of this review, strategies and processes for supporting students with testing difficulties were evaluated.

Recommendations included finding a testing alternative to the ASSET post-secondary placement test for students who had not taken the ACT test as well as alternate pacing of courses during the initial advising meeting.

Course attrition is another source of data about student success. Aggregated by semester and reviewed annually, the 2009-2010 course attrition data revealed an increase in students who were unsuccessful in the first semester nursing course, many of whom had multiple attempts to achieve an acceptable score on the ASSET® entrance exam. Analysis also showed an inordinate amount of time spent remediating students with inadequate math skills to learn medication administration. The ASSET test was subsequently replaced with the COMPASS test (ACTs Computer-Adaptive Placement, Assessment, and Support System) in spring 2011. COMPASS scores are now used to place students into appropriate level English and math courses.

Analysis of 2009-2010 course attrition included a number of students unsuccessful in science courses, which led to discussion of science course placement in the realigned curriculum. In the initial curriculum, the second anatomy and physiology course could be taken simultaneously with nursing courses that considered complex medical-surgical disorders. The second chemistry course could be taken any semester including the final semester of the program.

In the realigned curriculum, the anatomy and physiology courses begin in the first semester and are completed in semester two, prior to the study of more complex conditions. Chemistry is now a single course and is taken no later than semester four. The results of this modification in sequencing are not yet available.

In 2008, admission criteria were examined. Students were being admitted first-come-first-served based on admission criteria similar to other community colleges. With only one program to offer, admission to the college also meant admission to the nursing program.

The rigor of the nursing curriculum, however, required a strong foundation. Selective admission criteria were developed and approved by Nursing Council in February 2010. Faculty and Administrative Councils also approved this change, and implementation began with the spring 2011 cohort.

In 2012, ranking criteria were reviewed, amended, and approved for both nursing and radiography and will be implemented for fall 2013 admissions. Resource Room files contain current and future admissions criteria.

Comprehensive Curriculum Review

In 2008, faculty began a comprehensive review of the curriculum as it originally existed. The entire nursing faculty met for two days in May to begin "Sowing the Seeds for the Future." They discussed current nursing education challenges and defined a mission and vision in line with the college but specific to the nursing program. Sub-concepts were streamlined to reflect current healthcare priorities and to simplify the evaluation process.

Simultaneously, the college was preparing for both the transition of general education courses from the Walsh campus to the Aultman campus and the start of a new program (ASR). The transition required a review of general education student learning outcomes as well as current Ohio Board of Regents associate of science degree general education requirements (2009).

Nursing and general education faculty defined a core curriculum of general education for all programs and adopted four broad core abilities, the “roots” that ground the Aultman College experience and integrate with each health-science curriculum.

Simplification of the general education outcomes provided a more robust and measurable academic assessment plan. The nursing program considered the competencies identified through the Quality and Safety Education for Nurses (QSEN) project and the report of the Nursing Executive Center Advisory Board entitled “Bridging the Preparation- Practice Gap” (2008) in the review.

The student-learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.

In May 2009, Worldwide Instructional Design Systems (WIDS), a technology-driven curriculum management system, was introduced, replacing a manual internal curriculum mapping process. WIDS is a performance-based curriculum mapping that describes what graduates should know and be able to do. It provides for a learner-centered curriculum by integrating learning theory and practice and providing the essentials of a performance-based design. WIDS fosters critical thinking and provides for a continual discovery of the “why and how” questions necessary in meeting the challenges of curriculum design.

“WIDS fosters critical thinking and provides for the continual discovery of the ‘why and how’ questions necessary in meeting the challenges of curriculum design.”

Student satisfaction and improved performance are achieved by integrating the three performance levels of the WIDS model. The broadest level is the core abilities. The next level consists of the major discipline competencies which are then achieved through the lower level learning objectives. Through the use of these college-wide course standards, consistency in outlining student expectations provide the resources to improve student performance and progression throughout the curriculum.

Competencies are linked to college core abilities, program outcomes, and discipline outcomes specified by professional and regulatory standards. Linking demonstrates where the required outcomes occur in the curriculum. Nursing faculty began WIDS work by first revising program outcomes to reflect modified sub-concepts. Faculty also identified the core nursing competencies students needed to achieve by graduation and divided them into “buckets” representing courses in the realigned curriculum.

In summer of 2009, a task force worked on leveling the competencies for each course, ensuring that courses covered all important content and reflected the appropriate number of credits. It also considered whether clinical courses should remain connected to the theory courses or become separate.

The task force benchmarked this information against other Ohio associate degree programs and then redistributed a few of the competencies, identified some that were best addressed in general education courses, and developed condition statements, criteria statements, and learning objectives. The task force also recommended development of a general education course that would meet the increased arts and humanities requirement and provide a broad introduction to healthcare for all health sciences programs.

The goals going forward from the task force were to approve the revisions internally; enter the data and complete the linking of program outcomes, core abilities, and external standards in WIDS; and submit the proposed realignment of the curriculum to the accrediting bodies in 2010 with a plan to implement in fall 2011. The revised curriculum was implemented in a five-semester format beginning fall 2011.

The organization respects the diversity of its student body and provides the support needed for all to have a positive and successful learning experience.

A recommendation from our initial accreditation process was to review diversity and inclusion metrics on campus. In an effort to develop a comprehensive diversity strategy, the college contracted with Compass Consulting Services, LLC for a diversity audit. Student data was collected through a Survey Monkey instrument that garnered 33% percent response and consultant questioning during four days of campus interaction which included focus groups.

On the topic of race, students commented on the acceptance of different races within the college: "I have not seen a difference in white or individuals of color. I feel we have all been treated equally." Also, "there are not as many individuals of different races to evaluate." Opinions on the diversity of sexual orientation included: "Based on assumption, I do not really know any LGBT individuals." Comments about religious diversity included: "There may be some discomfort, not because their religion or belief system differs from mine, but just from a lack of understanding of some beliefs."

Age, relative to acceptance of students over 60, prompted comments: "I have not witnessed any negativity toward individuals who are 60+ years of age. I am encouraged by them and proud of them." On the issue of gender, students stated that: "I feel men are encouraged and the staff is excited to have male nurses for strengths they bring to the nursing field." Survey results indicated that the college is not the most diverse organization; however, many recognized that Aultman College has become more diverse in the last few years. The audit is the college's first step toward identifying how to become more diverse, inclusive, and accepting.

Classroom/Labs

Student enrollment is primarily white, non-Hispanic, with only a small percentage representing diverse backgrounds (e.g., ethnicity, income level, gender, age, religion, etc.). However, faculty and administration believe we need to support all learners, respecting their individual diversity, as well as providing learning environments that allow students to experience diversity in the healthcare arena, real or simulated. Diversity is addressed across the curriculum as shown in the following examples:

- All students in NRS 101 Foundations I view a video titled: “Patient Diversity: Beyond the Vital Signs,” produced by CRM Learning. The video introduces students to patients with different ethnic backgrounds, language impediments, and various beliefs about medicine, nursing care, and patient issues that may arise during clinical experiences. After students view the video, discussion centers on ethnic groups common to college clinical sites, such as the Amish population.
- To further support diverse learning opportunities, the skills lab contains equipment that simulates varied populations. For example, Caucasian and African American task trainer arms are available to practice intravenous insertion skills; Pedi-Sim is used for pediatric (8 year old child) skills; and adult mannequin props represent different genders and persons with tattoos and piercings that may influence nursing care.
- Our tetherless, high-fidelity simulator is transported to the classroom for NRS 201 where it is used to teach and assess student knowledge of culture using different scenarios that support diverse populations, including diets, skin color, cultural activities/beliefs, knowledge of care needed, and evaluation of treatment plans for the particular situations portrayed.

- During NRS 204 Maternal Child Health, a pediatric simulation experience involves using the pedi-simulator of Mexican descent with parents who speak very little English. Additional pediatric scenarios use examples of different age groups within and outside the hospital environment. Following the scenarios, debriefing and evaluation of student ability to adapt and perform appropriate nursing care in the scenario occurs.
- In the NRS 260 Professional Role Development course, scenarios involve various cultural/religious backgrounds to give students experience caring for a range of patients while working as a team briefing and evaluation of nursing care effectiveness occurs following the scenarios.

Service learning activities and objectives demonstrate examples of learning in various courses that address cultural, ethnic, and socially diverse concepts, and may also include experiences from regional, national, or global perspectives.

Diverse clinical experiences also prepare students for their healthcare role. In addition to culture, race, and religion, the context of care can be diverse. With a clinical rotation offered at an extended-care facility, students experience a setting very different from acute care. In an extended care setting, practitioners help clients rehabilitate to optimal functioning capability. Clients are strongly encouraged to dress in regular clothes and eat in a centralized dining room to promote independence and socialization. The acute care clinical settings with shortened hospital stays and activity limitations do not provide this experience.

Different Learning Styles

Learning style assessment is a service of the LRC. Advisors encourage students to complete the online assessments and then review the results to better understand how they receive, remember, and process information. The most popular link is the VARK assessment. When students seek LRC assistance developing an academic success plan, the first step is to explore learning styles. VARK enables students to understand their learning styles and informs students how to take effective notes. Some faculty require their students to complete the VARK as part of classroom instruction.

Advising systems focus on student learning, including the mastery of skills required for academic success.

A need for faculty to reestablish their advising connection with students led to a collaborative advising initiative in fall 2011. The role of the faculty advisor in this environment includes meeting with advisees for schedule planning, answering program-specific questions, aiding students in academic decision-making such as withdrawal from a class, and developing a curriculum plan for the upcoming semester.

The role of the LRC academic advisor includes completing the curriculum plan for the remaining semesters, advising during registration, processing all schedule changes after registration, updating curriculum plans with students after schedule changes are made, and completing attrition surveys with students. This shared advising relationship between faculty and LRC advisors encourages communication, enhances student progression, and increases retention rates.

Research has shown that colleges which promote student/faculty advisor relationships have better retention rates. Our collaborative approach allows students to take advantage of curriculum and career planning resources. Having faculty assist with the advising process also allows the LRC advisors to devote more time to resolving specific student schedule and progression issues, monitoring the add/drop process, and creating/implementing other retention initiatives.

Feedback includes the following observations following the first semester of collaborative advising:

- Students were much better prepared coming to registration.
- Students were held accountable for their schedule as they were unable to register without the yellow faculty advising sheet.
- More students sought out the academic advisor for a curriculum plan.

Improvements under consideration include revising the faculty advising registration checklist and reminding faculty to encourage students to have at least one alternative schedule in case classes close.



The organization employs, when appropriate, new technologies that enhance effective learning environments for students.

As we embrace the 21st century and the impact of technology on education, student learning behaviors, and outcomes, a task force of administration, faculty, and staff worked with Aultman Hospital to find a learning management system that would support the learning needs of its various constituents, especially the digital generation of students. The college recognizes the need to plan, develop, and implement an online learning environment (e.g., distance learning) for students on and off campus. This may include programs and/or individual courses that are delivered online or in a hybrid format.

The college selected AMVONET, a front-end product of MOODLE, and a comprehensive platform that includes all components necessary to provide interactive distance education experiences as well as serving as an innovative teaching method in the traditional classroom.

AMVONET facilitates the educational process through content delivery, content creation, live classroom use and collaboration, recording and editing of classes, interactive points, etc. Faculty/student engagement occurs through online discussion boards, chat rooms, web conferencing, and student responses. This form of instruction provides flexibility for faculty and students and supports the use of multimedia resources and content editing tools.

Beginning in fall 2012, the college will offer its first two hybrid courses, Introduction to Psychology and Language of Medicine. As the AMVONET system is implemented, faculty will develop additional e-courses to support a hybrid learning environment, particularly for the planned BSN completion program.

In 2010, our strategic planning broadened by adding a goal team specifically devoted to technology and its use in effective learning. Goal V focuses on research and development of technological innovations that will improve student and faculty experiences. In addition to implementing operational procedures, Goal V is researching trends such as e-books, student laptop recommendations, and instant-messaging options.

“The college recognizes the need to plan, develop, and implement an online learning environment for students on and off campus.”

CAMS

The Comprehensive Academic Management System (CAMS) is an integrated student database with a web-based course management system that provides students, faculty, staff, and administrators with real-time access to student information related to courses, schedules, rosters, advisement, degree audits, registration, and grades. The college supports the use and increased efficiency of CAMS by sponsoring staff to attend the annual user conference, bringing trainers to campus, and networking with other colleges using CAMS.

In 2010, a CAMS trainer provided faculty and staff with a comprehensive, onsite review of all modules and functions. Currently, students are introduced to CAMS during the admission process, in orientation, and within each course using the student portal.

Since 2009, CAMS has expanded services to students as part of the learning and technology component of their education. CAMS serves as a means of communication with students across the curriculum via the student portal. In addition, beginning fall 2011, students were able to view their grades in real time versus waiting for faculty to calculate and send grades to the registrar for student viewing.

CAMS has permitted faculty to expand course activities via the faculty portal with the use of hyperlinks to learning activities, such as Quia testing, video viewing, and resource management. Some faculty use the CAMS online platform for discussion forums that enhance classroom interaction. Because students are sometimes more comfortable sharing their thoughts about sensitive topics online rather than face to face, this CAMS option allows exploration of questions such as: When you hear the word HIV, describe the type of client you expect to see. Do you believe a person with HIV has a duty to let others know of his/her status?

In addition, the course management system stores a wide array of data for academic or administrative use. Crystal reporting has enabled more data to be generated for sound decision-making. For example, the college staff can now view summaries of course grades to evaluate course attrition and make decisions about course rigor or curriculum placement.

In addition to classroom learning, CAMS also supports co-curricular learning. Students no longer receive paper bills; they can access their statements online via the student portal 24 hours a day and pay bills online. These enhancements support student technology utilization as well as contribute to the core abilities of information literacy and ethical /civic responsibility.

Online Registration

Surveys have indicated that students are dissatisfied with the registration process. Historically, registration was conducted manually and in person. Given feedback that students preferred a user-friendly online process, over the last four semesters, online registration in a controlled environment has been implemented.

The intent of the controlled environment is to teach students to manage online processes so that they will be self-sufficient when the transition to off-site registration occurs. Students sign up and attend registration sessions in the computer lab where staff members are available to guide them through the process using the student portal. Students can then view their schedules online at their leisure. Registration in the future will allow students to register from anywhere they can access their portal.

The organization's systems of quality assurance include regular review of whether or not its educational strategies, activities, processes, and technologies enhance student learning.

Strategic Goal IV was charged with developing a college-wide academic assessment plan. Assessment activities are designed to improve student learning and teaching at the division, program, and course levels. Methodologies include direct and indirect measures such as exams, rubrics, projects, portfolios, accreditation standards, licensure pass rates, and surveys of employer satisfaction with graduates. The academic assessment process is developed at the core ability/GLO level with a pilot scheduled for the 2012-13 academic year. Program learning outcomes (PLO) assessment practices already exist; it will be necessary to develop a process for PLO reporting at the institutional level.

3.d. The organization’s learning resources support student learning and effective teaching.

The college recognizes that students and faculty need access to a wide variety of learning and teaching resources and provides for this need through laboratories, libraries, Aultman Hospital, the Aultman Health Foundation, Walsh University, clinical sites, the college library, the learning resource center, faculty, staff, and technology.

The organization ensures access to the resources (such as laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching.

During our collaboration with Walsh University, students had access to support services provided on its campus. Originally, Aultman students had access to all Walsh course sections and offerings, but the choices became limited the closer we came to transitioning to the Aultman campus. Walsh also could not provide open science labs for our students to practice skills. Since we were not able to gather data on student use and effectiveness of Walsh services, we are now assessing usage of similar resources on our own campus.

As we transition from Walsh University to offering all courses on the Aultman campus, assessment will become more comprehensive. The college has identified the following benefits of this transition:

- Maintain and enhance services to students
 - A dedicated academic librarian and the financial support for library acquisitions and services are in place
- Tutoring services are designed to meet the needs of health sciences students
- Open labs for practice are available
- Customized learning sessions for A&P content on the muscular system is scheduled for fall 2012
- All instructors and other staff are now on campus for easy student access

- One student portal allows more comprehensive electronic communication
- The general education course transition will be complete in fall 2012

The college president maintains a close professional relationship with Aultman Hospital. Once a month, she meets with the chief nursing officer to discuss mutual priorities; these meetings have resulted in a larger pool of adjunct instructors for the college, college faculty working clinically in the hospital, strengthening of the research community, and opportunities for joint faculty appointments. The meetings have also aided in the “Spirit of Inquiry” research day poster presentations, in which college faculty are involved as judges and presenters, and they have facilitated opportunities for our students to have priority scheduling for clinical shifts.

The college’s external affairs division also cultivates a relationship with the hospital via ACCE, which is involved in a symposium for nursing practitioners in August 2012. Finally, the library depends on a strong relationship with the hospital for resources used by college students, hospital residents, staff, and faculty.

Sharon Lane Health Center

Students and faculty have access to the Sharon Lane Health Center located off of the main lobby of Aultman Hospital. The center offers a selection of over 1,400 consumer-based books as well as a collection of free educational pamphlets that can be checked out with a valid ID. The Center also has over 50 anatomical models, a selection of general reading materials, and three computers that can be used to access specially selected consumer-based medical sites. Hours of operation are Monday through Friday, 7:30 a.m. to 4:00 p.m.



Aultman College Library

The library collection contains over 3,000 monographs with access to nearly 50 million additional library resources through OhioLINK. Many of the collection items can be borrowed with a valid Library ID. The collection also includes over 40 physical journal titles with access to 17,000 more in electronic format. The reserve collection has copies of every current Aultman College textbook and supplemental class materials requested by instructors. Students may access the collection during regular library hours.

Overall, the college has access to more than 140 databases, 68,000 electronic books, and millions of electronic articles through association with Northeast Ohio Medical University (NEOMED) and OhioLINK. Databases available include those that focus on general studies (Academic Search Complete, EBSCO) as well as on Nursing and Allied Health (ProQuest, CINAHL). Students and faculty can access the OhioLINK and NEOLINK online catalogs to request books and other library resources from consortium libraries. Requested material can be sent directly to the college library for easy pick up.

Skills Lab

The Bette Sponseller Skills Lab is dedicated to assist students with beginning competence in technical skills (e.g., nursing, radiology, and programs of the future). The lab has a classroom setting area that supports some didactic and demonstration learning and eight strategically arranged patient care cubicles with mannequins for learning specific skills. Budgets provide for a supply of equipment based on each program's needs.

To assist nursing students with skill acquisition and preparation for competencies, the lab offers open hours on Saturdays staffed by adjunct faculty. Open lab hours are evaluated each semester for availability and adjusted for student convenience (weekends, evenings, etc.). A more formal offering of supervised open lab sessions is being developed.



Open Skills Lab Usage Report Summary

	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	TOTAL
Practice	121	89	126	235	63	270	301	282	1487
Clinical Quiz	0	38	52	0	0	0	0	0	90
Clinical Make-up	0	3	2	27	12	2	0	3	49
Remediation	0	0	29	7	3	7	4	4	54
Peer Evaluation	0	0	0	0	8	15	0	0	23
METI Referral	0	0	0	4	0	0	0	0	4
Clinical Evaluation (comp)	66	113	46	108	281	285	335	252	1486
Total Students Utilizing Skills Lab	187	243	255	381	367	579	640	541	3193

A radiography skills lab is located in the radiology department where a non-energized table and tube are available. This area is used for demonstrating radiography positioning, an essential skill for obtaining optimal images. Radiography lab courses use this space for students to practice positioning skills on each other and complete simulations. Students may also use the lab when no classes are scheduled.



The following collaborative educational endeavors demonstrate additional resources provided to our students.

Pediatrics – The college works closely with the pediatric educator and physician to present scenarios to the pediatric staff. This experience has allowed staff to practice specific scenarios that are only encountered periodically, such as a trauma patient, severe pneumonia, and severe asthma.

Code Blue – Code blue has two entities:

1. The college has used high-fidelity simulation to provide code blue practice for the hospital staff including residents, intensive care and staff nurses, respiratory therapists, and intensivists. Occasionally, respiratory and Career Academy students participate. This exercise is intended to include college students in the future.

2. NRS 250 students practice code blue with the high-fidelity simulator by giving medications, defibrillating, performing CPR, and documenting on the code-blue sheet. At the end of the day, a resident and a respiratory therapist assist students in simulating a real code-blue situation. Having a “real doctor” give orders and visualizing the role of the respiratory therapist is helpful to students.
3. **Obstetrics** – The simulation coordinator works with the perinatal educator, physician, and OB residents to simulate several scenarios with our medium-fidelity simulator, Noelle. Diagnoses practiced include post-partum hemorrhage and shoulder dystocia.

The college has also contracted with Kent State Stark to provide their students with access to our simulators during summer semesters.

In fall 2011, the ASR program began to incorporate the high-fidelity simulator into its courses for specific assessment items and the use of oxygen. The simulation staff will be working with the radiography faculty to develop more course specific scenarios as well as a multidisciplinary simulation experience in the future.

A variety of other learning opportunities exist for students, such as “lunch and learns” presented by hospital staff on topics of special interest. Examples include:

- The WOW van nurses performed BMI, vital signs, and health screenings for students.
- Dieticians from Health Services discussed healthy eating choices from the cafeteria menu and conducted a tour of the dining facility.
- An oncology nurse presented a mini-lecture on “Death and Dying.”
- A psychiatric nurse presented a talk on “Understanding Mental Health Issues.”

Various service learning opportunities are available to support the core abilities, including the modeling of ethical and civic responsibility. The relationship between academic learning and community involvement is important.



“Various service learning opportunities are available to support the core abilities, including the modeling of ethical and civic responsibility.”

The college has always included a service learning component in its nursing courses. In the past, students were guided by a service learning manual that gave them the necessary tools to choose and complete an assignment. In fall 2011, service learning became a graduation requirement of 16 hours for both the ASN and ASR programs. A plethora of opportunities to complete this requirement come from Aultman Health Foundation partners and the community at large. Following these experiences, students often report in their reflective writing their plan to continue civic involvement after graduation. Faculty and staff are also encouraged to participate in service learning.

Professional Development Opportunities

The college president annually attends AHSEC (American Health Science Education Consortium) meetings to engage with her peers and gather new ideas. The idea to investigate and plan for a BSN completion program came from this arena. President Crowl notes, "I think differently because of my trips to these conferences. It allows me to hear different ideas and ways of doing things, which I bring back to my team." Other AHSEC-related ideas we have explored include simulation processes, college IT communication with Aultman Hospital IT, online education and systems, implementation of CAMS, and our competitive edge in the BSN completion market.

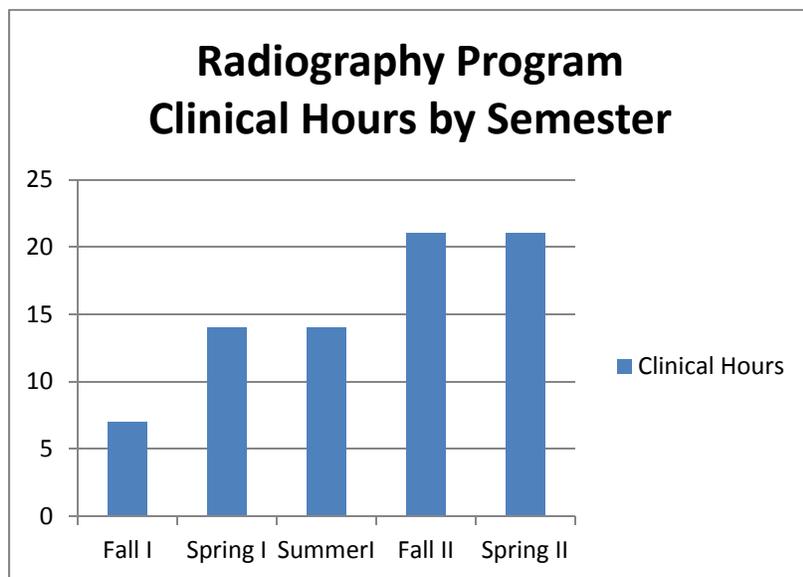
Aultman Hospital sponsors an annual Leadership Academy which offers courses for college administrators, faculty, and staff. Individuals may attend, free of charge, sessions that fit with their own development plan. College professional staff may also attend any of the continuing education opportunities offered by the hospital. Details can be found on the Aultman intranet to which all staff has access.

Clinical Agencies

A variety of diverse clinical agencies enhance student learning, facilitate integration of theory and practice in both programs, and support the initiative to use facilities outside of Aultman Hospital. The college is aware that as changes in the healthcare arena play out, clinical sites may need to change. Nursing students attend clinical experiences in a variety of settings to meet course and program objectives while radiography students rotate through all identified clinical sites to meet JRCERT requirements. Resource Room files contain a comprehensive listing of current clinical facilities.

Radiography Clinical Hours

As students become more knowledgeable and proficient in the didactic portions of their studies, clinical hours increase so that they can integrate theory into practice. This also enables students to complete the graduation competencies required by the American Registry of Radiologic Technologists (ARRT). The schedule of clinical hours per semester is shown below:



The Joint Review Committee on Education in Radiologic Technology (JRCERT) Standard 1.2 states that the program must provide equitable learning opportunities for all students. Radiography students rotate through all contracted clinical sites throughout the Associate of Science in Radiography program.

Student Lounge

When the new college facility opened in fall 2005, students enjoyed a lounge on the third floor to relax and study in a bright, cozy atmosphere with vending, microwave, and other amenities. Over time, computers, study tables, and supplies were added so that students could prepare for class and clinical assignments.

Most recently, due to construction of Aultman Hospital's Gregory Training Center in the space that once was the student lounge, furniture has been relocated strategically around the college to add some small group gathering spots. The vending machines were removed but snacks and drinks are available through Aully's Nest, the cafeteria, and hospital gift shop as well as multiple vending stations throughout the hospital.

Classroom 8 has been converted to a dedicated quiet study room equipped with computers, printers, a copier, and supplies. The library recently added additional computers for patron use. The college continues to investigate opportunities to create additional student-centered space campus.



Logo Store

Aully's Nest, the college logo store, supports student learning by offering essential equipment and study items required by programs. The campus coordinator listens to individual requests from students via student senate and the satisfaction surveys. Responsiveness is demonstrated by adding requested inventory including study tools (flash cards, bar charts), clothing, accessories, and clinical equipment (stethoscopes, scissors, etc.).

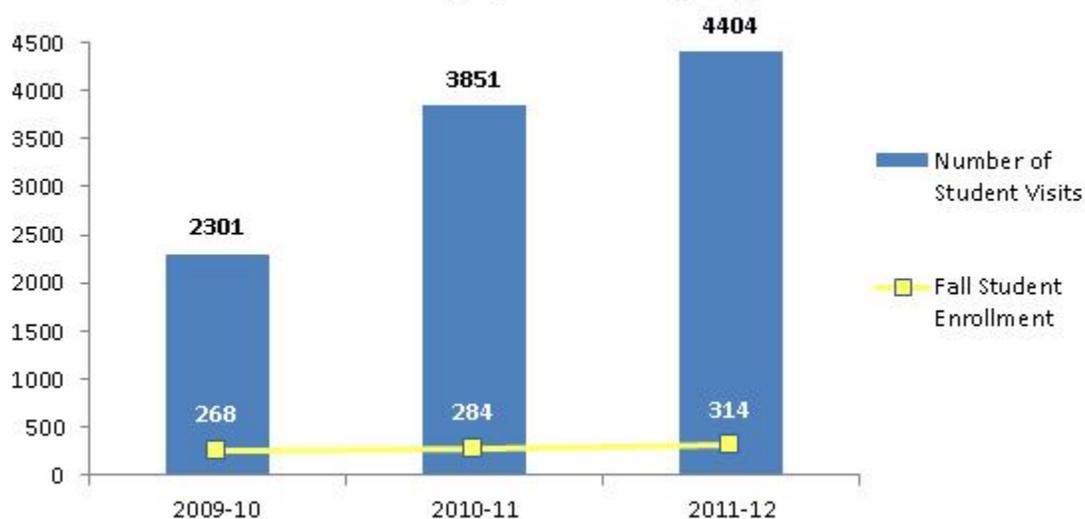
The college contracts with Matthews Medical for cost-effective, convenient textbook procurement and buy-back options for students.



The organization evaluates the use of its learning resources to enhance student learning and effective teaching.

Usage of the LRC is tracked manually. Students sign in upon entering the LRC and denote which service(s) they plan to utilize. The graph below compares overall usage for academic years 2009/2010, 2010/2011, and 2011/2012. Student usage of LRC services is steadily increasing over time.

LRC Student Usage, Fall 2009-Spring 2012



WHAT ARE WE CURRENTLY DOING AND HOW DO WE PLAN TO IMPROVE?

LRC

Assessment of the collaborative advising and Early Alert processes is evolving, and in spring 2012, information became available about students who have improved as a result of these experiences. The assessment plan includes proactive measures to reach the Early Alert students through e-mail reminders of LRC services such as tutoring. Email attachments may include articles pertaining to specific issues such as attendance or time management.

The LRC assessment plan also includes tracking of usage during the period between the Early Alert notification and midterm grades. Students who show improvement will receive notes of encouragement, and those who are still unsuccessful and have made no attempt to use LRC services will receive a call or e-mail to encourage participation in success-enhancing activities. Students who are unsuccessful at midterm but have started to use LRC services will receive a note of encouragement with a motivational push to keep up the good work.

Early Alert students who are successful between midterm and final grades will receive notes of praise and support; the note to unsuccessful students will suggest they schedule a meeting with the academic advisor to update progression plans and discuss resources available to enhance success.

LRC usage will also be tracked for those students who were unsuccessful at midterm but did not receive an Early Alert. The assessment plan will include other ways to close the loop in the communication cycle, such as setting up a table during Aully's Welcome Week the first week of each semester and visiting classrooms at the beginning of each semester to promote services. At the end of each semester, statistical analysis of the outcomes of the entire process will be tracked and trended by semester, and revisions of the process made as necessary.

Faculty

As of 2011-12, general education faculty increased from one full time to an additional four part time and 15 adjuncts, largely due to the transition of courses from Walsh University.

Although enrollment doesn't support adding full or part time faculty at this time, the division may hire to maintain consistency in current positions, which benefits the students.

Now that the division owns its courses, it can gather data about student and faculty performance over time. Data from course evaluations and the ACT survey supports the transition of courses to the Aultman campus and the impact of general education on student outcomes.

Faculty workload units have been adjusted to allow more time for scholarship and service, a change since last visit. Labs and clinical are now counted as 1:1 rather than 1:3 or 1:2. The workload policy is evolving as we ensure faculty have the time needed to prepare for courses, conduct research/scholarly activities, and meet service requirements. Criterion 4 discusses this in more detail.

Professional Staff

The number of staff has increased over the last two years to accommodate college growth in the areas of information technology, clerical support, and student services. Staff members have also been working on their higher education goals, and several have completed bachelors and/or master's degrees while working at the college. Criterion 4 discusses this in more detail.

The organization supports students, staff, and faculty in using technology effectively.

The college embraces technology as a critical component of effective teaching and learning. To coordinate technology for the college and reduce reliance on hospital IT staff, a director of IT services was named in January 2011 and added to the management team. In addition, the importance of technology is reflected in the formation of an interdisciplinary strategic goal team which is dedicated to exploring, evaluating, and recommending systems to meet current and future college needs. A centralized technology budget, a request tracking and reporting system for college IT requests, and a technology purchase process supports the work of the IT staff.

One of the advantages of having onsite IT staff is responsiveness when users need support. The staff is also focused on training and education, presenting at College Assembly meetings, emailing periodic "Tech Tips," and maintaining hardware and software.

The IT staff is charged with planning for future technological needs. A strategic focus includes college IT staff joining the hospital's IT Executive Steering Committee while developing the college's R&D. Progress over the last year includes recommending, purchasing, and implementing a document tracking system (scanning and workflow) which supports a green initiative; exploring the potential of eBooks in collaboration with the campus coordinator and the academic librarian; testing collection devices in our new chemistry lab; and an initiative to identify technology education and training needs.



The evolution of the IT infrastructure is ongoing. Relative to the CAMS student database, in 2010 a monthly user group and database glossary were established to ensure data integrity, data ownership, and internal coordination of processes. In 2011, the IT focus shifted to enhancing reporting processes to eliminate manual work. Most recently, CAMS has been integrated with People Cube to reduce double entry of room scheduling. The maintenance of the equipment and operating systems of the college, as well as the addition of Amvonet, People Cube, and WIDS, have all contributed to the evolution of the technology infrastructure.

The IT director collaborates with Aultman Health Foundation by participation on the following committees:

- IT Security and Awareness
- Security Results Committee
- IT Executive Steering Committee
- Change Advisory Board
- Aultman College and Aultman IT Coordination Team (monthly meetings)

The work of the IT staff directly supports students in the following areas:

- Troubleshooting the student portal
- Providing online payment and registration functionality
- Investigating online course scheduling
- Evaluating e-books for future
- Enabling two online hybrid courses to start in fall 2012
- Providing off campus access to OhioLINK resources
- Purchasing technology equipment such as monitors, ISTAN, and a microscope tied to PC and projector for recording of experiments and learning activities of the sciences
- Updating digital signage with room schedules and locations and using People Cube for scheduling of classes

- Hiring additional personnel to support technology needs
- Providing real-time grades for students and faculty

The college is implementing document management systems as part of green and process improvement initiatives. The intent is to reduce printed paper volume, redundancy, and dependence. Scanned documents will be secure, organized, digitally backed-up, and easily accessible. Along with imaging, document flow will be analyzed and streamlined by utilizing fillable forms and automated routing of documents.

Technology Training Opportunities

The IT staff has developed and conducted training sessions for faculty and staff including CAMS reporting, clicker usage in group presentations, and Microsoft Office software upgrades.

ACCE offers beginning and intermediate courses in Microsoft Excel, Outlook, Windows 2003-2007, and Computers 101. In addition, ACCE partners with ed2go to offer online courses in a variety of Adobe and Microsoft programs as well as other courses related to technology, computers, healthcare and medicine, college prep, and business. In 2011, 13 technology-oriented classes were held in our computer lab, and seven participants utilized ed2go courses.

Other available training activities include audio webs and webinars, etc. As detailed in Criterion 4, faculty and staff attend annual conferences to enhance their skills.

General IT support

Aultman College IT exists to provide technical support to students, staff, and faculty, including configuration and support for workstations and applications. IT also creates and maintains security for student accounts including Active Directory, CAMS, and Cerner and works with resources from Aultman Hospital when necessary to resolve issues.

Library

In summer 2011, the academic librarian delivered information literacy presentations in the classroom. Over 15 sessions were conducted in summer and fall 2011 for classes in College Composition I, Economics of Healthcare, General Chemistry, and Nursing Skills Lab II. Sessions lasted 20 to 60 minutes and focused on basic access to library sources, database instruction, and specific assignment-based resource or database instruction. Sessions included demonstrations on how to properly identify academic sources online, use database filters to find more precise information, and print or request full-text articles.

A library instruction survey was conducted on a sampling of four classes in summer/fall 2011 to determine if the library information literacy demonstrations were effective. Students completed pre- and post-presentation questions about their comfort level with six basic areas of information retrieval and manipulation. The scale was 1-Very Uncomfortable, 3-Neutral, and 5-Very Comfortable. Below is a compilation of results from the four classes:

Library Instruction Survey	Pre	Post	Difference
Accessing the library catalog	2.750	4.275	1.525
Finding print sources: Books, magazines	3.325	4.275	0.950
Finding electronic sources: eBooks, articles	3.375	4.400	1.025
Definition of scholarly resources	3.250	4.500	1.250
Using database filters	2.775	4.350	1.575
Printing/e-mailing database articles	3.600	4.450	0.850

Below is a sampling of student comments from the surveys:

“The catalog will be a tremendous amount of help for me.”

“Very good presentation! Highly recommend for future classes!”

“Understand how to find scholarly information a lot better.”

“This will be great for improving my papers & quality.”

The academic librarian is working with the program directors to write core library information literacy training into the program curriculum. Library and database overview presentations as well as assignment-based instruction are currently being implemented in NRS 100 Nursing Success and ENG 090, 105, and 205 composition classes. As programs and classes are added, library information needs will continue to be assessed and expanded. The academic librarian is also a member of the online pilot committee where her role is to help assess the need for library instruction components in AMVONET learning management system.

“The academic librarian is working with the program directors to write core library information literacy training into the program curriculum.”

The organization provides effective staffing and support for its learning resources.

Based upon its structure, the college provides multiple learning resources for students and staff. Effective staffing and support is guided by the annual strategic planning and budgeting processes. Administrative oversight involves evaluation and allocation of funds to assure adequate physical and human resources to meet all needs. Examples of needs assessed and addressed follow.

Library

The library employs a chief medical librarian who works 32 hours a week and a library assistant who works 40 hours a week. In March 2011, in response to a Commission recommendation, the college hired an academic librarian who works 40 hours a week. The library is typically staffed Monday through Friday from 8 a.m. through 4:30 p.m., excluding major holidays.

Hours of staffed operation will be assessed as additional classes and programs are added. Students, faculty, and college employees have 24-hour access to the library with their ID badge. During unstaffed hours, patrons have access to the circulating and reference collection, journals, computers, copier, study tables, and study rooms.

LRC Staffing

Start-up staffing consisted of a full-time staff member who fulfilled the dual role of center coordinator and academic advisor, four student assistants, two writing tutors, one math tutor, one chemistry tutor, and nursing faculty to assist with nursing tutoring.

Staffing expanded in spring 2010 to include a full-time academic advisor and a professional tutor for anatomy and physiology.

The LRC continued to expand tutoring services in fall 2011 with two each for writing, math, chemistry, and nursing, and one each for microbiology and anatomy and physiology. Economics was added in spring 2012.

The four assistants continue to receive students and visitors, perform clerical tasks, and help students find resources.

The academic advisor is primarily responsible for supervising student workers, developing and maintaining data gathering and reporting systems, and developing the career services function. She is the primary advisor for all students, assisting with registration, schedule/degree planning, attrition and retention, and maintenance of the LRC Facebook page.

The LRC coordinator manages tutoring services and room scheduling; maintains an inventory of resources; assists with maintaining the website and marketing the center; and coordinates special testing accommodations. Both the academic advisor and coordinator work with students on progression and success planning, scheduling workshops, and advising.



STUDENT AFFAIRS DIVISION REORGANIZATION

The June 2011 restructuring in the Student Affairs Division was designed to meet student needs more efficiently, make better use of human and physical resources, and distribute work more logically. According to the changes in the organizational chart, the enrollment team became responsible for college and program admissions, COMPASS placement test administration, organization of initial registration services, and oversight of new student orientation. Their primary responsibilities included on-boarding students as efficiently as possible and preparing them to start classes.

The student success team was formed to include the LRC coordinator, academic advisor, and student life coordinator; its responsibility was to engage and assist students in academic and personal support services, co-curricular activities, and navigating daily college life.

Visible and Present (VP) Initiative

The division shares responsibility for being “Visible and Present” for students. The first large-scale VP activity in 2011 was Aully’s Welcome Week, a college-wide collaborative effort. With the intent to engage students “at the door” in the first week of each semester, faculty, staff, and administrators volunteer to greet students at several stations.

Students receive punch cards with activities to complete including visiting the LRC, meeting one’s faculty advisor, meeting a student senator, and visiting the library. Completed cards are included in a drawing for gas cards and free beverages. Students also receive their handbooks, service-learning information, an updated Wise Guide, and snacks. Students have responded positively and are impressed with the effort to welcome them back to class.

Library’s Visible and Present Initiative

Librarians are available for individual research consultation on a drop in or scheduled basis. During consultations, librarians can show students and faculty how to use library catalogs to locate and request resources, select and use library databases, find information using various formats for specific assignments, or modify/narrow search terms using library database subject headings and limiters.



Students can also contact library staff via e-mail, phone, or fax. The academic librarian sits on the online pilot project committee to determine future online communication methods between students and library staff.

In 2011 when the college hired the academic librarian and assumed joint ownership of Aultman Health Sciences Library, the library gained a collegiate presence.

A library governance committee was established in June 2011 to oversee library operations, policies, and procedures. The chief academic officer and the academic librarian represent the college. Other committee members include representatives from Aultman Health Foundation's nursing, medical education, physician, corporate learning, and information technology departments.

Budgeting priorities reflect that improvement in teaching and learning is a core value of the organization.

Each year, the college budget is developed by the division directors who determine enrollment and recommend budget changes based on program plans for that academic year. They also take into account faculty and staff professional development needs.

For the general education division, this process was especially important as courses transitioned to the Aultman campus and additional faculty and equipment were needed. The financial analyst and vice president of internal affairs draft a budget based on the above factors and enrollment/tuition estimates and present it to the Board for approval.

The college is fiscally responsible for the salary of the academic librarian and the cost of building the academic collection including reserves, supplemental materials, and other items that directly support courses. In 2011, over 75 academic titles were purchased by the library, and as new programs and courses are added, the collection will expand. Collection development budget requests from the academic librarian will use subject-specific book cost averages compiled from reputable vendors as budget guidelines.

Starting in July 2012, the college will be responsible for 25% of the general library budget which includes payment for journals, office supplies, and OhioLINK access. The college's financial contribution will ensure the library can focus on academic support, including the development of online library access. In August 2011, the library governance committee approved the library's strategic plan, which is available for review in Resource Room files.

A major goal of this plan is to establish a functional library web presence with a basic template in place by the end of 2012. More detailed, subject-specific online guides will be developed by the end of 2014. The library web presence will allow students and faculty to have one place to access library resources such as online catalogs, databases, and electronic books. The website will also allow the librarians to educate users through tutorials, guidelines, and helpful links.

"The library web presence will allow students and faculty to have one place to access library resources such as online catalogs, databases, and electronic books."

SUMMARY

Core Component 3a: *The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.*

- The college has a simplified vision, mission, and values that guide our assessment.
- An assessment plan in place since 2005 clearly outlined what we wanted to achieve.
- The new IEC has taken additional steps to increase the use of data collected to drive decisions and close the loop on identified areas needing improvement.
- The institutional effectiveness plan transitioned from an individual program measurement to a college-wide assessment of processes and outcomes.
- Core abilities were developed that are measurable and provide a focus.
- The implementation of placement testing supports student success.
- Data integrity has been enhanced.

Areas needing institutional attention:

- Maintaining consistent focus on data collection priorities.
- Gathering sufficient data points to make informed decisions.

Core Component 3b: *The organization values and supports effective teaching.*

- Faculty are qualified and exhibit many years of experience teaching in their disciplines
- The culture of professional development is transitioning from program to institutional focus.
- The organization provides financial support for professional development.
- The organization supports state-of-the-art technology.
- Faculty is engaged in innovative teaching practices.

Areas needing institutional attention:

- Continue professional development on utilization of assessment findings and moving to the online delivery mode.
- Continue to work on communication processes for data distribution.
- Highlight innovative practices with internal constituents.

Core Component 3c: *The organization creates effective learning environments.*

- A strategic initiative focused on assessment.
- The nursing program curriculum was realigned based on assessment findings.
- A collaborative advising process was initiated.
- Manual data collection and reporting processes have been automated.

Areas needing institutional attention:

- Maintain a focus on learning environment effectiveness.

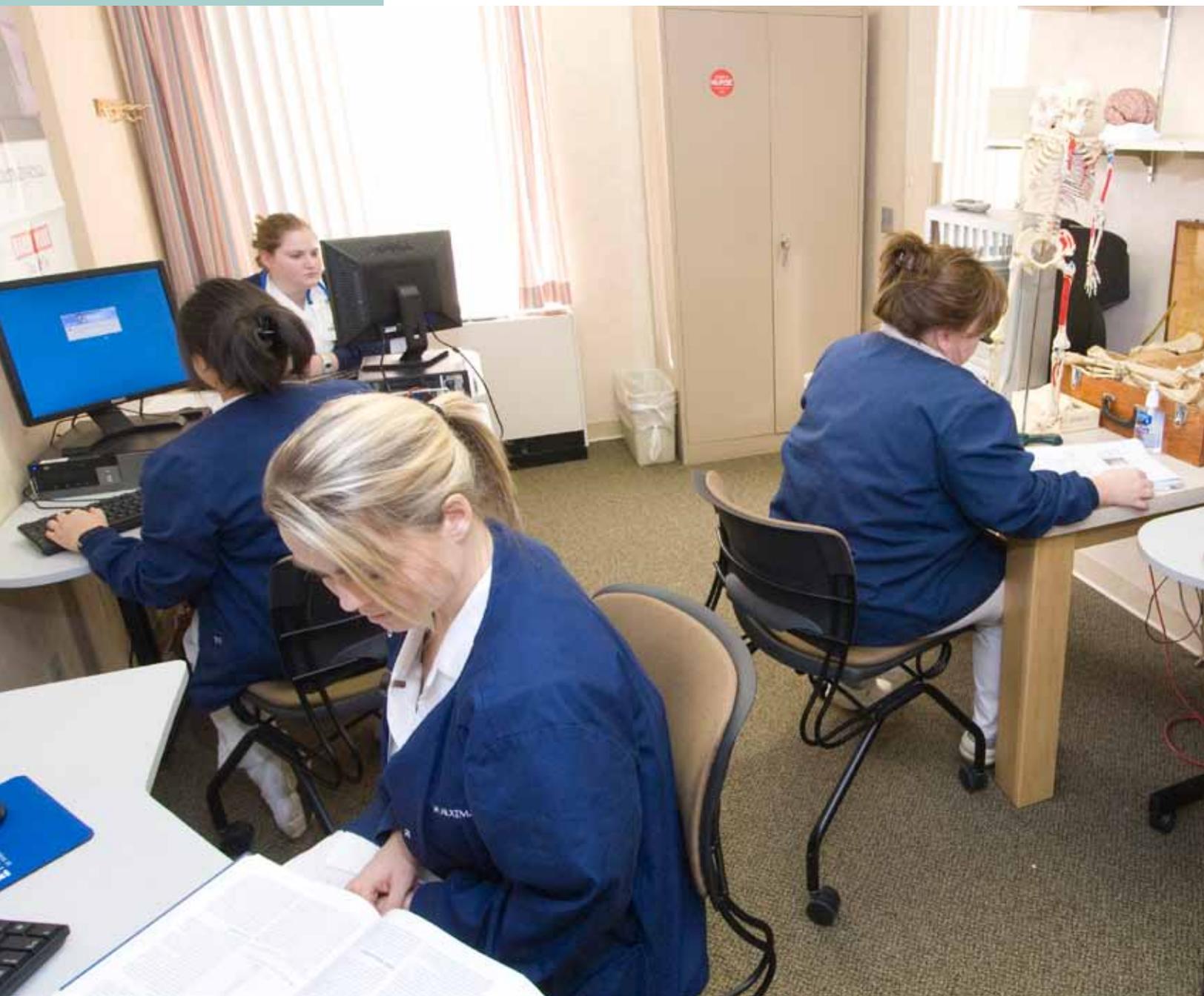
Core Component 3d: *The organization's learning resources support student learning and effective teaching.*

- High level support exists for the addition of physical, human, and financial resources that support student success.
- The visible and present initiative continues to be a priority.
- Multiple library resources are available to students and faculty/staff.

Areas needing institutional attention:

- Remain cognizant of clinical environment focus within the changing healthcare arena.
- Evaluate technological skills and requirements for incoming students.
- Maintain vigilance of technological nuances on the educational horizon.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE



HLC Criterion 4: Lifelong Learning

INTRODUCTION

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting critical thinking, creativity, and lifelong learning in ways consistent with its mission.

Aultman College began as a diploma nursing school in 1892. At that time, the goal was to “train” nurses so that they would have excellent patient care skills. Critical thinking skills were not taught in a classroom; they were developed “on-the-job.” There was little understanding of the importance of furthering one’s education and even fewer opportunities for those interested in learning more.

Today, changes and advances in the healthcare industry have highlighted the importance of education and lifelong learning. Education requirements are increasing for entry-level healthcare professions and many jobs require additional on-the-job learning. These changes were the impetus for the transition in 2004 of Aultman’s nursing education program from a diploma granting school to an accredited college.

As a health system affiliated institution, Aultman College has seen firsthand how healthcare employer needs have advanced. Employers are not just looking for professionals with degrees; they are looking for individuals who offer critical-thinking skills, creativity, and a desire to continue growing and learning. Employers know it is these individuals who will help them succeed in a complex and changing world.

To offer a premier health sciences education and meet current and emerging needs (anchor phrases in our mission statement), we recognize our responsibility to discuss and demonstrate the value of a life of learning. It is for this reason that we incorporated the following value into our revised V/M/V statements:

Knowledge: We will foster a rigorous academic environment that inspires critical thinking, creativity, and lifelong learning.

This criterion will explain how the college promotes lifelong learning for our internal constituents through well-articulated philosophies and policies, along with ample development and engagement opportunities. It also demonstrates our understanding of the new definition of knowledge in today's world and of the role higher education institutions like Aultman College must assume to lead the way in developing the new knowledge workers of tomorrow.

4.a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The very nature of the transformation that has taken place at the college since its incorporation in 2004 is perhaps the strongest evidence of the value the college places on a life of learning. This self-study is brimming with evidence that Aultman College is a vibrant institution led by, staffed by, and attended by people who are continually learning and evolving. In addition, without the distractions of athletics and excessive social opportunities (fraternities, sororities, etc.) for students, it is clear to all who work here and attend classes that the acquisition, discovery, and application of knowledge are among the institution's highest priorities.

“As the guiding body for the college, the Board works with administrators to ensure that planning and financial allocation are prioritized in light of the value attached to lifelong learning.”

COMMITMENT BEGINS AT THE TOP

Aultman College's commitment to the value of a life of learning begins with the actions of our Board of Directors. As the guiding body for the college, the Board works with administrators to ensure that planning and financial allocation are prioritized in light of the value attached to lifelong learning. The chart below illustrates the financial resources allocated for services and development opportunities that support lifelong learning for faculty and staff. Examples of educational activities include the following:

- Several nursing faculty have become Certified Nurse Educators
- College faculty have attended and presented at local, state, national, and international conferences
- Support staff regularly attend job specific conferences (e.g., financial aid, advising, enrollment, registration, CAMS training, WIDS training, etc.)

Travel and Development Chart

Year	Travel Expenses	Faculty/Staff Development*	Total
2009-10	12,725	36,242	48,967
2010-11	27,702	51,591	79,293
2011-12	4,534	2,358	

**Faculty/Staff Development includes the tuition the college pays above the Aultman benefit for tuition. Beginning in 2011-12 tuition will be tracked as a separate line item.*

Professional Development Opportunities for Faculty and Staff

The college supports lifelong learning by encouraging faculty and staff to participate in job-related professional activities that promote and assist with the acquisition and application of knowledge. Recognizing that lifelong learning may be formal or informal, the college provides a generous professional development fund.

Full-time faculty receive up to \$1000 each year for attending classes, seminars, etc., and part-time faculty are given a prorated amount based on the percent of time worked.

Faculty and staff are encouraged to participate as presenters, formally and informally, at professional conferences, workshops, community classes, and other venues that showcase their expertise. For example, the Summer Science Camp cosponsored with Canton Local Schools provides an opportunity for college and middle school educators and staff to serve collaboratively a segment of the Stark County community.

To highlight this endeavor, in January 2012, our president and director of general education presented a talk to the Canton Regional Chamber of Commerce entitled “Summer Science Camp: A Community Partnership that Works!”



A recommendation from the 2008 HLC visit was to establish a Center for Teaching and Learning (CTL) that is overseen by faculty. In spring 2010, the college established a web page to centralize the location of commonly used resources including academic calendars, faculty orientation information, forms, handbooks, curricular documents, and library/research links.

The CTL is also intended to improve communication by serving as a portal for announcements, curriculum updates, weather closures, and job postings. Faculty may request specific information to be posted or provide it themselves for others to use. For example, a faculty member used the web page to disseminate a curriculum-based presentation entitled, "Central Venous Access Devices."

The CTL is in the infancy stage but will continue to evolve over time; an evaluation tool is being designed to measure its effectiveness.

One of the most important benefits for college faculty and staff is tuition reimbursement, the details of which are highlighted in the table below. From 2007 to the present, 19 faculty and staff have begun and/or completed degrees using the tuition-reimbursement benefit.

Staff and Faculty Tuition Reimbursement Chart

College/University	Degree	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012*
Nova Southeastern University	EdD				X	X
Walsh University	DNP				X	X
Walden University	MSN			X	X	
Walsh University	MBA				X	
Kent State University	MSN				X	X
Malone University	BA			X		
Walden University	PhD					X
Walsh University	DNP				X	X
Walsh University	DNP				X	X
Walsh University	BS				X	X
St. Joseph's College of Maine	MSEd					X
Malone University	BA	X	X	X	X	
Aultman College	AAS			X	X	X
Ashland University	MBA	X	X	X		
Ohio Christian University	BA				X	X
Duquesne University	PhD	X	X			
University of Phoenix	MBA	X				
Malone University	BA				X	X
Nova Southeastern University	EdD				X	X
		4	3	5	13	12

*Not official

Publicly Acknowledging Student and Faculty Accomplishments

Through various forms of communication, including media releases, internal and external periodical publications, and celebrations, the college publicly acknowledges the professional achievements of its faculty, staff, and students:

- Articles in the Pulse Student Newsletter
- Articles in Who News (Faculty and Staff E-Newsletter)
- Articles in Aultman-wide organizational communications
- Facebook status postings
- E-mail notices to faculty and staff
- Announcements at college governance committee, division, and management meetings
- Personal notes from management and administration
- Bulletin board postings

When appropriate, news releases are issued to regional media to highlight college achievements. All releases are posted on the college website (www.aultmancollege.edu) and the Aultman Hospital website (www.aultman.org).

Examples of public recognition include:

- Faculty articles published in peer-reviewed journals
- Articles about faculty earning advanced degrees
- Articles about recognition from outside organizations
- Submission of faculty to Ohio Magazine Excellence in Education Recognition Issue
- Highlights of staff educational achievements
- Articles and media releases about student participation in Ohio Nursing Students Association Convention
- Press releases issued each semester with students earning Dean's List and President's List honors
- Articles, press releases, and YouTube video about student participation
- Recognition in articles and at pinning ceremonies for students who are members of Honor Societies (Phi Theta Kappa and Lamba Nu)



February 2012

A Culture of Service
Aultman College faculty and staff are doing great things personally and professionally. Each month, we'd like to recognize what you're doing for the community or your profession outside of the college walls. Thanks to everyone who responded to the first call for activities. We'll be naming the responses over the next two publications. If you'd like to share your activities, email [Laure Moines](mailto:Laure.Moines).

Mary Cook was appointed to the Ohio Board of Nursing's Advisory Group on Nursing Education in December 2011 for a Two Year Term from 2012-2013. She will be representing associate degree nursing programs. Mary also serves on the Honorary Committee of the Ohio League for Nursing (OLN).

Lyn Sabino is now president of the board of directors of Pegasus Farm. Lyn is in her third

Faculty Advisor Training Sessions-March 6-7
Registration is around the corner and preparations are in full swing. Faculty Advisor training sessions will be held in CR 1 on Tues., March 6 10:00 - 11:00am and Wed., March 7 10:30-11:30am. During these sessions, Michelle Speedy and Christine Court will present important information about the registration/advising process, anticipated course offerings, curriculum plans, progression issues, and potential scenarios. All faculty advisors are required to attend a training session. Here are the steps for this year's registration process:
Feb 27-March 2 - Students will pick up a personalized advising packet at the Main Office and sign up for a Faculty Advising appointment. Advising packets contain the student's degree audit and other important information. Remember, students must attend their Faculty Advising appointment in order to get unlocked to register for Summer and Fall 2012 courses.
March 12-16 - Faculty advising begins. Faculty advisors are responsible for assisting students with their Summer and Fall 2012 schedule and completing the Registration Checklist. Michelle and Christine will also be available in Conf. Rm. 2A to assist students with extended curriculum planning.
March 12 - Sophomore registration appointment sign-up begins (7:00 a.m. - 4:30p.m. in Main Office)
March 13 - Freshman registration appointment sign-up begins



Meet Our New Staff!
You may notice a few new faces around Aultman College this semester. Here find out a little bit about each of them.

Nicole Buehligt, administrative financial aid counselor, has been a part of the Aultman family since March 2007. She worked previously as a senior eligibility representative at AultCare. She is a graduate of Northwest High School, has an associate's degree in Accounting from South State, a bachelor's degree in Business Management from Walsh, and is currently back at Walsh working on her MBA. She will graduate with her MBA in December 2012. Nicole is engaged and planning for a wedding in August 2012. She enjoys embroidery, golf, and spending time with her family. She is very excited for her new role here at the College and looks forward to working with the students, faculty and staff.

Jennifer Lamp, secretary/first desk receptionist, has been a part of the Aultman family since December 2008. She is an eligible representative at AultCare. She is a graduate of Solving McKinley High School, has an associate's degree in Administrative Information Technology, and is currently pursuing her bachelor's degree in Marketing at Walsh. She will graduate with her BS in May 2012. Jen is newly engaged and planning for a wedding in June 2012. She enjoys spending her dog time, and spending time with family and friends.

Michelle Mann, register, is originally from Florida. She has lived in Ohio for about three years and recently moved to Tarsburg. She has her BA in English Literature from Florida Southern College and is currently working on her thesis to earn a Master's Degree in Liberal Studies from University of Toledo. She was previously the assistant register at Florida Southern College and the Academic Coordinator for Graduate Studies at Case Western Reserve University. Michelle has a one-year-old daughter named Abigail and is also newly engaged. She enjoys reading, spending time with her daughter and fiancé, and knitting.

Aultman College Faculty Featured In Ohio Magazine
These Aultman College faculty members were featured in Ohio Magazine's Excellence in Education (December 2010) edition. Recognized for their excellence in meeting education were:
• Penni Anne Cenciak, MSN, Assistant Professor
• Mary Cook, MSN, Assistant Professor
• Jo Ann Woodard, MSN, Assistant Professor
All three professors have been recipients of the Aultman College Distinguished Faculty of the Year Award. Congratulations to these outstanding educators!

CREATING KNOWLEDGE AND ENHANCING LEARNING THROUGH RESEARCH

The college values the roles scholarship and research play in the academic environment. They are important components of rank and promotion criteria and have stimulated a number of organizational and educational improvements.

Among the many classroom challenges that faculty face is creating a student-centered, active learning environment where students engage in critical thinking about the subject matter. Technology empowers learners to create, share, and organize their learning, and allows students to benefit from social networking and collaborative activities. New technology has fundamentally shifted the way students learn, consume, and produce knowledge.

Two of our classrooms feature Smart Boards, which initially were unused due to lack of training and room scheduling issues, but when faculty became more aware of how Smart Boards could enhance instruction, they asked for training and have made conscious efforts to integrate them into their methodologies.

Recognizing the “thumb-generation” student mindset and preference for electronics, the college recently invested in a “clicker” audience response system. Research shows that these systems are valuable in the hard sciences (math, physics, and biology).

Clickers will be used for the first time in classrooms in fall 2012. Questionnaires will be distributed at the end of the semester to determine student satisfaction, benefits, and barriers to their use.

Our faculty also use scholarly research to improve clinical performance. Nursing educators and researchers nationwide have recognized that, upon entering the workforce, nursing graduates experience practice gaps in the areas of prioritization, delegation/teamwork, communication, and problem solving.

In light of this, our faculty developed an innovative teaching strategy to provide senior nursing students with an unforgettable introduction to life as a practitioner.

“Among the many classroom challenges that faculty face is creating a student-centered, active learning environment where students engage in critical thinking about the subject matter.”

The strategy used high, moderate, and low-fidelity mannequins to simulate a realistic four bed hospital unit with patients of different age groups, genders, and health alterations. Criterion 3 details this project and its assessment results.

4.b. The organization demonstrates that acquisition of a breadth of knowledge and skill and the exercise of intellectual inquiry are integral to its educational programs.

The college recognizes that the industry it serves requires knowledge workers that possess a breadth of knowledge, skill, and analytical ability. As detailed in Core Component 1a, understanding of certain general abilities was an anchor of the institution's philosophies when it was founded in 2004. Since the Commission's last visit, the college revised its general education philosophy to identify four core abilities that represent integrated, transferrable skills in critical thinking, communication, information literacy, and ethical and civic responsibility.

These general learning outcomes provide a framework for program/ course development and assessment and are integrated into the college's Vision/Mission/Values (V/M/V) statement.

CORE ABILITIES

The following general education core abilities are intended to help the student/healthcare practitioner of the 21st century develop a broad base for motivation, knowledge, and skills that promote inquiry, application, and life-long learning in a diverse society.

- **Think Critically and Solve Problems.** *The ability to think creatively and reflectively; actively search for answers and meaning; evaluate ideas and information in a purposeful, organized manner, and develop beliefs that lead to action.*
- **Demonstrate Information Literacy.** *The ability to identify, locate, and utilize information to engage in lifelong learning; to develop an aptitude for the use of technology and an understanding of its impact on the evolving healthcare environment.*



- **Model Ethical and Civic Responsibility.** *The ability to recognize an obligation to self and others for his or her decisions/actions, evaluate potential consequences of decisions/actions, and model ethical and civic responsibility based on these.*
- **Communicate Effectively.** *The ability to exchange information by writing, speaking, and listening in order to precisely convey thoughts, ideas, and opinions in a variety of contexts.*

The college integrates the core abilities into degree programs through curricular and experiential offerings that develop attitudes and skills requisite for life-long learning in a diverse society.

Integrating General Education Core Abilities

The core general education courses are separate and distinct from program specific courses. The general education component of the curriculum was designed to promote the development of each student as an individual who possesses the knowledge, skills, and competencies essential to function in a mature and responsible way as a health care provider in today's society.

The general education philosophy reflects beliefs consistent with the vision, mission, and values of a health sciences institution. General education is central to program studies as evidenced by the fact that our graduates will earn more general education credits than specific program credits for nursing and radiography. The general education philosophy was updated in 2010-2011.

The current core abilities are being used in the creation of a more robust academic assessment plan. Although program outcome assessments conducted in accordance with accreditation guidelines are firmly in place, general education core ability assessment is in the pilot stage as described in Criterion 3.

A course matrix shows where core abilities and their indicators are addressed and at what cognitive level. The matrix is available as an appendix in the Institutional Effectiveness and Assessment Plan.

“General education is central to program studies as evidenced by the fact that our graduates will earn more general education credits than specific program credits for nursing and radiography.”

In conjunction with Worldwide Instructional Design System (WIDS), this information will help identify strengths and gaps in curricula and discover where new opportunities for assessment may lie.

The core abilities were redesigned to meet the foundational learning needs of the 21st century student. By elevating the academic rigor and quality of instruction that reflects the core abilities, the college is preparing students to work in a more diverse and competitive healthcare environment. This is in response to the current social, political, and economic trends in healthcare across the country. Students are introduced to the core abilities not only in general education courses but throughout their discipline-specific course work as evidenced by assignments including papers, presentations, service learning, group projects.

Exercising Intellectual Inquiry: Linking Curricular and Co-Curricular Activities

While quantitative assessment of the core abilities is just beginning, the college can qualitatively demonstrate acquisition of a breadth of knowledge in the classroom, and how it is applied beyond the classroom. Fall 2011 brought chemistry and microbiology general education courses to our campus for the first time. In celebration of this milestone, over 60 nursing and radiography students participated in the first Science Showcase in November 2011.

This event allowed students in chemistry and microbiology classes to create and display poster presentations on various topics, showcasing what they learned. Poster presentations are an important way to communicate research results in the health sciences field. Peers, family, faculty, staff, and hospital administrators attended the event, which happened to align with Aultman Hospital's "Spirit of Inquiry Week" when hospital-based research is presented.

Topics covered in the chemistry presentations included relating chemical elements and their use(s) in the human body and chemistry in current events. Microbiology student presentations highlighted awareness of the misuse of antibiotics.



In presenting their work outside the traditional classroom, students exercised and applied all four core abilities. The posters were judged by representative from the hospital and college on the quality of presentation and then also graded by the course faculty for accuracy in content. The evening was such a success that another small poster session was repeated in spring, and the plan is to make the Science Showcase an annual fall event.

The NRS 202 Psychiatric Nursing course also supports inquiry, practice, creativity, and social responsibility by engaging students in creating 30-second public service announcements (PSA). The PSAs are intended to educate college students about the risks and dangers of eating disorders, the deadliest of the mental disorders.

In 2011, two of our students won second place in a national contest with their message “The Beauty that Lies Within You.” The students also presented their work at the Stark Carroll district nurse association’s annual conference and nationally in Chicago at the National Organization for Associate Degree Nursing’s annual conference, where they had the honor of being the first students ever to present. Since then, Psychiatric Nursing students have been encouraged to participate in other national awareness contests to help reduce the stigma of mental illness.

Overall, students display creativity, continue to learn about mental illness, display social responsibility, and learn the value of teamwork, all of which demonstrate competency in the general education core abilities.

Nursing students are also encouraged to participate in local National Alliance of Mental Illness (NAMI) walks as well as other NAMI educational and fundraising activities. They raise money, help with set-up, and participate in the walk as service learning as described in Core Component 5b. A nursing faculty member serves as a NAMI Board member, and was instrumental in the development of the first annual Stark County NAMI “Moving Forward for Mental Health” walk.

This event has directly touched many students and opened their awareness of mental health concerns. Some have participated even after they graduate; that’s when we know we have made an impact and promoted the value of community service.



As detailed in Criterion 5, the college offers a variety of student clubs and organizations that provide learning beyond classroom and online instruction.

Co-curricular activities provide students with a variety of experiences that encourage social responsibility and link curricular learning to professional practice. Club members are afforded opportunities to attend regional and national student, professional, and academic conferences sponsored by the Ohio Nursing Student Organization (ONSA) and the Ohio Society of Radiologic Technicians (OSRT).

For the past four years, the college has been sending nursing students to the ONSA Conventions with the generous financial support of the Aultman College Alumni Association, which supports life-long learning. Competing against bachelor-level nursing programs, our students were winners of the “Brain Bowl” in 2009. In addition to spirited intellectual competitions, the students attend break-out sessions covering various topics such as pharmacology review, trauma simulations, BSN in Ten Initiative, as well as a nursing career seminar entitled, “How to Get Your First RN Position in a Competitive Environment.”

The students enjoy participating in these valuable learning experiences as is obvious from the continual increase in student participation from only four students in 2008 to 15 students attending in 2011.

Although the radiography program is only in its first year, students are establishing their own clubs and branch societies. The Radiography Club meets on a monthly basis to plan group community service projects and fundraisers to support a trip to the Ohio Society of Radiologic Technicians (OSRT) annual professional meeting.

One radiography student was recently named to the 2012 OSRT Student Intern Program. As one of four interns selected state-wide, our student will gain insight and be invited to provide valuable input on health policy issues, educational issues, and organizational operations that effect radiologic science students and professionals in Ohio.

The student has already noted that this opportunity has given her a new perspective on the field, and she may be interested in pursuing an advanced degree that would qualify her to teach at the college level.



4.c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Recognizing that graduates will work in a global, diverse, and technological society, the college regularly assesses the usefulness of its curricula through formal and informal processes. Academic learning outcomes reflect breadth of knowledge and skills and the capacity to exercise intellectual inquiry. Various surveys assess whether we effectively prepare students for their professions and continued learning. Evaluation of these assessment processes has led to continuous improvement of curricular (course content, delivery, and alignment) and co-curricular learning outcomes.

FORMS OF CURRICULUM REVIEW

Faculty Curriculum Review

At the end of each academic year, discipline councils coordinate faculty meetings to discuss various aspects of the curriculum. As detailed in Criterion 3, this analysis includes textbook selection, faculty and student course evaluations, reviews of standardized test results, and modifications to learning activities, based on relevancy of content to practice.

Discussion focuses on areas faculty have identified as needing improvement and activities implemented that have fostered student success. Reviews of this nature allow for group dialogue, clarification of expectations, and shared decision-making as well as ongoing education for faculty new to the college and/or faculty role.

In addition to reviewing course outcomes and experiences, these councils consider data gathered from students, alumni, employers, and other knowledgeable constituents.

In summer 2010, these surveys were revised to improve response rates and ensure that we were capturing data that aligned with intended core ability learning outcomes. The survey instruments for graduates, alumni, and employers are available for review in Resource Room files.

“Discussion focuses on areas faculty have identified as needing improvement and activities implemented that have fostered student success.”

Data is gathered through the following methods:

Graduate Exit Survey

Potential graduates provide feedback approximately one month before graduation. They receive a web link to Survey Monkey® where they access questions that inquire about employment; future plans for education, community service, and involvement in professional organizations; usefulness of general education core abilities; program curriculum and degree preparation outcomes.

The revised survey was first administered in fall 2010 and shows promise in delivering reliable data that can be used in making future curriculum decisions. Results from this survey are reviewed through the new institutional effectiveness process and distributed to appropriate divisions and governance committees.

Alumni Surveys

Alumni also provide feedback via a Survey Monkey electronic instrument. A one year survey is distributed approximately one year post graduation; questions cover topics also asked on the Graduate Exit Survey, but with more emphasis on employment. Results are distributed and utilized in conjunction with results from the Graduate Exit Survey.

In May 2012, coinciding with the fifth anniversary of the first graduating class of the college, the first five year alumni survey was administered and will be conducted annually to all alumni at or around the fifth anniversary of their graduation.

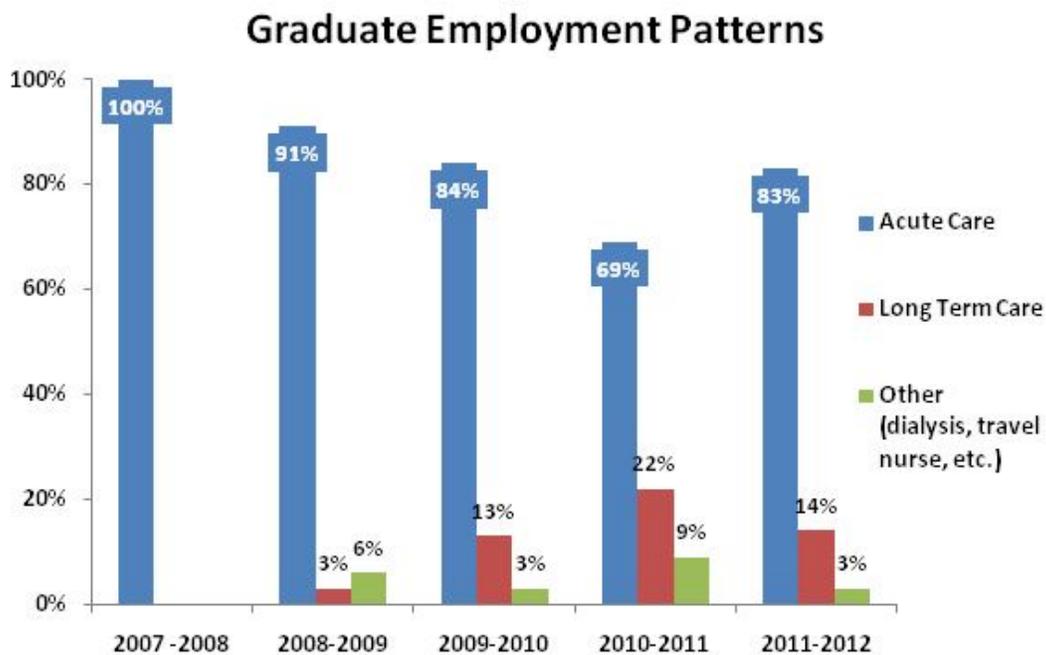
Employer Survey

Of specific interest in graduate and alumni surveys is job placement. Fluctuation in job placement has occurred as the economy has vacillated and hospitals have curtailed hiring. As indicated in the graphic below, graduates are finding more jobs in long-term care and outpatient facilities rather than acute care.

To ensure we are meeting the educational requirements of area employers, health care providers who hire our graduates are invited to provide feedback through the Employer Survey, distributed via Survey Monkey® approximately one year post-graduation. It asks employers whether our graduates demonstrate the following skills and characteristics aligned with program outcomes and core abilities:

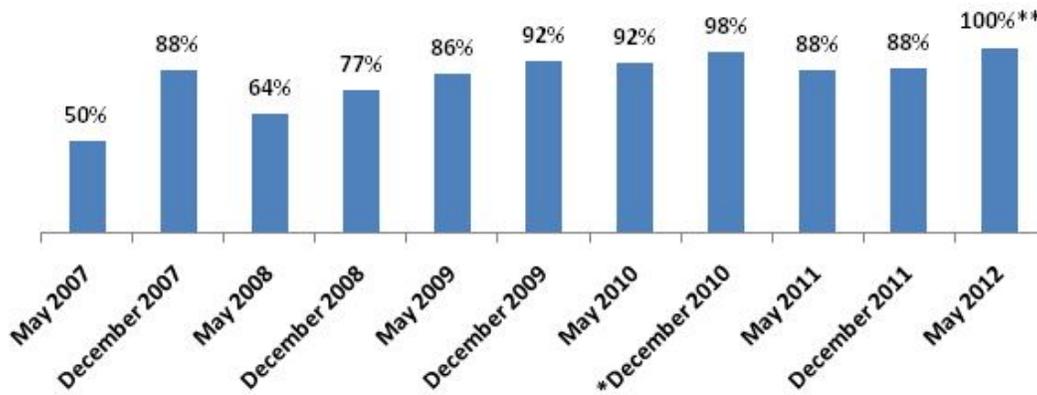
- professional attitudes/behaviors
- autonomy and accountability
- potential for leadership
- effective communication/listening
- critical thinking/decision-making
- intelligent use of technology
- humanitarian awareness
- ethical behavior
- overall entry-level competency

Additionally, a separate question posed is “Will you continue to hire Aultman College associate degree graduates?” To date, this question is answered “Yes” 100% of the time on every survey returned by employers.

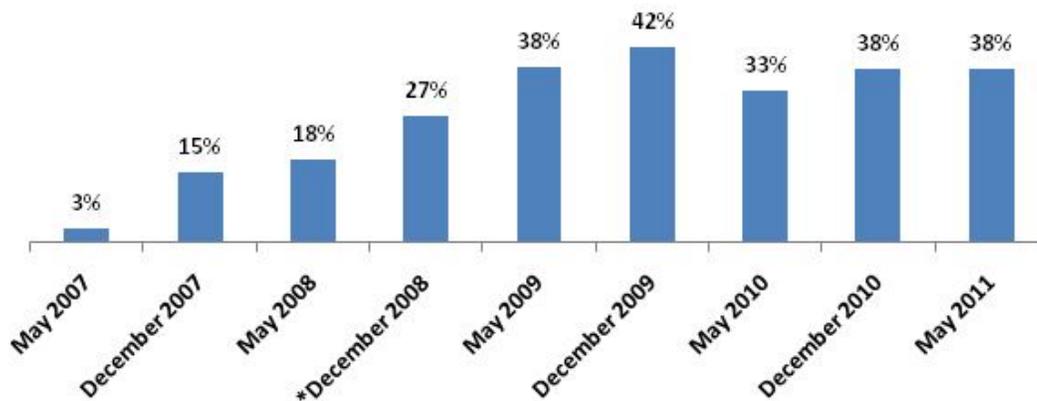


Adequate survey response rates are critical to ensuring student, alumni, and employer input on curricula. During the 2010 revision process, the number of survey questions was reduced and the questions were revised to obtain more focused information. Response rates on the revised surveys are as follows:

Graduate Exit Survey Response Rate



1 Year Alumni Survey Response Rate



In the charts above, (*) denotes the revised survey implementation, and (**) denotes that greater than 100% of graduating students responded because the survey was opened before previous semester grades were finalized.

Since revised survey implementation, the employer survey response rate has averaged 42%. The college is currently discussing strategies to improve response rates of all surveys through earlier engagement and incentive programs.

ACT Survey

Students provide curriculum feedback through end of course evaluations and through the American College Testing Survey, a national standardized instrument measuring overall student satisfaction for two-year institutions. The survey asks questions in the following categories: college impressions, college services, college environment, academic satisfaction, as well as additional college-specific questions. This manual survey is administered annually in the fall. The college continues to perform well above the national average pertaining to career preparation satisfaction.

ACT Student Opinion Survey (2-Year)
Satisfaction Level (5 point scale)



Informal Methods of Curriculum Feedback

As detailed in Criterion 5, faculty and staff are regularly engaged with constituents within the healthcare industry who provide feedback regarding future workforce needs. Examples of this engagement include frequent and regular meetings between the college president, college administrators, and discipline-specific hospital administrators; participation by faculty on Aultman practice-enhancement councils; and healthcare affiliated administrator memberships on the college Board and advisory boards.

In addition, in 2010 and 2011, students, faculty, and staff were invited to attend a discussion on healthcare reform sponsored by the Sociology 121 course. The presentation, which included Aultman CEO Edward J. Roth III and Willie H. Oglesby, Assistant Professor of Health Policy & Management at Kent State University, featured two perspectives on the future of the U.S. healthcare industry. Through such interactions, faculty, staff, and students stay abreast of emerging trends and workplace issues.

REALIGNMENT OF NURSING CURRICULUM

The realigned nursing curriculum, which began in fall 2011, well represents how all of these processes result in curriculum improvements. It was through these processes and standardized testing results that nursing division faculty identified a problem with curriculum flow. The curriculum was set up so that students began the program in medical/surgical courses, then moved into specialty nursing content, and concluded with a 10-credit medical/surgical course.

Since December 2008, graduate exit surveys showed that, on average, greater than 25% disagreed that the curriculum followed a logical progression. Further comments indicated that students felt this course sequencing resulted in a decrease in their confidence with psychomotor skills, thus creating additional stress during their final semester.

In addition, faculty observed that standardized test results showed that students consistently were not able to meet the expected benchmark for the final medical surgical test.

Faculty also considered the Nurse Executive Advisory Group "Preparation to Practice Gap Analysis" report in the curriculum review process and compared the report results in relation to one-year employer surveys. Employer feedback parroted skill performance gaps that were identified in the NEAG report. This information was considered in the mapping of the realigned curriculum.

Changes that resulted from the curriculum review process included revising medical/surgical content delivery from three courses, the last of which was a 10-credit course, to four consecutive equal credit hour courses, and positioning the two skill courses early in the curriculum.

"It was through these processes and standardized testing results that nursing division faculty identified a problem with curriculum flow."

RADIOGRAPHY PROGRAM

The ASR program, which began in fall 2011, follows the same curriculum review process. The Radiography Survey/Site Committee, which consists of the program director and clinical coordinator, meets at least four times a year and as needed to assess and evaluate information gathered from graduate, employer, course, program, clinical, and lab surveys.

The committee provides feedback to the course instructors, clinical instructors, clinical sites, and communities of interest. It also reviews areas of concern, implements plans for continuous improvement, and regularly reports activity to the Radiography Advisory Committee.

ATTENTION TO DIVERSITY

Keeping in mind the college mission and the general education/program philosophy and learning outcomes, the college affirms its intention that students achieve the skills and knowledge necessary for living and working in increasingly diverse communities. Faculty incorporate culturally diverse topics of instruction throughout the curriculum. Recent examples include:

- Students in Nursing 101 Foundations I watch a DVD that introduces the concept of caring for patients who look, act, or believe differently from the caregiver.
- Students in Sociology 121 visit two different religious denominations and write about them.
- Students in clinical rotations gain experience with cultural differences based on local population demographics. For example, Stark County has a growing Hispanic population, and the surrounding service area has a large Amish population.

“Faculty incorporate culturally diverse topics of instruction throughout the curriculum.”

- Students in Nursing 140 Clinical Reasoning were introduced to the geriatric population with an assignment that required them to experience “a day in the life” of such patients. Students dealt with medications and specialty diets and participated in navigating the health care system from the geriatric person’s perspective. This “Journey of Caring” assignment included a visit to a durable medical equipment company and a visit to a nursing home as a family member trying to make decisions.
- Nursing textbooks implement diverse populations in case-study discussion. Simulation experiences are designed to expose students to patients or family members with varied ethnicity, religious beliefs, etc.
- Videos, discussions, and movies sponsored by the diversity task force provide opportunities to learn.
- During clinical experiences at Aultman Hospital, students who encounter patients with diverse language barriers learn to use My Accessible Real Time Interpreter (MARTI). This technology, operated by Language Access Network in Ohio, is a two-way video and audio connect that provides immediate access to skilled medical interpreters in a variety of languages.

Diversity in Clinical Sites

In addition to incorporating diversity into course content, the nursing and radiography programs utilize a variety of clinical sites to provide diverse learning environments and opportunities.

Nursing students use Aultman Woodlawn, a long-term nursing care and rehabilitation facility, to experience sub acute care of clients needing orthopedic rehabilitation in a residential/home-like environment.

In the maternal-child health nursing course, some students accompany a school nurse and some observe at a day-care center to learn the pediatric perspective of a healthy child.

Students in the psychiatric nursing course attend Alcoholics Anonymous meetings and may be assigned to attend an outpatient partial hospitalization program day.

Students may rotate to a shift other than day shift to fulfill clinical time. This provides a perspective different from the traditional day shift in a healthcare institution.

By completing nursing clinical assignments at Alliance Community Hospital on the eastern edge of Stark County, students experience a small community hospital environment with unique policies and procedures, including a different patient data documentation system, which uses electronic bar coding, computer physician order entry (CPOE), and electronic nursing documentation.

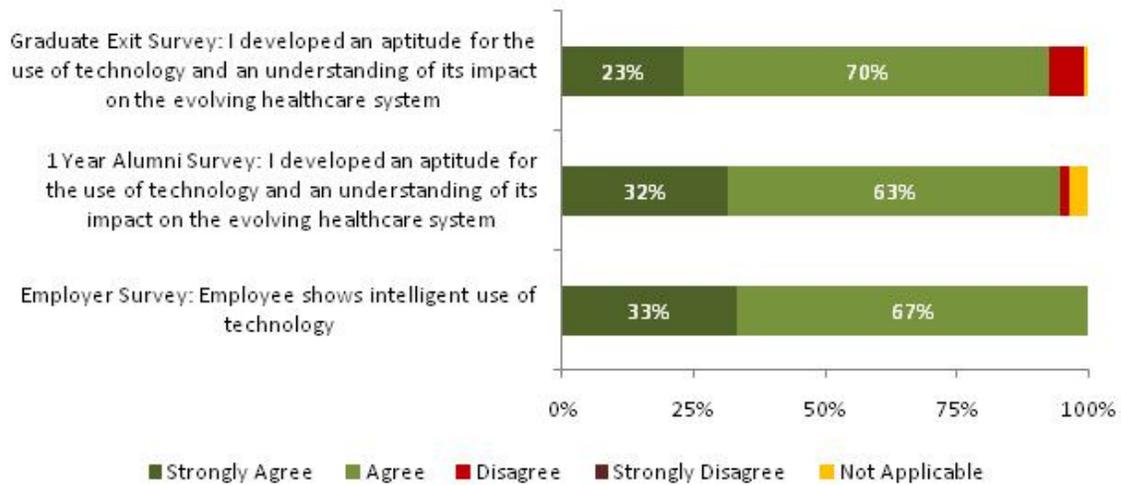
The Radiography program utilizes a variety of clinical sites including Immediate Care, operating rooms, AultWorks (Occupational Health), two hospitals in addition to Aultman (Affinity Hospital and Aultman Orrville Hospital), and the North Canton Medical Foundation (NCMF) which is a large medical practice. The availability of various off-shifts and Saturdays create many diverse clinical radiography experiences.

As detailed in Criterion 1, the college considers teaching future health sciences professionals to honor the dignity and worth of all individuals to be one of its most sacred responsibilities. As seen through the efforts outlined in Core Component 4c, faculty work to prepare graduates to practice in a global, diverse, and technological society. Results from recent surveys indicate that we are moving in the right direction.

TECHNOLOGY

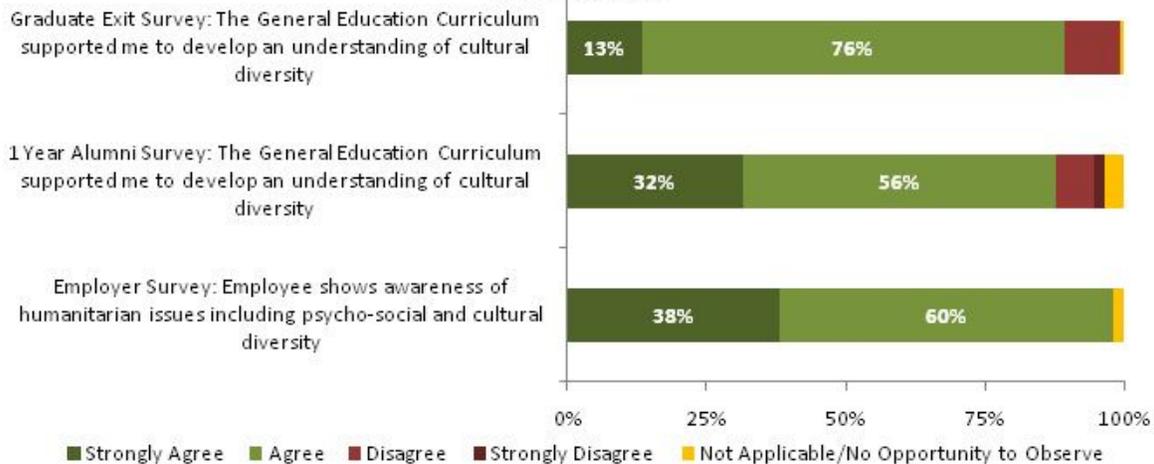
When asked about technology, recent graduates, 1-year alumni, and employers indicated that our graduates exhibit intelligent use of technology (see the following graph).

Survey Results: Technology (2010-present)



When asked about awareness of humanitarian issues such as those involving diversity, recent graduates, 1-year alumni, and employers indicated that our graduates exhibit awareness.

Survey Results: Cultural Diversity (2010-present)



4.d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

There is perhaps no greater responsibility for an institution that specializes in health sciences education than to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly. In fact, it could be argued that these stakes are highest for those educating future healthcare professionals. At the basic patient-care level, the responsible acquisition and application of knowledge allow health sciences professionals to accurately assess a patient in distress, perfectly position a limb for X-ray, or determine what and what not to say to a worried family member. The U.S. healthcare system, with all of its technological advancements, is one of the most sophisticated in the world, yet it would come to a screeching halt without the responsible application of knowledge by the people providing the care.

This ability to critically think and manage knowledge is the driving force behind the increasing education levels required for many healthcare positions. As members of a healthcare system-affiliated institution, faculty and staff have a deep appreciation for the ethical characteristics and critical thinking skills needed by today's healthcare professionals. Therefore, the college has devoted resources to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly, in accordance with our mission, to educate exceptional healthcare professionals who make a positive impact on society.

“The U.S. healthcare system, with all of its technological advancements, is one of the most sophisticated in the world, yet it would come to a screeching halt without the responsible application of knowledge by the people providing the care.”

Laying the foundation for responsibility through clear philosophies and policies

College-wide understanding of the importance of acquiring, discovering, and applying knowledge responsibly begins with clearly defined policies for ethically and socially responsible behavior. Education about these policies starts during the initial application process when applicants are required to complete self-study modules and post-tests on the topics of patient safety and patient privacy.

Students must score 80% or above on the post-tests in order to complete the application requirement. The self-study modules are posted on the college website and give prospective students their first glimpse into the responsibilities they will begin taking on as healthcare providers.

The patient safety content, which covers topics such as emergency codes, hazardous chemical exposure, and fire procedures, is the same content that all Aultman employees are required to review each year to comply with the hospital's safety standards. The patient privacy module is the prospective student's first introduction to the Health Insurance Portability and Accountability Act of 1996 (HIPAA), which dictates the strict standards governing how client healthcare information can be used and disclosed. Essentially, these are the prospective student's first exposure to the professional conduct responsibilities of a health science professional.

Once a student is enrolled, responsible acquisition and application of knowledge is further stressed and defined by clear college philosophies and policies. The cornerstone of the college's knowledge policies is the general education philosophy and core ability indicators. As is well-demonstrated throughout this self-study, the core abilities define and measure the college's commitment to student learning outcomes. Beyond the general education philosophy are other policies that govern acquisition and management of knowledge.

Academic Freedom

As an academic community, the college recognizes that freedom of inquiry is an essential component of teaching and the pursuit of scholarly activities, as are free expression, intellectual honesty, respect for the academic rights of others, and openness to change. The college's Academic Freedom policy is published in the student and faculty handbooks and college catalog.

While the academic freedom statement has remained intact since incorporation, the college has identified the need to develop, review, and revise other conduct policies regarding knowledge acquisition and application since the Commission's last visit.

“College-wide understanding of the importance of acquiring, discovering, and applying knowledge responsibly begins with clearly defined policies for ethically and socially responsible behavior.”

The purpose of these policy enhancements has been to clarify expectations for students, faculty, and staff. For example, in 2011, the Academic Integrity policy was revised to more specifically define academic integrity violations, including cheating, plagiarism, academic misconduct, and falsification, and to provide a more structured process for students and administrators to follow in handling potential academic integrity violations. This policy was approved in May 2011 and included in the 2011-2012 student handbook, college catalog, and faculty handbook.

Copyright Laws

The college and Aultman Health Foundation have identified understanding and adherence to current copyright laws as another area of opportunity for policy clarification. In 2011, the medical and academic librarians and a representative of the Aultman Health Foundation legal department joined together as a committee to create a far-reaching copyright policy.

In addition to developing the policy, the committee is charged with creating a set of copyright guidelines and an education plan that will assist with the dissemination of copyright information. As the education plan is implemented, committee membership may expand to include faculty and staff.

Another area of opportunity for policy enhancement was to ensure that employees, students, and the institution itself have proper rights over material that is created by, for, or in collaboration with the college.

Working with the Aultman Health Foundation legal department, the college is in the process of developing an Intellectual Property Policy to clearly define property rights. The policy will include an acknowledgment form which must be signed by each college employee.

While the policy development work on copyright and intellectual property is ongoing, the general guidelines have been included in the 2012-2013 student and faculty handbooks. Once these final policies are approved, they will be published on the WiseLine, in student and faculty newsletters, and in the following year's handbooks and catalog.

Policies relating to the responsible acquisition, discovery, and application of knowledge are printed in various college publications:

Policy	Date Approved	Published in:
Academic Freedom	From Inception, 2005-06	Student/Faculty Handbooks/Catalog
Academic Integrity	06/03/2011	Student/Faculty Handbooks/Catalog
Intellectual Property	In process	Guidelines published in Student/Faculty Handbooks
Copyright	In process	Guidelines published in Student/Faculty Handbooks
Humans and Animals in Research	From Inception, 2005-06	Faculty Handbook
FERPA	Annually	Student/Faculty Handbooks/Catalog
Non-discrimination Policies	From Inception, 2005-06	Catalog/Faculty Handbook
Acceptable and Fair Use of Technology Resources	Revised policy approved 4/30/12	Student/Faculty Handbooks/Catalog

Publishing the philosophies and policies regarding responsible management of knowledge has been the first step. To ensure that students, faculty, and staff understand the importance of responsible management of information and knowledge, the college has taken an additional step to publish articles about timely issues in the Pulse student newsletter. For example, after several academic integrity issues surfaced early in 2011, an article about the topic was published in April 2011 (“The Importance of Academic Integrity”). Other articles have included topics such as Responsible Use of Social Media, the Importance of Information Literacy, and Copyright Education.



Providing support to help students become responsible for personal acquisition of knowledge

While knowledge management expectations are articulated through philosophies and policies, the college recognizes that it is equally important to have support services in place to help students develop the skills and attitudes necessary for the responsible acquisition and application of knowledge. To this end, significant financial, time, and human resources have been dedicated to making several key improvements since the Commission's last visit. The most visible examples include:

Development of Learning Resource Center (LRC)

The LRC opened in fall 2009 and has risen to a highly rated student service according to both the ACT Student Opinion Survey and an internally generated annual Student Affairs survey. The LRC offers services such as learning style assessments, online practice modules, academic success planning, and tutoring that help students better understand their learning style and supplement their classroom learning.

While usage of the LRC has steadily increased, success rates showed that more students could benefit from utilizing LRC services. Consequently, in addition to providing excellent support resources, one of the most important tasks for LRC staff was to teach students to recognize and seek support when they need help, a characteristic important to their role as future healthcare practitioners.

Healthcare is often delivered through a team approach and, in the interest of patient safety, healthcare professionals must acknowledge when they need support in the care of a patient. Anecdotal information suggested that students didn't want to go to the LRC for fear of being labeled as "dumb."

Through the Early Alert program, open houses, Town Halls, newsletter articles, social media, lunch and learns, workshops, and other outreach events, college staff is breaking down the stigma and helping students understand how to ask for and accept help. By utilizing LRC services, students become aware of their limitations and take important steps to act independently, thereby becoming engaged in their own intellectual development.

"Through the Early Alert program, open houses, Town Halls, newsletter articles, social media, lunch and learns, workshops, and other outreach events, college staff is breaking down the stigma and helping students understand how to ask for and accept help."

Expansion of Skills and Simulation Labs

As health sciences programs, both the ASN and the ASR have strong skills competency foci. To ensure that students have ample opportunity to develop and practice skills in a way that does not threaten patient safety, the college has expanded the availability of equipment and practice time in the skills and simulation labs.

As described in Criterion 3, enhancements have included the addition of a new wireless simulator (iStan), a radiography lab, a birthing simulator and lab, and new in fall 2012, a second on-campus skills lab. These facilities are heavily utilized as part of the degree program curricula, and when available, are also being used to provide extra practice opportunities for students.

Nursing students use the Bettie Sponseller Skills Lab to practice skills and prepare for competencies during open lab hours. Adjunct nursing faculty staff the open hours, which are scheduled based on lab availability and student convenience (weekends, evenings, etc.).

Recent ACT Student Opinion survey, Student Affairs survey, and Town Hall forum comments have revealed that students appreciate and want more “open lab” opportunities. A more formal process to offer supervised open labs is in development with involvement from nursing faculty, professional staff, allied health faculty, and students.

Increased emphasis on the role of technology resources

Information technology is central to the role of knowledge acquisition and discovery. Technology resources are the backbone of the organization—housing student information, fostering communication, enhancing instruction, supporting research, streamlining operations, and inspiring student learning.

As detailed in Core Component 3d, technology has been identified as a strategic focus. To ensure the dedication of appropriate attention and resources, the college formed an Information Technology division and revised strategic planning Goal V to encompass technology infrastructure.

The following technology resources now support students, faculty, and staff in the acquisition, discovery, and application of knowledge:



Technology	Location (Number Added Since 2009)
SMART Board	Classrooms (2)
PC, Projector, DVD, SMART Board	Science Labs (2)
PCs (desktops or laptops)	St. Paul's Skills Lab (4), Obstetric/neonatal simulation lab (2), Library (11), Learning Resource Center (13)
Workstation on Wheels (computerized documentation system)	Transportable units (14)
Clickers (Audience Response Technology)	Transportable units (6)
Digital Camcorder with tripod	Transportable (1)
Headsets	Transportable (3)

Technology will also pave the way for new methods of knowledge delivery. Hybrid education will begin in fall 2012, delivered through the AMVONET Learning Management System. AMVONET was selected after a rigorous review process conducted by the online education task force. The first two courses to include hybrid sections are Language of Medicine and Introduction to Psychology. The move to online education provides enthusiastic faculty with opportunities to develop new methods of teaching content and skills.

Addition of Academic Librarian and Expansion of Library Resources

In addition to the development of the LRC, the hiring of an academic librarian and improving library resources may be considered two of the strongest pieces of evidence supporting responsible acquisition of knowledge. In response to recommendations from the Commission's 2008 visit, an academic librarian joined the staff in March 2011. This well-qualified individual holds a master of library and information science degree from an accredited college and maintains memberships in the American Library Association and the Association of College and Research Libraries.



Most importantly, she has brought to Aultman College a contagious enthusiasm for information literacy and an understanding of collegiate library requirements. Since the Commission's last visit, the following actions have assisted students, faculty, and staff in research and information acquisition through the Aultman Health Sciences Library:

- In June 2011, a library governance committee was formed to oversee the Aultman Health Sciences Library which services both Aultman Health Foundation and the college. The chief academic officer and the academic librarian both serve on this committee to ensure that the interests of students, faculty, and staff are well-represented.
- In summer 2011, the academic librarian worked with program directors to determine information literacy instruction needs. Library and database overview presentations were created and conducted for the NRS 100 Nursing Success and ENG 105 College Composition I classes. In addition, assignment-specific instruction sessions were conducted as needed. Pre-and post-instruction surveys indicated that the presentations were effective in raising student awareness of how to access and retrieve information from databases.
- In 2011, the academic librarian worked with faculty to identify library collection needs. Purchases were made in 2011 to support all programs, focusing heavily on areas with the fewest resources (general education and radiography). Collection needs will continue to be assessed and reviewed, especially in light of new technological advances. The library strategic plan approved in June 2011 includes the creation of a library website which will offer students and faculty easy access to electronic resources, library catalogs, and tutorials.
- The academic librarian presents library resources at student and faculty orientations, participates in Aully's Welcome Week at the beginning of each semester, contributes information literacy articles to the Pulse student newsletter, promotes literacy events, and contributes to the campus community.

The addition of the academic librarian and expansion of technology within the library appear to have made a positive impact that our students recognize. The annual Student Affairs Survey showed remarkable improvement in “Library Services” in comparison to the 2011 survey results (3.83 in 2011 to 4.28 in 2012, on a five-point scale), to become the number one rated college service among students.

Monitoring Responsible Use of Knowledge in Action Through Curricular and Co-curricular Activities

While policies can be communicated and support services can be available, how does a college really know if students are putting into practice the knowledge they are gaining to become good practitioners and socially-responsible citizens? It’s not until students are engaged in curricular and co-curricular activities that progress in critical thinking and behavior can be observed. That’s why our students have many opportunities to participate in activities that allow them to use what they have learned.

The college is fortunate to have degree programs that require hands-on application of skills and knowledge early in the course of study. A good example of this is HIPAA compliance. As mentioned earlier in Core Component 4d, prospective students are first educated about HIPAA during the application process. When applicants become students, further education takes place in the classroom.

Compliance is monitored and reinforced as students interact with patients during their varied clinical experiences. Students also have many opportunities to practice HIPAA compliance with clients outside the usual healthcare settings. Curricular and co-curricular activities, such as involvement in health fairs, blood drives, nursing homes, and soup kitchens, provide additional teaching opportunities.

Students learn how to gather information and use it appropriately while maintaining strict confidentiality. To date, no HIPAA violations by our students have been reported. This is one example of how early and repeated education, coupled with curricular and co-curricular practice opportunities, promotes responsible application of knowledge.



As detailed earlier in this criterion, faculty, students, and staff have many opportunities to apply knowledge through participation in student organizations and events. The new Institutional Effectiveness and Assessment Plan, detailed in Criterion 3, includes assessment measures that will help identify the impact that involvement in these activities is having on student understanding of social responsibility.

Ensuring Faculty and Staff Acquire, Discover, and Apply Knowledge Responsibly

Much of this component has focused on student application of knowledge; however, the college recognizes its responsibility to provide effective oversight and support to ensure that faculty and staff also acquire, discover, and apply knowledge responsibly.

As detailed earlier in Core Component 4d, the college has developed and revised many policies regarding knowledge management since the Commission’s last visit. This work did not take place in a vacuum, but rather through college-wide dialogue and discussion regarding the “value” of an Aultman College degree and the type of college we wish to be in terms of rigor and student expectations.

Faculty and staff are expected to know and adhere to the institution’s policies and to, at all times, model the behaviors we expect from students. Faculty expectations are clearly articulated in the faculty handbook and in faculty job descriptions. Staff responsibilities are articulated in individual job descriptions. All full-time faculty and staff are encouraged and expected to model social responsibility through participation in service opportunities available through the college.

As detailed in Core Component 4a, faculty and staff participate in research projects as part of their scholarship requirement. The college’s “Human Subjects in Research” policy guides college-sponsored research and establishes moral and ethical guidelines; standards for informed consent and confidentiality of data; and classification of risks and required safeguards.

“We are building a strong foundation that supports inquiry, creativity, lifelong learning, and social responsibility, concepts that are clearly defined in our values statements.”

Our hospital affiliation allows faculty to tap into additional research resources and protocols including the following: completing a training tutorial and application process; presenting proposed research first to a discipline-specific hospital research committee and then to the Aultman Health Foundation Research Review Board; and submitting completed research to a discipline-specific hospital research committee.

As an associate degree granting institution, the college is laying the foundation for knowledge practices that will guide us into bachelor's level programming and beyond. We are building a strong foundation that supports inquiry, creativity, lifelong learning, and social responsibility, concepts that are clearly defined in our values statements. Integrating the initiatives described above is helping students, administrators, faculty, and staff to become more aware and responsible citizens of the world.

SUMMARY

This report demonstrates patterns of evidence that Aultman College meets the four core components of Criterion One.

Core Component 4a: *The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.*

- The small hospital-based college environment prevents our student body from distractions presented by athletics and excessive social opportunities (fraternities, sororities, etc.). It is clear to all who work and attend here that the acquisition, discovery, and application of knowledge are among the institution's highest priorities.
- The various professional development opportunities available to administration, faculty, staff, and students are evidence that the college values life-long learning.

Areas needing institutional attention:

- Continued development of the Center for Teaching and Learning.
- Cultivation of research opportunities for faculty

Core Component 4b: *The organization demonstrates that acquisition of a breadth of knowledge and skill and the exercise of intellectual inquiry are integral to its educational programs.*

- All academic instruction occurs on one campus.
- The four core abilities are integrated, transferrable skills in critical thinking, communication, information literacy, and ethical and civic responsibility.
- The general education philosophy was updated during the 2010-2011 academic year to reflect the core abilities.
- The general education core abilities are integrated throughout curricular and co-curricular activities.
- The college expanded to a two program institution.

Areas needing institutional attention:

- Further develop assessment practices to show evidence of knowledge and intellectual acquisition through curricular and co-curricular activities.

Core Component 4c: *The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.*

- Student and alumni surveys were streamlined to improve response rates and ensure that we were capturing data that aligned with intended core ability learning outcomes.
- Through constant assessment of the curriculum, the faculty recognized the need to re-align the nursing curriculum.
- Radiography clinical sites are diverse.

Areas needing institutional attention:

- As trends in nursing employment shift from acute to long-term care facilities, faculty recognize the importance of diversifying nursing clinical opportunities.

Core Component 4d: *The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

- Faculty and staff have a deep appreciation for the ethical characteristics and critical thinking skills needed by today's healthcare professionals.
- Since the last HLC visit, the college has developed several policies that address responsible acquisition, discovery, and application of knowledge.
- The Learning Resource Center has been developed and continues to evolve as it helps students understand how they learn best and how to supplement classroom learning.
- The college has experienced an expansion of skills and simulation labs to meet the growing demands of an increased student body.

- An increased emphasis on technology information resources resulted in the development of the AMVONET learning management system and hybrid course delivery model.

Areas needing institutional attention:

- While usage of LRC services has steadily increased, we need to find ways to encourage even more students to seek help there.
- Faculty research policies and protocols need to be clarified.

CRITERION FIVE: ENGAGEMENT AND SERVICE



HLC Criterion 5: Engagement and Service

INTRODUCTION

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

The mission statement of Aultman College says that the college “offers a premier health sciences education” and “serves current and emerging needs in Northeast Ohio through academically challenging and relevant degree and community education programs.” Implied in these statements is the notion that the college must be engaged with its constituents and with the Northeast Ohio community to fulfill its mission. This chapter describes how Aultman College identifies constituents, learns from them, and leverages its role as a partner in a unique integrated healthcare delivery system to serve constituents in ways both value.

5.a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Aultman College serves a multitude of internal and external constituencies and employs a variety of methods to learn about their needs and expectations. Once needs are identified, the college utilizes its mission documents and governance processes to analyze if and how resources should be allocated to serve needs and expectations, in light of institutional priorities.

INTERNAL CONSTITUENCIES

Students

A prime example of this analytical process can be seen in the college’s relationship with one of its primary internal constituents—students. Students have many opportunities to provide feedback regarding academic and student services experiences.

These mechanisms include:

Aultman College student surveys:

Survey Name	Type	Frequency	Year Started
ACT Student Survey	Formal/anonymous	Annually	2007
Course Evaluation	Formal/anonymous	Semester	2005
Orientation Evaluation	Informal/anonymous	As Occurs	2009
Graduate Exit Survey	Formal/anonymous	Bi-annually	2007
BSN Needs Survey	Informal/anonymous	One Time	2010
Student Senate Town Hall	Informal/open response	Quarterly	2007
Student Affairs Survey	Informal/anonymous	Annually	2011
Diversity Survey	Informal/anonymous	One Time	2011

Source: Aultman College Institutional Effectiveness

The college's focus on student-centeredness has resulted in a distinct evolution of the collection of student data. In college-wide discussions during the mission document review process, repeated emphasis was placed on ensuring that institutional decisions were student-driven.

As a result, a "student-centered culture" anchors the revised college Values statements:

VALUES

Aultman College maintains a student-centered culture that values:

Quality: We will deliver an outcome-focused, cost-effective educational experience.

Integrity: We will build trustworthy relationships through transparency, collaboration, and personal and professional accountability.

Caring: We will serve with compassion and respect and embrace diversity of ideas, cultures, and people.

Knowledge: We will foster a rigorous academic environment that inspires critical thinking, creativity, and life-long learning.

As a hospital-based culture transitioning to a collegiate environment, the college explored and defined "student-centeredness" and dedicated the strategic plan's 2010 Goal V team to this task. The team concluded that a collegiate culture requires student-centeredness to permeate decision-making and operations at all levels of the organization. With this mindset in place, the college began to step up its efforts to collect data about student academic and service experiences. Many significant changes emerged from student survey results. For example,

Development of the Student Affairs Division

In response to data that said students wanted better-organized and more visible student services, a Student Affairs division was created in January 2011 to gather admissions/enrollment, financial aid, student life, academic advising, and learning resource center functions under one umbrella. The charge was to focus on student satisfaction, success, and retention.

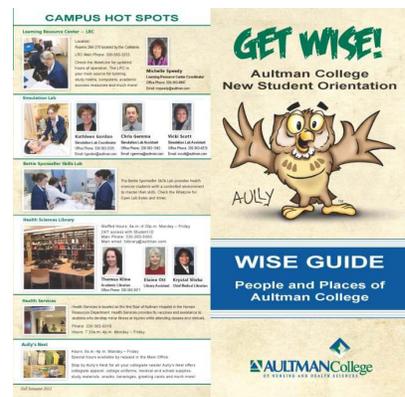
In March 2011, just months after the division was created, a Student Affairs Survey was launched to gather baseline information about student perceptions of service along with concrete suggestions for improvement. Several changes based on student feedback were initiated, including the launch of Aully's Welcome Week activities at the beginning of each semester; a Visible and Present initiative focused on increasing interaction between staff and students; a Wise Guide printed publication that includes names, photos, functions, and contact information of all college staff; more relevant student life organizations and activities; improved financial aid communication; a revised advising process; and new academic support services through the learning resource center.

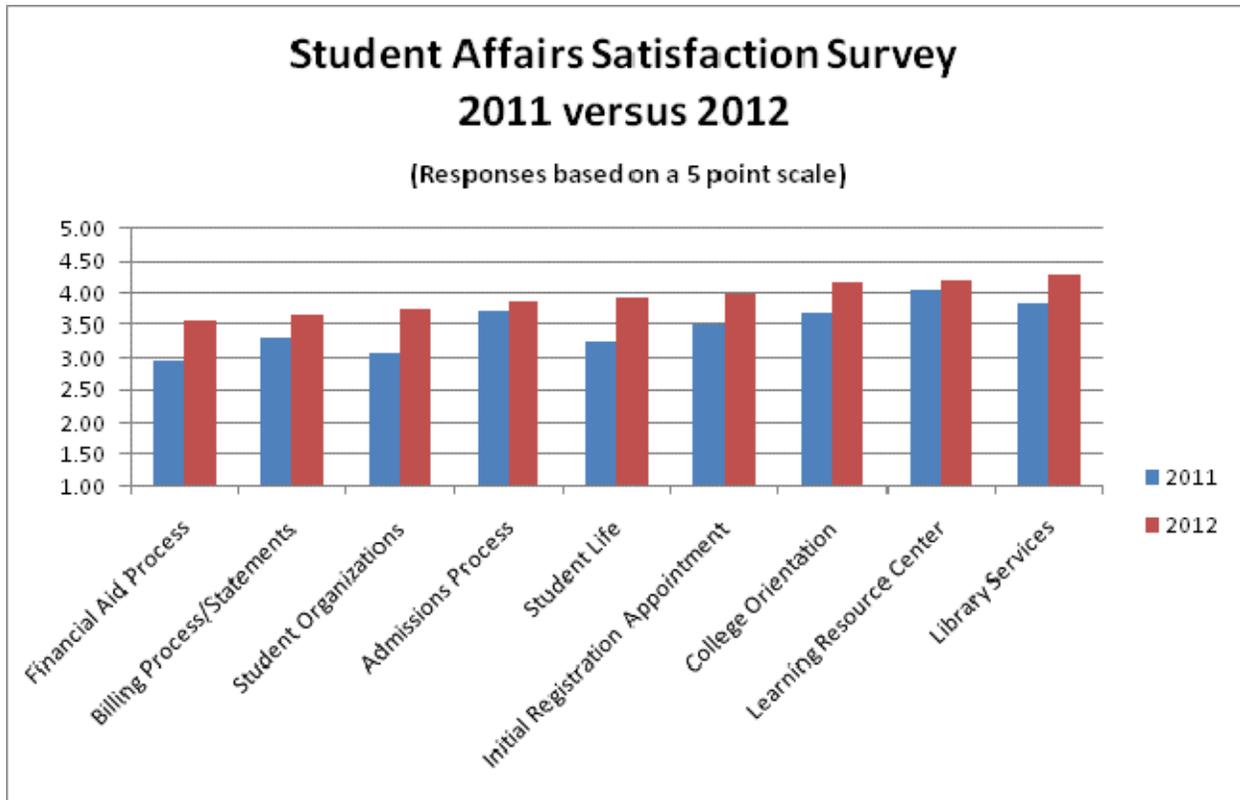
Assessment mechanisms were developed to evaluate the effectiveness of these changes. A student comment from the Fall 2011 orientation assessment stated:

“With the Wise Guide, it makes it easier to put a face to a name and to have quick access to all their contact information.” Another student commented, “Love how open the communication is here! This is a very informative and relaxed environment. The Wise Guide is awesome.”

(Fall 2011 Orientation Evaluation)

Changes made to student services are documented in the 2011 Student Affairs Division Annual Report, which is available for review in Resource Room files. The Student Affairs Survey was again administered in 2012 and showed an increase in ranking of all student services across the board.





Realignment of ASN Curriculum

ACT Survey student comments from 2007–2009 provided insights to faculty about the challenges students faced with the ASN curriculum plan. Specific trouble areas surrounded the 10-credit hour NRS 250 course and the gap of medical/surgical experience that occurred due to the arrangement of courses in the curriculum plan. These comments were considered during curriculum review and greatly influenced the curriculum realignment which was implemented in fall 2011. Ongoing assessment will reveal whether the changes have an impact on student success.

Improvement in Registration Processes

Students frequently cited frustration with registration processes. The first cohort of students took their general education courses at Walsh University. These courses have been gradually transitioning to the Aultman College campus since 2009, and all courses will be taught on-site in 2012. The transition has resulted in registration processes that have been complex and constantly changing from semester to semester.

As a result, registration has consistently ranked low on student satisfaction surveys. To address student frustration, the registrar implemented new processes in Spring 2011 that have been used consistently since then, including the development of Wise and Ready advising packets, a new advising process, and new appointment sign-up procedures. Student satisfaction with processes has increased as evidenced by student evaluations completed following Spring 2012 registration appointments.

The registrar continues to move forward with improvement plans, including investigating online registration, and will submit student satisfaction and registration efficiency updates through an annual Institutional Effectiveness report.

Facility Improvements

Suggestions for facility improvements show up consistently in student satisfaction data. Since the college's inception, parking has been a recurring concern. In 2005, student parking was limited, and most students were shuttled from a parking lot seven blocks away. In 2009, the college collaborated with Aultman Hospital for a solution in which the student parking fee would grant access to a lot directly across from the college main entrance, with overflow accommodated by the hospital parking deck.

Although the location of parking became more student-centered, the small lot did not offer many spots. In 2010, the ACT student survey had 22 total comments specifically regarding parking. As a result, college and hospital teams collaborated once again and enlarged the student parking lot, which is monitored by Aultman Security. These changes have increased student satisfaction with parking.

“Parking improvements are great. Thank you for expanding the parking lot.”

(ACT 2011 response)



ACT Survey Facility Improvement Ratings

Other examples of facility improvements based on student feedback include:

- Aully’s Nest, the student logo store, expanded its hours, retail services, and merchandise available for sale.
- The Learning Resource Center was expanded to include a group study room, testing room, tutoring room, and office space for the academic advisor and LRC coordinator.
- Classroom 8 was equipped with computers and printers and converted to a quiet study area for students.



Annual ACT Student Satisfaction Survey	Fall2007	Fall2008	Fall2009	Fall2010	Fall2011
Parking facilities/services	2.60	↑ 2.86	↑ 2.93	↑ 3.19	↑ 3.46
Study areas	3.64	↑ 3.66	3.60	↑ 3.67	3.64
Student community center/student union	3.32	↑ 3.60	3.60	↑ 3.62	↑ 3.65
College bookstore	2.95	↑ 3.76	3.76	↑ 3.78	3.61
General condition of building and grounds	4.46	↑ 4.49	4.41	4.35	4.40

Survey results show that satisfaction ratings for facilities are improving in general. Of note is the fact that the general condition of building and grounds has declined in 2009 and 2010. The new campus building opened in 2006, which accounts for the high scores in 2007 and 2008. Everyone was excited with the new facilities, considering the college was very limited in 2005. It appears, however, that the honeymoon is now over for our current students who were not here in 2006. The low scores seem due to students having higher expectations for campus amenities. For example, area schools now provide state of the art campuses, including student unions, increased technology, and housing.

The campus coordinator has developed a facilities plan to accommodate future growth. One student request that the college does not have resources to address at present is the need for a student union or community center.

While this request has been echoed in written surveys, Town Halls, and anecdotally, the institutional priority has been to raise and direct funds for the completion of the science lab project rather than a student gathering center. However, this request has been brought to the attention of the college Board and is being considered in facility plans of the future. In addition, the alumni organization has engaged in discussions about fundraising for a student center. Because the original School of Nursing building was called Morrow House, one possibility is to purchase an off-campus house, name it Morrow House II, and use it as a place for students and alumni to gather.

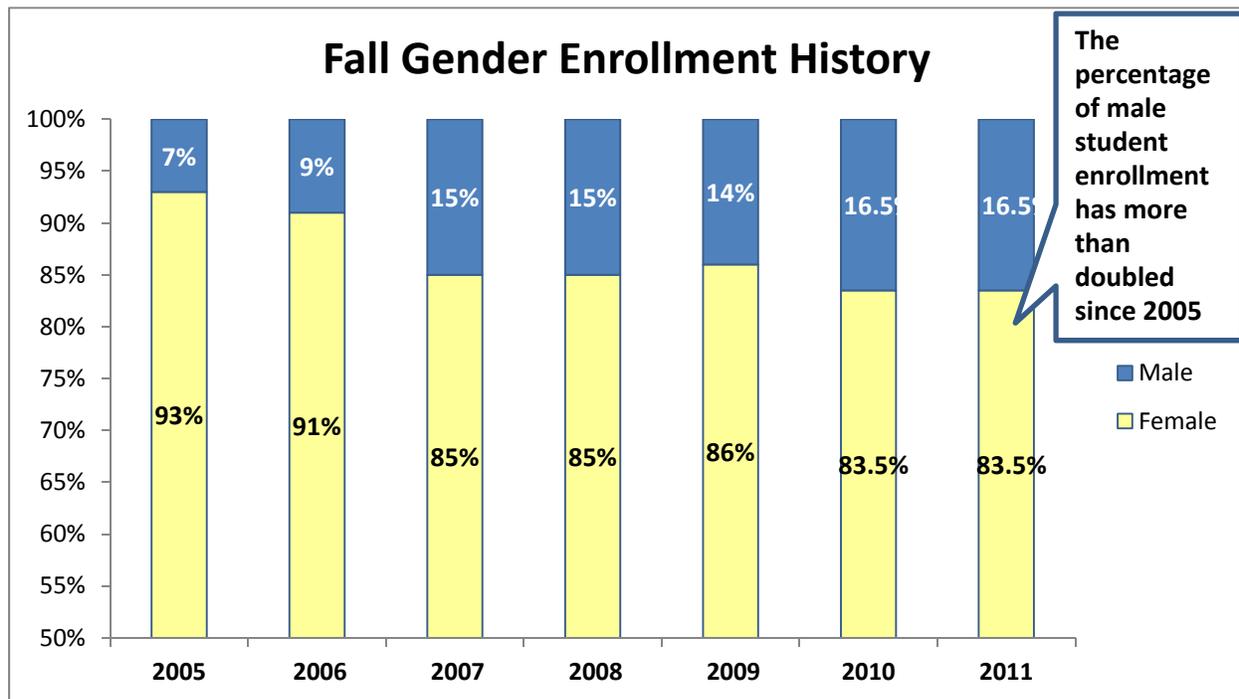
BSN Completion Program Planning

Students also engage in discussions about the college's future. As part of the environmental scanning for the BSN Completion Program, students were surveyed to determine their interest, preferences for how the program would be delivered (traditional, online, hybrid, day and time preferences), and support services required. Responses to the survey have been utilized in the development of the program.

ATTENTION TO DIVERSITY

As indicated in Criterion 1 and in its values statement, Aultman College seeks to embrace diversity of ideas, cultures, and people. Embracing diversity means understanding and serving needs and expectations relative to age, gender, race, religion, ethnicity, sexual orientation, military experience, and parent vs. non-parent, to name a few.

With a 100-year history as a nursing school, the college has also added learner diversity to the student population. The growth in student organizations is one more example of attention to the expressed needs of students and the diversity of its learners. For example, male student enrollment in the ASN program has continued to climb since 2004.



No male students were enrolled when the college was first incorporated, but in 2012, 16% of the student population is male. Several male students indicated an interest in joining the American Assembly for Men in Nursing (AAMN), a national organization that provides a framework to discuss and influence factors affecting male nurses.

While investigation continues into official involvement in this organization, the student life coordinator and a faculty advisor assisted the students in forming the Men in Nursing group which meets regularly to share experiences and provide support. Male nursing professionals, including our alumni, have served as guest speakers to discuss various topics (interviewing, working in a female dominated occupation, etc.).

Future plans will depend on student feedback and may include joining an AAMN chapter already established in Ohio or starting an Aultman College chapter. Other new student groups formed based on student feedback and diversity of student population include the Nursing As A Second Career Group, Aultman College Veterans Association (ACVA), the Radiography Club, and Lambda Nu (Honor Society for imaging professionals).



The college continues to encourage students with similar interests and backgrounds to help grow student organizations on campus and assist the college in raising awareness and representing their interests among the student population. For example, the ACVA sponsored a special event paying tribute to military students on Veteran’s Day. In addition, to educate students, faculty, and staff about cultural and diversity issues, attractive posters are periodically displayed throughout the college and diversity articles are included in the Pulse Student Newsletter. Past topics have included Black History Month, Women’s History Month, Hispanic History Month, and Lesbian Gay Transsexual Bisexual History Month.

As referenced in Core Component 1b, the college’s Diversity Task Force contracted with an outside agency to conduct a Diversity Audit in 2011 to learn more about student needs relative to traditional definitions of diversity. 107 students, approximately 1/3 of the student population, and 42% of faculty and staff participated in the survey and focus groups. The goal was to identify gaps in diversity and inclusion policies and practices; the diversity task force met with the consultants to develop a strategic plan with the information gleaned from the audit. The plan will be presented to the Board in fall 2012.

The Enrollment Management Plan, developed in 2011, illustrates another example of how the college embraces the concept of recruiting a diverse student body and providing services they need. Student recruitment is an on-going effort to attract larger student populations, build financial and marketing capacity, and support overall growth of the college. The strategic Goal III team was charged with developing an Enrollment Management Plan to identify the different markets of potential students and recruiting strategies for these markets. The taskforce began researching the needs of potential students by conducting an environmental scan and also reached out to current students for focus group discussions on the strengths, weaknesses, opportunities, and threats for the college. The Enrollment Management Plan explains the process as follows:

FEBRUARY 2011

It is our goal at Aultman College to promote and encourage a culturally diverse and inclusive environment. We strive to be a facility where differences are recognized, accepted, appreciated and celebrated. Each month, the Diversity Digest section of the Pulse will share multicultural concepts and information, understanding that a diverse student body has far-ranging and significant benefits for all students, as well as the community at large.

February is Black History month. To celebrate, Aultman College recognizes the advancements being made in education for black Americans.

84% of blacks 25 and older had at least a high school diploma in 2009.
Source: Educational Attainment in the United States: 2009

19% blacks 25 and older had a bachelor's degree or higher in 2009.
Source: Educational Attainment in the United States: 2009

1.5 million blacks 25 and older held an advanced degree in 2009 (e.g., master's, doctorate, medical or law). A decade earlier, in 1999, about 900,000 blacks had this level of education.
Source: Educational Attainment in the United States: 2009

2.5 million black college students were enrolled in Fall 2008. This was roughly double the corresponding number from 25 years earlier.
Source: School Enrollment — Social and Economic Characteristics of Students: October 2008

Figures are provided by the U.S. Census Bureau

“The Enrollment Management Plan, developed in 2011, illustrates another example of how the college embraces the concept of recruiting a diverse student body and providing services they need.”

The first step toward implementing a solid recruiting strategy was to develop an enrollment management plan which would provide a foundation on which recruiting strategies could be built. Through online searches, the team benchmarked enrollment management plans of similar institutions and determined that college-wide input would be required to develop a truly comprehensive, successful plan.

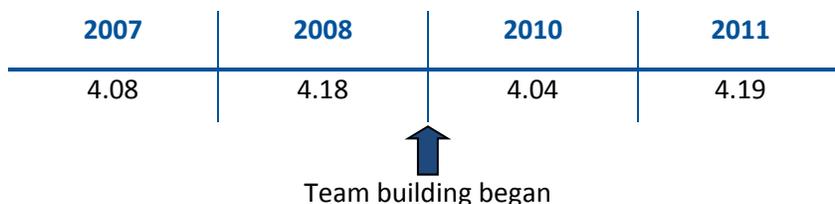
Student input on the SWOT analysis (strengths, weaknesses, opportunities, and threats) was gathered at the April 15, 2010 Student Senate meeting. Following the SWOT analysis, the enrollment management plan framework was developed and passed on to the Aultman College Enrollment Management Council for further action.

LEARNING FROM OTHER INTERNAL CONSTITUENCIES

Faculty and Staff

One component of a healthy organization is an engaged workforce. Because of the college’s affiliation with Aultman Hospital, faculty and staff participate in the annual Gallup Survey. Although the survey is not geared specifically toward institutions of higher education, it is widely used in the healthcare industry to measure employee engagement. Scores of 4 and above in all categories are considered acceptable in the Aultman culture. Work groups complete action plans each year to improve scores.

The following chart shows the college’s scores over the last several years:



This information, along with other internal assessment results, were used to develop the college’s teambuilding activities, which are described in detail in Criterion 2. Anecdotal data indicate that the initial dip in Gallup scores may have been a direct result of the economic climate at Aultman Health Foundation. In 2009, the Gallup survey was not administered because of needed cost savings in the organization.

Several other “cuts” were made in 2009 including cancelling longevity bonuses, changes in 401K plans, and limited employee events. When Gallup was reinstated in 2010, the college score had gone from 4.18 to 4.04. We surmise that, despite the instituted team building initiative, front line staff were still unengaged and affected by the changes in 2009 and scored the college accordingly. Since 2010, the college’s Gallup scores have continued to improve, which may be attributed to team building efforts.

Although the findings are positive, the Gallup survey measures healthcare employee engagement. Aultman College is in the 50th percentile when rated against other health care industry employers. The leadership team is continuing to investigate the possibility of implementing a satisfaction survey with specific focus on education to compare the college with like institutions.

BOARD OF DIRECTORS/ADVISORY BOARD

Each year, the college Board completes a self-assessment that asks about, among other things, the flow and level of information provided, meeting structure, and communication. Several Board changes have resulted from these assessments and from HLC recommendations. The Board has grown and diversified its membership in the last seven years. The original Board had nine members with a majority affiliated with Aultman Hospital. The Higher Learning Commission suggested expanding the Board to include a majority of community members. As a result, the Board expanded in 2007 to 15 members. In 2012, the Board expanded once again, this time to 18 members.

“The Board has grown and diversified its membership in the last seven years.”

A common theme of the Board assessment was member desire to control the length of meetings. The quandary was how to satisfy this desire and still present the amount of information required to engage members in the important business of a growing college. The answer was to add two new committees focused on student centered matters: the Student Affairs committee and the Academic Affairs committee.

The Student Affairs committee focuses on development of student-centered programs. Students present on topics such as Phi Theta Kappa (PTK), Federal Work Study (FWS), Student Senate, ACT survey results, and other student issues. The Student Affairs committee gives many students the opportunity for a formal presentation with proper business etiquette. This committee also highlights the importance of student affairs development, which has led to many improvements in the department and services. To ensure student input, the committee appointed a student member, the president of Student Senate.

The Academic Affairs committee focuses on the development of academic programs, reviews assessment plans and outcomes, supports library resources, and also supports an environment that promotes student success. Recently, it has reviewed the challenge of mathematical preparation for entering students and its impact on student progression and success. The largest body of work completed in the last year was the approval of the curriculum for the BSN Completion Program.

EXTERNAL CONSTITUENCIES

Aultman College learns from external constituents in a variety of ways.

Health Care Industry

As an institution focused on educating exceptional health care professionals who positively impact society, the college strongly emphasizes its close partnership with Aultman Hospital, the community's leading health care system. Through the ongoing relationship with the hospital and the college president's participation at the executive level, the college is regularly represented in high level discussions about the health care environment and the future of health care delivery.

The college management team learns about industry data and service trends at monthly "Brown Bag" meetings at the hospital, and faculty/staff have the opportunity to attend similar presentations by the hospital executive team.

Other teams, committees, and task forces with college participants include:

- Human Resources future workforce collaboration
- Gallup Task Force for Employee Engagement Committee
- Information Security and Awareness Committee
- H1N1 Task Force
- Medical-Surgical, Orthopedic, and Geriatric Certification and Examination Instruction
- Hall of Fame Senior Day Committee
- Marketing Committee
- United Way Committee
- Magnet Coordinating Committee (Nursing, Education, & Research)
- Library Governance Committee



These connections allow the college to have input and make an impact on hospital policy and practice. Likewise, they provide faculty and staff with information regarding changes and trends in professional practice, health care management, and the health care industry. The college's relationship with the hospital is vital because it results in idea sharing, strategy development, and cost savings through collaboration.

Most importantly, the partnership provides keen insight into the needs of the community. Many courses offered through Aultman College Community Education (ACCE) are the result of unmet needs identified in these interactions with Aultman Hospital. For example, ACCE offered ICD-10 training to prepare medical coders for governmental coding changes scheduled to begin in 2013. The coding changes added educational requirements for medical coders, including a highly recommended anatomy and physiology (A&P) course, for which college faculty developed a curriculum plan with input from medical coding experts.

In collaboration with Aultman Health Foundation directors and administrators, ACCE began offering "A & P for ICD 10," beginning in January 2012. As of July 2012, 43 medical coders have taken the course, and 23 coders are scheduled for September 2012. One A&P class will be offered in January 2013.

Other examples of community and professional education needs identified through the Aultman affiliation and met by ACCE include Category A legal education for nursing professionals, varying levels of American Heart Association CPR courses, and influenza vaccination training for pharmacists.

The flu vaccination course was requested by The Medicine Shoppe, a local pharmacy, and developed by a college faculty member who collaborated with the Aultman pharmacy director to receive continuing education credit hours from the Ohio Pharmacy Association. The course met the needs of the pharmacy community and received excellent evaluations as a customized educational program offered by the college.

"The college's relationship with the hospital is vital because it results in idea sharing, strategy development, and cost savings through collaboration."



While many needs are identified via the Aultman affiliation, the college also acts independently, conducting its own environmental scanning of the industry, particularly in the area of future healthcare workforce needs. Through clinical affiliations and personal outreach by the president, faculty, and staff, the college has developed relationships with other health care systems and providers in the community. Faculty and staff also participate in discipline-specific organizations and conferences at the state and national level to stay abreast of industry trends.

The college’s responsiveness to industry and employer requirements is evidenced in the addition of the Associate of Science in Radiography (ASR) program and the development of the proposed RN-BSN completion program. The ASR program developed as a result of a policy change by the American Registry of Radiologic Technologists that requires applicants for registration to have a minimum associate degree education. ASR program development is discussed in detail in Criterion 3. The proposed RN-BSN completion program is in response to discussions occurring at the state level about the need for advanced education for RNs and the decision by several local healthcare systems to hire only BSN graduates.

“Through clinical affiliations and personal outreach by the president, faculty, and staff, the college has developed relationships with other health care systems and providers in the community.”

Education Sector

The college learns from constituencies in the education sector in several ways. The president serves on the Stark County P-16 advisory group. P-16 is a partnership of educators from Stark County’s school districts including the Educational Service Center, postsecondary education leadership, business representatives, civic leaders, and parents who come together to promote programs such as Early College High School and Dual Credit opportunities.

These programs allow students to realize their academic potential and prepare them for success in post-secondary education. Some administrators and faculty members serve as board members for local high schools and vocational schools. In 2011, the college contracted with a former middle school principal to conduct a needs assessment of public school medical tech programs. In addition, the college's Board includes a past superintendent of a local school system, past president of a local community college, past dean of a collegiate nursing program, current academic dean of a medical school, and current academic dean of a local 4-year university.

Through programs like Get Connected, detailed later in Core Component 5c, the college has built relationships with several guidance counselors and career preparation staff from local Stark County school districts. These interactions provide important insight into the challenges faced by area high school students and opportunities to conduct more formal needs assessment.

Community Groups

The college also learns from other external constituents through staff and faculty participation in community organizations and service activities. Through involvement in organizations like Greater Stark County United Way, Rotary International, Stark County Urban League, non-profit organizations, and local Chambers of Commerce, the college is able to keep a finger on the pulse of the community and identify emerging needs.

In addition, in 2010, the president held a "Breakfast with Becky" series where members of various local organizations and government entities came to learn more about the college and share insights about community needs. When investigating new program opportunities, the college also reaches out to specific constituents in the community, as further explained in Core Component 5b.

5.b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Aultman College is committed to serving its identified constituencies and prioritizes programs and distribution of resources based on the organization's mission. Since the Higher Learning Commission's last visit, several important structural changes have taken place to enhance the college's capacity for engaging with constituents.

AULTMAN COLLEGE COMMUNITY EDUCATION (ACCE)

The first major structural change that enhanced the college's capacity to serve the community was the development of ACCE, as referenced in Core Component 5a. In 2010, the college identified unmet needs in the area of community education and the opportunity for an additional revenue stream. A full-time adult and community education coordinator was hired in August 2010 to develop plans for offering non-credit, community education courses. The ACCE program aligned with our mission to provide health-care focused community programming.

After initial benchmarking with more than 12 institutions (including hospital-linked colleges), the ACCE program began offering courses to the public in 2011. In addition to the professional education referenced in Core Component 5a, other ACCE courses include:

- Full catalog of American Heart Association Basic Life Support offerings (CPR, Family & Friends CPR, Heart Saver CPR, AED)
- Babysitter Training in collaboration with the Red Cross
- Computer Courses: Microsoft Outlook, Microsoft Excel, Computers 101
- Communicable Diseases
- Child Abuse and Awareness
- College Prep Program for college-bound individuals
- Spanish in Health Care

Several college faculty members teach ACCE CPR courses, providing them with an opportunity to work with incoming students and community members while meeting service and scholarship duties. ACCE also customizes CPR courses based on group needs. For example, a local business owner requested Family & Friends CPR training for the Boy Scout troop leaders. Evaluation responses from this service received 5 out of 5 on all items, and comments from the March 2, 2011 session included:

“Covered wide range of episodes/possibilities and having both was helpful.”

“Open to any and all questions.”

“Very comfortable.”

“Instructor made the class informational and fun.”

“Enjoyed course, very informative.”

One of ACCE’s first and most successful programs is Camp Scrubs. Offered in partnership with Stark State College, Camp Scrubs is a weeklong day camp for diverse students grades six through nine. The college capitalizes on its affiliation with Aultman Hospital to provide an intimate look at what it’s like to work in the health care field.

Activities for the “Camp Scrubbers” include a behind-the-scenes tour of Aultman Hospital, a visit to the helicopter flight deck and Life Flight helicopter, Emergency Department activities, an A & P lesson in dissecting a cow eye, and CPR certification, among others.

Almost all college facilities and many hospital facilities are utilized for the Camp Scrubs experience. Sixty students expressed interest in the first camp, held in July 2011, but only 35 spots were available due to resource limitations. The 35 campers who attended represented more than 12 local school districts. To meet the demand, in 2012, the college added a second session to accommodate 70 campers.

SERVICE LEARNING GRADUATION REQUIREMENT

The second important structural change was the addition of service learning as a graduation requirement. Service learning had been an integral component for student learning in the ASN program since the college's inception due to the belief that service experiences provide students with opportunities for critical, reflective learning and develop personal and civic responsibility. In addition, service learning promotes the following core ability, which is at the root of the general education philosophy:

Model ethical and civic responsibility. The ability to recognize an obligation to self and others for his or her decisions/actions, evaluate potential consequences of decisions/actions, and make both personal and professional choices based on these core abilities.

The college decided to elevate service learning from a curriculum-based ASN program activity to a student-initiated graduation requirement. Beginning with the fall 2011 entering cohort, each student is now required to complete 16 hours of community service and encompass a volunteer model. In addition to promoting the civic responsibility core value, the change allows students to be more visible and supportive in the community. Students receive a list of approved service activities and agencies, or they can submit an activity for approval. Service hours and locations are recorded and reflected on the student's degree audit to ensure that graduation requirements are met.

OFF-SITE CLINICALS

Faculty, student feedback on surveys, and accrediting organizations recommended diverse clinical experiences to enhance the learning environment. To expand our capacity to meet this recommendation, the college signed contracts or made arrangements that allowed for clinical experiences external to Aultman Hospital, including:



Aultman Orrville Hospital, North Canton Medical Foundation, Affinity Medical Center, Affinity Medical Center's Pain Center, Aultworks, Aultman Health Foundation ambulatory care centers (North, West, and Pain Management), Aultman Child Care Center, Alliance Community Hospital, Phoenix Rising, Meadow Wind Health Care Center, Canton Local School District, and Here for You Child Development Centers in Akron, Ohio. Students who live outside of Stark County will have the additional benefit of decreased travel time to clinical locations.

ADDITION OF FEDERAL WORK STUDY PROGRAM

Another important structural change expanded the college's capacity to meet student needs via implementation of a Federal Work Study (FWS) Program. Students had expressed interest in on-site employment opportunities, and an analysis of financial aid determined that nearly all our students would qualify for FWS. The student life coordinator and financial aid administrator led a task force to establish a student-focused job program by benchmarking other programs and processes and investigating federal regulations.

In fall 2011, the college requested \$76,000 from the Department of Education through Fiscal Operations Report and Application to Participate (FISAP) for campus-based programs. The resulting \$17,147 for the 2011-2012 academic year funded seven positions for 10-14 hours per week.

In addition to financial support, the FWS program provides students with important career-building experiences, including the job application process, interviewing, time-management, and performance reviews. Students who successfully complete their FWS job each semester gain valuable work experience that they can document on their resumes and portfolios. Additionally, they may continue working in the position if approved by the supervisor after the academic year-end performance evaluation.

Because FWS regulations require a percentage of federal funds to be used for employing a student in a community service position, the college collaborated with a local elementary school to develop a tutor position. This opportunity gives the student worker experience outside the college and contributes to a positive impact on the surrounding community.

"In addition to financial support, the FWS program provides students with important career-building experiences, including the job application process, interviewing, time management, and performance reviews."

CONSTRUCTION OF ON-SITE SCIENCE LABS

Construction of the first science laboratory, completed in December 2011, enhances the college's capacity to engage both internal and external constituents. As stated in Criterion 3, control of course content, student access to faculty support, and student demand for all courses on one campus were key drivers of the need for on-site labs. The long time goal of teaching all natural science courses on our campus will be realized in the fall 2012 semester.

However, as referenced in the Door To Discovery materials (the fundraising campaign discussed in detail in Criterion 2), the presence of on-campus science labs also enables the college to ignite a passion for science in younger students. As indicated throughout this criterion, the college already has built partnerships with elementary, middle, and high schools to engage students in science and health sciences activities. On-site science labs further enhance our capacity to create exciting educational programs that inspire a love of science in future generations. Although the science lab has only been operational for several months, it has already hosted a day of 5th grade science camp activities and several Camp Scrubs activities.



EXPANSION OF LIBRARY SERVICES

To more fully support the information literacy needs of students and faculty, the college became an active partner in the Aultman Health Sciences Library at the beginning of 2011, as discussed in detail in Criterion 2. The library is conveniently located next to college classrooms and serves medical residency programs, all Aultman employees, and college students, faculty, and staff. It houses nursing and medical books and journals and provides access to electronic resources. Working with Aultman Health Foundation and the library governance committee, the college now supports the library through funding of academic resources and the addition of an academic librarian. This enhanced commitment to library services has resulted in the purchase of more easily accessible program specific resources.

The academic librarian works closely with program directors and faculty to ensure that library materials are available for new classes and programs. She is available to make information literacy presentations in the classroom and serves on the strategic Goal V technology team, which is investigating new resources and methods of teaching online courses. To meet growing electronic resource needs, the library has added eleven new computers. Library staff is available for drop-in or scheduled database training sessions outside of the classroom.

EVALUATING CAPACITY IN A WORLD OF LIMITED RESOURCES

When it comes to new program development, the college uses all of its relationships to analyze environmental influences and determine resource allocation. A good example of this has been the college's investigation into EMT-paramedic education in response to Aultman Hospital's decision to close its long-standing paramedic program.

This investigation has involved meetings with local fire chiefs to discuss the future of EMS in Stark County; environmental scanning to learn about upcoming trends in EMS education and enrollment in competitive programs; benchmarking with other programs in the state; and ongoing discussions about potential collaborations with other higher education institutions and health care systems. Currently, college resources are being directed to develop the BSN completion program, but investigation into EMT education and future potential programs continues.

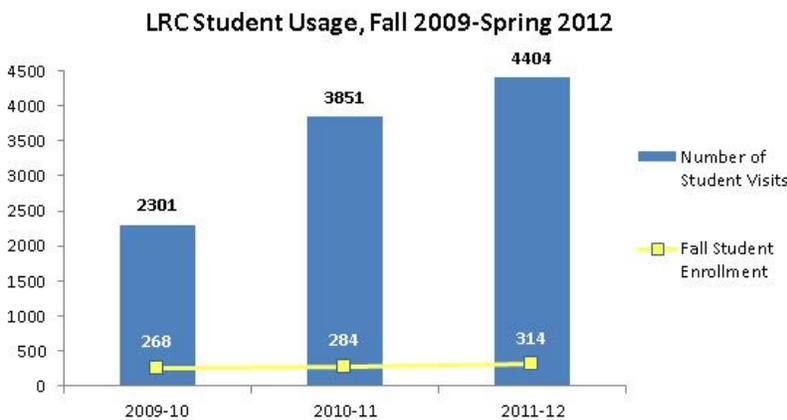
5.c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

As much of core component 5a indicates, once constituent needs are identified, the college makes great effort to respond based on strategic priorities and available resources.

RESPONDING TO STUDENTS

The development of the LRC, detailed in Criterion 2, is another one of the college’s foremost examples of responding to student needs. As we began to understand the academic support needs of our students, the college created a learning resource center coordinator position and secured space down the hall from the college, conveniently close to the hospital cafeteria! The LRC opened to students in fall 2009 and has steadily grown in size, services, and student usage as indicated by the chart below.

“Once constituent needs are identified, the college makes great effort to respond based on strategic priorities and available resources.”



Another example of attempting to meet student needs was arranging child care discounts for students. Feedback from the 2009 ACT survey indicated that students desired on-site childcare or, at minimum, a childcare option. A follow-up survey in March 2010 supported the need for further investigation.

Student preference was for Aultman Hospital’s on-site childcare provider, but space and staffing requirements made this option unfeasible. Since 85% of the respondents who requested childcare preferred a location close to campus, other childcare facilities within a three mile radius of the college were contacted and visited.

All centers agreed to work individually with students and assist them with the completion of Ohio Department of Jobs and Family Services (ODJFS) paperwork that provides state financial assistance for childcare to qualifying individuals. Two childcare locations (Little Angels Preschool and Little Learners) were happy to accommodate our students, both with financial discounting and hours of operation. Currently, there are no students utilizing these services, and the college plans to revisit childcare needs and preferences in future surveys.

RESPONDING TO PROSPECTIVE STUDENTS

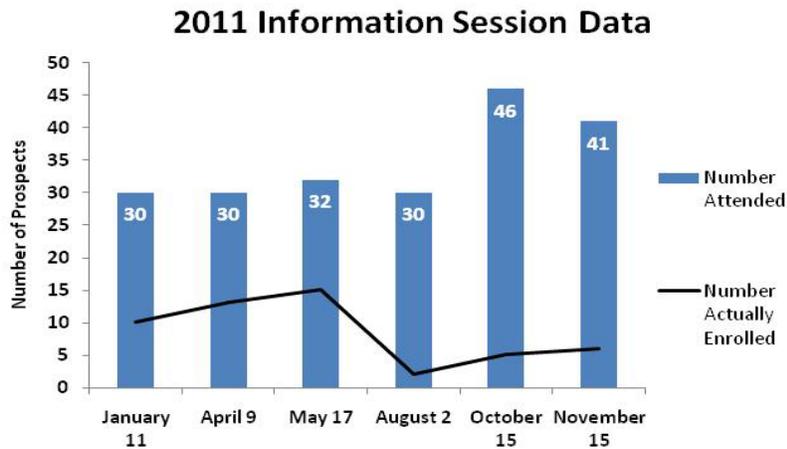
The college hosts public information sessions several times a year to reach prospective students. These sessions are coordinated by the vice president of external affairs, announced through the local media and on the college website, and facilitated by a rotating schedule of staff, including the college president, program directors, and current students.

Generally speaking, three types of student prospects attend: students who have never attended college, students transferring from another college, and students with undeclared majors. As stated in Criterion 3, the highest number of attendees is transfer students who are interested in investigating how transfer credit may impact the length of time for the program.

The college is always looking for ways to improve Information Sessions by asking the following questions:

- Does the correct division plan the sessions? (External Affairs or Student Affairs)
- How do we reduce the monopoly of time and questions by transfer students?
- How do we address students who have never attended college?
- How do we engage parents, spouses, and children?
- At what times would these sessions be most advantageous?
- Should faculty rotate to attend these sessions? What role does the program director play?

Attendees may complete the online college application free of charge, and most prospects take advantage of this opportunity, with about 25% of them following through by fully completing required admission procedures and enrollment. Following is a chart showing attendance at 2011 Information Sessions.



Further recruitment activities have been held in the following high schools and higher learning institutions.

- Alliance High School
- Brighten Heights Career Center
- Buckeye Career Center
- Canton South High School
- Coshocton County Career Center
- GlenOak High School
- Highland High School
- Jackson High School
- Kent State University (College Fair)
- Massillon High School
- Medina Community Center
- Perry High School
- Ravenna High School
- RG Drage Career and Technical Center

- Stark County College Career Fair
- University of Akron (College Fair)
- Wooster High School

Applicants receive personal attention from the admissions staff. In 2010, an applicant portal was added to the CAMS student database to allow prospective students to view processing of their application documents (such as test scores, transcripts, etc.) and the status of their application.

OTHER EDUCATION COLLABORATIONS

Interestingly, to be responsive to student needs, the college has spent the past several years focused on achieving independence versus relying on other educational institutions to provide contracted services. A significant number of human and financial resources have been dedicated to building the facilities, hiring the faculty, and creating the infrastructure to support the delivery of onsite general education courses. However, along this path, opportunities for partnerships and collaborations have emerged.

One of the college’s strongest partnerships has been with Canton Local Schools, and this relationship actually helped the college move closer to the goal of independence. As discussed in Core Component 5d, for the past five years, Canton Local Schools and Aultman College have partnered to offer a 5th grade summer science camp. In addition, college staff and faculty man a science station at an overnight camp experience for Canton Local sixth graders.

This relationship paved the way for the college to contract with Canton South High School to use its high school science laboratories in fall 2011 to house CHM 105 and BIO 205 labs for Aultman College students. This partnership allowed students to take Aultman College courses taught by its own faculty until the first on-campus science lab was complete.



The college collaborates with Stark County schools in the Aultman Career Academy. Spearheaded by Aultman Hospital, the Career Academy develops, encourages, and educates advanced high school students who are interested in healthcare careers. This “course” is curriculum driven and grants credit hours toward a high school diploma upon completion. College personnel participate by mentoring students, taking them to the clinical units, and observing in the classroom and lab setting. This experience exposes students to the disciplines of nursing and radiography.

The program is in its 10th year and involves high school students from school districts within Stark County. According to a 2010 Aultman Career Academy Survey, between the years of 2002-2009, at least six students went on to enroll in an Aultman College program—five in the ASN and one in the ASR.

As noted earlier in this criterion, the vast majority of students who come to Information Sessions are students interested in transferring from another college. The challenge this demographic presents is how to implement transfer credit policies that support the mobility of learners yet maintain the integrity of the ASN or ASR degree. To ensure that the college is striking a satisfactory balance between these premises, the transfer credit policy is regularly re-evaluated.

The first transfer credit policy required students to apply for transfer credit by the end of the first semester of attendance. Students verbalized dissatisfaction and frustration with this policy because they were unable to get records turned around and/or CLEP out of a course within the first 15 weeks of attendance. Student Senate called Town Hall meetings and met with the registrar to discuss the policy. Based on this discussion, changes were implemented that allow students to turn in transfer credit requests up to three weeks before graduation.

The policy clearly communicates that transfer credit will be awarded only when there is an 80% match of course content. Content match is evaluated using catalog course descriptions and specific course syllabi for the term during which the student completed the course. Student complaints have significantly decreased.

A transient policy was implemented in 2011 to allow options for students in the event of a course cancellation that could affect progression. The transient policy allows students to take up to 6 credit hours of courses at another educational institution outside a 50 mile radius of our campus. Some students who want a particular course but are unable to fit it into their schedule may also use the transient course option. This policy also better serves the increased number of students who live outside of Stark County.

The student must complete appropriate paperwork and receive approval to proceed. The transient policy will be re-evaluated at the end of the 2011-2012 academic year to see if students at other colleges take coursework here while home for the summer semester.

ARTICULATION AGREEMENTS

Aultman College currently offers only associate degrees. In accordance with the mission and values, the college stresses to students the importance of lifelong learning and continuing education. To ensure ease of transition for ASN graduates, the college has articulation agreements in place with area universities including Malone University, Walsh University, Kent State University, and University of Akron.

Based on a recent 5-year alumni survey (response rate of 20%), 16% percent of nursing graduates have gone on to earn a bachelor's degree. Results from the current student segment of the BSN completion program Interest Survey indicate this number will be much higher if the college is successful in starting a program. Articulation agreements are not in place for the ASR program, but future plans may include a bachelor's degree completion program for these graduates.

BUILDING BRIDGES AMONG DIVERSE COMMUNITIES

As noted in Core Component 5a and in Criterion 1, the college has dedicated significant resources to creating an environment that embraces inclusion. The work of the Diversity Task Force is ongoing and will be driven by needs expressed in the diversity audit.

It's interesting to note that the mix of our student population, which is becoming more diverse in age, gender, and race, combined with the hands-on, teamwork-oriented nature of many of our courses, goes a long way in building bridges among students. Students tend to group off more by their program (ASN or ASR) and where they are in the curriculum than by any "diversity" classification. It is very common to see a study group in the Learning Resource Center that consists of various ages, genders, and races.

However, to continue building bridges, the college has developed programs like Get Connected (detailed in Core Component 5d) and participates in outreach opportunities. One example of this occurred in spring 2011, when several members of the college, including faculty, staff and students, participated in an Aultman Hospital driven, physician-led diversity initiative at Hartford Elementary School, a predominantly African American, very low income school in the southeast section of Canton.

Groups of students who were interested in science were paired with college faculty, staff, and students and worked on a project highlighting health issues specific to the cultural group represented. Participants visited the school and gathered with their group over a 10-week period to learn about and discuss the best way to present information about their health related topic. The program culminated in an afternoon of poster presentations that students had prepared to present to the community, Hartford School members, and parents.

These opportunities to spend time with students and staff in some of our community's poorest neighborhoods provide an important glimpse into areas where Aultman College can have an impact.

A FOCUS ON SHARED GOALS

Whether working with students, prospects, board members, or community organizations, the college is taking important steps to build partnerships that focus on shared educational, economic, or social goals. For example, student organizations and groups are now more actively involved in raising funds to support scholarships and collegiate activities, an accomplishment that is a great source of pride for both students and the college.



"..the mix of our student population, which is becoming more diverse in age, gender, and race, combined with the hands-on, teamwork-oriented nature of many of our courses, goes a long way in building bridges among students."

Since inception of the college, students, staff, and faculty have participated annually in the alumni phone-a-thon, which raises money for the 1892 Annual Campaign. In December 2009, the graduating students began a tradition of raising \$500.00 or greater to purchase a leaf on the Aultman College Giving Tree. Other student fundraisers have followed, including a bloodmobile that raised more than \$1500 sponsored by the December 2011 class, and the start of an annual \$500 donation from Student Senate that purchased a leaf for the Giving Tree.

Another example of a partnership aligned around shared goals is the college's Tuition Reimbursement Program. As an institution that values lifelong learning and realizes the sacrifices faculty and staff make to work and pursue a degree, all employees are eligible, by request, for tuition reimbursement for higher education.

Full-time faculty and staff are reimbursed up to 100% for their higher degree pursuits; the total amount distributed is capped dependent on degree (Bachelors, Masters, or Doctorate).

Part-time faculty and staff receive partial reimbursement through Aultman Hospital when approved (refer to Criterion 4 for more details on reimbursement policies). The chart below indicates faculty and staff who have used tuition reimbursement funds to continue their educations.

“Whether working with students, prospects, board members, or community organizations, the college is taking important steps to build partnerships that focus on shared educational, economic, or social goals.”

Criterion 5 Engagement and Service

Position	College/University	Degree	In Progress (Funds Rec'd)	Degree Conferred
VP Internal Affairs	Ashland University	MBA	2008-2009	2009
Enrollment Management Coordinator	Walsh University	MBA	2010-2011	2011
Enrollment Specialist	Malone University	BA	2009-2010	2010
College Secretary/Receptionist	Walsh University	BS	2010-2012	2012
Financial Analyst	Malone University	BA	2007-2011	2011
Campus Coordinator	Aultman College	AAS	2009-2012	-
Faculty Secretary	Ohio Christian University	BA	2010-2012	-
Learning Resource Center Coordinator	University of Phoenix	MBA	2007-2008	2008
Administrative Assistant	Malone University	BA	2010-2012	2012
Director Division of Nursing	Duquesne University	PhD	2007-2009	2009
Director of Allied Health Division	Walden University	PhD	2009-2011	2012
Nursing Faculty #1	Nova Southeastern University	EDD	2010-2012	
Nursing Faculty #2	Walsh University	DNP	2010-2012	
Nursing Faculty #3	Walden University	MSN	2009-2011	2011
Nursing Faculty #4	Kent State University	MSN	2010-2012	2012
Nursing Faculty #5	Walsh University	DNP	2010-2012	
Nursing Faculty #6	Walsh University	DNP	2010-2012	
Nursing Faculty #7	Walsh University	DNP	N/A	
Nursing Faculty #8	Argosy University	EdD	N/A	
Nursing Faculty #9	Nova Southeastern University	EdD	2010-2012	
Radiology Faculty #1	St. Joseph's College of Maine	MSEd	2011-2012	

To be responsive to Aultman Hospital employees with an interest in an ASN or ASR degree, the college introduced a tuition reduction program in 2011 which offers a 25% discount. Currently, 10-15% of the student body receives this discount. Discounts for Aultman College alumni and Aultman Health Foundation employees who enroll in the anticipated BSN completion program are being considered. Realizing that increased student enrollment drives the need for additional faculty, administration is considering a scholarship incentive for students who enroll in the BSN completion program and contract to teach at the college after graduation.

5.d. Internal and external constituencies value the services the organization provides.

With a 120 year history of serving the community, the Aultman organization has built a strong reputation for providing services of value. Aultman Hospital has consistently been recognized for excellent medical care in the Stark County community; awards include 100 Top Hospitals, 50 Top Cardiovascular Hospitals, Magnet National Nursing Honor, Beacon Awards from the American Association of Critical Care Nurses, Ohio Award for Excellence, and J.D. Power and Associates Distinguished Hospital Program. The Aultman School of Nursing had an equally strong history and reputation in the community for graduating high quality nurses. As noted by an alumna of the class of 1962 at the recent 50-year reunion dinner, “We were good nurses...”

The challenge and opportunity for the college has been to build upon this reputation while creating a unique and separate identity as a college providing services of value. One of the biggest challenges has been in getting the community at large to recognize Aultman College as a higher education institution instead of a diploma nursing school.

This challenge has required an ongoing education process involving audiences ranging from employees of the Aultman organization to prospective and current students, and from community members to the local media. For example, the college was consistently being left out of higher education articles in the local newspaper. After several personal contacts and education sessions with “higher education beat” reporters, the college is now being included in these articles.

Student organizations on campus, increased participation in student life activities, and the increase in students accessing the services of the Learning Resource Center prove that students also find value in their Aultman College experience. Further evidence can be seen in the results of the Student Referral Program, started in Spring 2010. As of December 2011, 28 students who enrolled were referred by a current student. For a college with a student body of approximately 300, having 10% of students enroll based on a family or friend’s recommendation is statistically remarkable.



However, the college has found that the most effective way to create a separate identity has been through engagement with constituencies in ways that they value. For internal constituents, this has meant providing sound curriculum plans, meaningful degree programs, useful student services, and student life activities. Evidence that the college solicits student input in curriculum and program development is offered throughout this document. The increase in the number of

One of the primary ways the college has increased appreciation and understanding of its value has been by inviting and hosting visitors and prospective students. When prospective students come for an Information Session, they view a presentation about the college and their program of interest and tour the facilities.

Information Session presentations are regularly revised to include content that seems to be most important and relevant to potential applicants, based on questions they ask during the sessions. The sessions appear valuable to prospective students and their families as indicated by their consistent attendance.

Another important initiative that brings more people into the college and raises public understanding of its services is the Door to Discovery Campaign. The purpose of this campaign is to raise money for the completion of the science lab projects. Educational materials produced for the campaign emphasized the college's focus on natural sciences in the curriculum plans, as well as the college's desire to ignite an interest in science in younger children through community outreach.

The campaign's signature event was a Hard Hat party, held in the science lab construction zone. Approximately 100 people, including many community leaders, hospital administrators, physicians, board members, and Chamber of Commerce members attended, along with staff, faculty, alumni, and student volunteers. Hands-on science experiments were on display throughout the event. Attendees expressed their support for the college's future by pledging more than \$50,000 toward the Door to Discovery Campaign.

ACCE courses are also proving to be another way the college provides value to the community. While only in its second year, ACCE is starting to flourish and holds great promise for the future. Courses have been well-attended by external constituents, and course evaluation comments suggest that participants find value in course content.

Camp Scrubs, detailed in Core Component 5c, resulted in very positive feedback on the post-camp evaluation surveys. Following is a sample of the comments made by participants:

“Had an awesome time.”

“Thank you for making my week so great, you are such an influence on me and my friends.”

“Thank you for teaching us and letting us have that experience! It was so much fun and I learned so much.”

The ACCE coordinator continues to investigate opportunities to meet expressed needs in the community. For example, the Spanish in Health Care course is being piloted in fall 2012 to help health care providers better communicate with a growing Hispanic population in northeast Ohio.

In addition, ACCE is recognized by departments and committees within Aultman and by outside employers as a source for customized education. For example, the Advanced Practice Nurse (APN) Council of Aultman Hospital has asked ACCE to coordinate a pharmacology symposium for CEU credit that would be open to all APNs in Ohio. The course is scheduled for September 2012.

OUTREACH TO THE COMMUNITY

The college is also beginning to collect growing evidence of the impact of community outreach efforts.

Fifth Grade Science Camp

Upon three years of successful partnership with Canton Local Schools on the fifth grade science camp project, science teachers from the school district were pleased to announce that students who attended the summer science camp had a 100% pass rate on the science section of the fifth grade Ohio Aptitude and Achievement Tests. The passage rate for non-summer science camp students was 74% (+/- 1 to 2 %).

The faculty also stated that they had learned more hands-on ideas to use in the classroom which will assist in developing inquiry skills for younger students. They stated that they were pleased to be able to extend learning for gifted science students and understand new ways to teach science standards.



Get Connected

For the past two years, the college has partnered with the United Way Women’s Leadership Council (WLC) to host an event for area high school students interested in health care careers. The event, called “Get Connected,” is designed to teach high school students about the importance of building a professional network. The evening kicks off with a 15 minute presentation about networking, followed by three break-out stations.

Students rotate through each station, practicing their networking skills and gaining experience interacting in a collegiate health sciences environment. Students participate in one-on-one discussions with Aultman and WLC professionals about career goals and potential obstacles to meeting those goals. The evening concludes with hors d’oeuvres and a social hour where students practice “mingling” and handing out personalized Get Connected business cards that are provided at the start of the event.

Get Connected!
 Building Your Professional Network
 Monday, Nov 7, 2011
 5:30-7:30 pm
 Aultman College of Nursing and Health Sciences

Free, drinks and prizes!

Help, advice, pointers, and services!

Do you work in a health care field or currently care how to make it happen? There are people who want to help you as at Aultman College of Nursing and Health Sciences and learn how to build a professional network that can help you achieve your goals.

During this free-hour opportunity, you will:

- Talk one-on-one with professionals in health care and other industries
- Learn how to meet and connect with people to build professional relationships
- Get advice from current college students
- Participate in a "Thank You" thank-you learning experience
- Have an opportunity to practice your new networking skills
- Go on social media "thank you" to receive the building of your "network"

Approximately 10:00-11:00 pm

Free parking in lot #6
 (corner of Columbus Ave and 8th St.)

Yes! I would like to attend **Get Connected!**

High School: _____
 Name: _____
 Address: _____
 Phone number: _____
 Email address: _____
 Health Care Career Interest: _____

Approximately 40 students, most from Canton and Massillon City Schools, have attended the event each year. Many participants come from disadvantaged backgrounds. Teachers encourage students to dress and act as professionals for the event. Volunteer participants are consistently impressed by the students and often emerge from the one-on-one discussions visibly shaken and with a much keener understanding of the obstacles some students face in achieving their education and career goals.

The Canton City Schools instructor who coordinates student participation states:

“Students who participate in the event love the interaction with the community members and the opportunity they have to use or see hands-on equipment that they do not see at the high school level. Most of the students who attended this event as juniors anticipate going again their senior year. Teachers appreciate that students are given the opportunity to demonstrate and practice professional dress and behavior.”

The college will continue hosting the event annually and is investigating the addition of a parent workshop component, specifically geared for parents of first generation college students, in future offerings.

Community Activities

Giving back to the community is not only a college value, but an Aultman-wide value. In order to meet the graduation service learning requirement, students receive a list of community agencies with approved volunteer opportunities. In addition, students, faculty, and staff get involved in many activities that provide valuable benefits for area organizations:



Criterion 5 Engagement and Service

Community Beneficiary	Participants	Activity	Benefit
American Heart Association	Students, staff	HeartWalk	\$1000 raised
Harvest for Hunger	Students, staff	Food drive	\$600 raised and over 700 lbs. collected
Special Olympics	Students, staff	Event support	
American Cancer Society	Students, staff	Relay for Life walk	\$2500 raised
NAMI	Students	Fundraising/Walk	\$1500 raised
Akron Canton Food Bank	Staff	Sort food	1000 lbs. food sorted
Angel Auction	Staff	Event support	
Camp Elkhorn	Staff	Science instruction	
Ohio Reads	Staff	Literacy promotion	
Safety First Bike Helmet Distribution	Staff	Bike helmet instruction and giveaway to 1 st graders	
Total Living Center	Staff	Facility support	
Hartford School Outreach	Staff	Health promotion for middle school students	
Adopt A Need	Staff	Item Collection	Monthly donation of items (approx. 50 items a month)

Finally, although space can be tight as the college continues to grow, facilities are made available to constituents as scheduling permits. College facilities are available to rent to hospital departments. For example, the Bettie Sponseller Skills Lab and the Simulation Lab are utilized by the hospital to run code blue simulations on a monthly basis.

In addition, Kent State Stark rents the Simulation Lab for nursing education. Other entities that have used Aultman College's facilities include: Aultman Hospital's Paramedic program, Walsh University, American Red Cross, Aultman Blood Bank, and the Independent Hospital Network (IHN), a partnership of non-profit hospitals within the five-county area.

Although Aultman College has only officially been in existence since 2004, it has capitalized on its history and affiliation with Aultman Hospital to build relationships with its constituencies and provide services of value. As the health care industry and the world continue to change, there will always be more work to do. Identifying changing needs and allocating resources to meet those needs will continue to challenge the college.

The evolution of the Institutional Effectiveness function will provide more coordinated data collection and analysis that will help with resource prioritization. The college will also be required to continually strengthen relationships with constituents, particularly recently graduated alumni. But a strong foundation is now in place, and the seeds have been sown for the future.

“As the health care industry and the world continue to change, there will always be more work to do. Identifying changing needs and allocating resources to meet those needs will continue to challenge the college.”

SUMMARY

This report demonstrates patterns of evidence that Aultman College meets the core components of Criterion 5.

Strengths

- Aultman College has evidence of many changes made to services and facilities based on assessment data from students and outside constituents
- The college has implemented the strategic plan to obtain independence from Walsh University
- As a young college, we continue to work on plans to gain recognition within the community by showcasing the success of our students

Opportunities

- The college needs to create more opportunities and activities to allow alumni to foster engagement
- The college must conduct a community needs assessment to determine further ACCE courses required for our local community
- The college must conduct a community survey to determine local awareness of our programs and student success