

*Cox College is committed to
excellence by meeting the
educational needs of students
and the health care community*

Cox College Annual Report

JUNE 2013



COX COLLEGE
CoxHealth

Annual Report to the Board of Trustees 2012 – 2013 Academic Year

The 2012 – 2013 academic year was an exciting year for the College. The year started with a Missouri Quality Award site visit that was a wonderful learning opportunity for all of us. The detailed feedback has provided a spring board for the next phase of our Baldrige journey. This year we developed and submitted proposals for new programs (Master of Nutritional Dietetics, Master of Occupational Therapy and the post Master of Nursing Certificate), watched enrollment grow especially in the RN to BSN and MSN programs, and continued to address the changes implemented in the 2010 Higher Education Act.

The annual report provides an overview of the accomplishments for the year. Reports from specific departments are included as appendices along with the updated Cox College Balanced Scorecard at the end of the document.

Progress on Goals and Objectives for Academic Year 2012 – 2013

The annual goals for each academic year evolve from the Key Performance Indicators (KPIs) in the Strategic Plan. Each year the College Leadership Council (CLC) drafts the goals and objectives for the academic year and presents them at the August Convocation for input and feedback from the workforce. The goals and objectives were finalized by CLC and approved by the Board of Trustees on September 18, 2012.

College wide umbrella goal: Continue to assess and measure excellence across the college using the Baldrige framework.

- **Missouri Quality Award (MQA) Site Visit:** Nine MQA examiners were at Cox College for a five day site visit September 10 – 14, 2012. The visitors were very thorough asking questions about our process and organization. During the visit they talked with all but 2 employees to ascertain whether the Baldrige process was infused across the organization. The detailed feedback indicated:
 - **Key Themes**
 - **Strengths**
 - **Agility** – college’s capacity for rapid change and flexibility.
 - **Student-Centered Excellence** – commitment to Student First philosophy and multiple strategies to listen to the voice of the customer.
 - **Systems Perspective** - senior leaders manage performance based on results, including using measures, core competencies, and organizational knowledge to build key strategies. Cox

College fully understands its internal and external environment and uses this information to develop a three-year strategic plan, a plan supported by five core values that are translated into Key Performance Indicators (KPIs). Action plans are created and linked to each KPI, which are monitored monthly, and plans are adjusted if necessary by the College Leadership Council (CLC). This entire process is tightly linked, seeks significant input from students, faculty and staff, and is transparent in its delivery.

- **Opportunities**
 - **Valuing Workforce** - development of approaches to value the workforce may address workforce satisfaction and engagement, retention of high-performing and high-quality workforce members, and attraction of high-quality, new workforce members to assist Cox College in leading health care education.
 - **Focus on the Future** - Focus areas that may enhance sustainability include: (1) succession planning and development of future organizational leaders; (2) a systematic process to project performance for the organization and its competitors; (3) a systematic approach to resource allocation and workforce plan identification; (4) evaluation of financial and facility resources for the development of new programs; (5) an approach to enhance student engagement to cultivate long-term organizational advocates; (6) a systematic approach to setting long-term financial goals; (7) utilization of a formal process to examine and prepare for managing workforce growth or reductions; (8) creation of an approach to transfer the knowledge of retiring workforce members.
- **Significant Strengths in Results**
 - **Trends** - trend data of organizational performance reflects the commitment of Cox College to creating value for students and key stakeholders. Effective use of trends in the analysis of performance measures is an attribute of high-performing organizations.
- **Significant Opportunities in Results**
 - **Comparative Data** – selecting benchmarks and comparative data may identify best practices and opportunities for improvement, as well as strategies to measure performance relative to competitors.
 - **Segmentation** - understanding segments is critical to identifying the distinct needs and expectations of different student, stakeholder, market and workforce groups and may help CC to tailor programs and services to meet specific needs and expectations.
- **Organizational Chart:** Combining the systems perspective strength with the opportunities 1) valuing workforce and 2) focus on the future the college Senior Leadership Team (SLT) revisited the college organizational chart. A

revised Organizational Chart was shared with the college workforce on February 1, 2013. The new organization chart provides a : 1) vision for the future, 2) alignment of work systems and processes, 3) framework for interprofessional education and 4) opportunity to move decision making closer to the front line workforce and students. Based on feedback from the workforce, the final organizational chart (Appendix A) was approved by the CLC and Board of Trustees in March 2013. It will be fully implemented August 1, 2013.

- The **Process Management Team (PMT)** meets on a monthly basis to continue to address the MQA feedback. The focus for this academic year has been 1) understanding and adapting to the changes in the 2013 -2014 Baldrige Education Criteria for Performance Excellence, 2) Category 2 with an emphasis on clearly articulating the work processes and work systems within the college in preparation for the strategic planning process for fall 2013, and 3) Category 5 with an emphasis on valuing the workforce and measuring engagement.

Business Pillar Objectives

- **Budget implementation will result in 10% revenue over expenses margin to offset CoxHealth subsidy**

The budget for FY 2012 was built with the goal of an 11.6% margin which exceeded the objective. The final margin for FY 2012 was 14.3%. In addition to be included in the CoxHealth end of fiscal year audit, an end of the year balance sheet was developed for the college by the auditing firm to comply with HLC’s recommendations.

FY 2012 budget to actual comparison

	FY 2012 Budget	FY 2012 Actual	Dollar Difference
Revenue	\$6,843,020	\$7,145,230	↑\$302,210
Expenses	\$6,052,129	\$6,121,668	↑\$69,139
Margin	+ \$790,891 11.6%	+ \$1,023,562 14.3%	↑\$233,072

Actual budget data trended over 5 years (FY 2008 – FY 2012)

Fiscal Year	Revenue	Expenses	Margin
FY 2012	\$7,145,230	\$6,121,668	+ \$1,023,562 (14.3%)
FY 2011	\$6,283,864	\$5,161,696	+ \$1,101,836 (16%)
FY 2010	\$4,979,737	\$4,393,718	+ \$ 596,317 (12%)
FY 2009	\$4,269,350	\$4,297,440	+ \$ 15,540 (+ 4%)
FY 2008	\$4,029,031	\$4,265,029	--\$ 235,998 (- 5.9%)

- **Begin process of preparing for Higher Learning Commission (HLC) reaffirmation visit scheduled for Academic Year 2014 - 2015.**

Preparations have begun for the ten year comprehensive **Higher Learning Commission (HLC) Accreditation self-study and visit** scheduled for March 2 – 4, 2015. The PMT has developed a cross-walk linking the Baldrige Criteria to the HLC accreditation criteria. A leadership team consisting of faculty, staff and administration has begun working to develop the process and procedures to facilitate the planning for the comprehensive accreditation visit. Four members of leadership team (Dr. Lance Ratcliff, Tad Morris, Heather Stockford, Dr. Jo Branstetter and Todd Rutledge) attended the HLC annual meeting in April 2013 including the pre-conference workshop on self-study development.

Educational Programs Objectives

- **Implement Bachelor of Science in Diagnostic Imaging (BSDI) program.**

Approval to transition the diagnostic imaging specialty certificates curriculum to the BSDI was approved by the Higher Learning Commission and the Imaging Accrediting bodies. After listening to their customers, the faculty decided to add a leadership track for radiography students and practitioners interested in earning a bachelor's degree without a specialty. JRC-DMS will visit Cox College July 24 – 26, 2013 as the final stage of accrediting approval. The last class of students enrolled in the certificate programs was admitted in fall 2012 and the first class of BSDI students enrolled in spring 2013.

The 20% tuition discount offered to CoxHealth RNs to enroll in the Cox College RN to BSN program has been expanded to include CoxHealth radiology technicians (x-ray techs) enrolling in the ASR bridge course and/or the BSDI program. To encourage enrollment as the program grows the 20% tuition discount has also been extended to Cox College ASR graduates regardless of whether or not they are employed at CoxHealth.

- **Develop a graduate department with core outcomes supported by core curriculum to implement an interprofessional model of education.**

The college Graduate Council developed an Interprofessional model that includes a graduate department mission, common admission criteria, core curriculum (prefix GRA indicating interprofessional courses), and outcomes. As the new graduate programs were developed the interprofessional model was infused throughout.

Mission: *Department of Graduate Studies provides excellence in education programs to prepare advanced level practitioners for interprofessional leadership.*

Core outcomes: 1. Synthesize pathophysiology concepts to facilitate effective interprofessional practice.
2. Apply transformational leadership principles as the framework for facilitating change.
3. Synthesize research concepts to generate and implement evidence based practice.
4. Integrate critical thinking to inform decision making.
5. Integrate a spirit of inquiry, intellectual passion and ethical responsibility to ask questions that identify opportunities and evaluate outcomes of practice innovation.

- **Develop two new graduate programs for implementation in the 2013 – 2014 Academic Year: Master of Occupational Therapy (MOT) and Master of Nutritional Diagnostics (MND).**

This goal was met and expanded to include a Post Masters in Nursing (MSN) Certificate for individuals interested in eligibility for certification in a second specialty. Following approval from the College Academic Affairs Committee (CAAC), College Leadership Council (CLC) and Board of Trustees, proposals for the three new graduate programs were submitted to the Higher Learning Commission for approval. HLC scheduled a Change Visit for February 4-5, 2013 to determine if Cox College had 1) a graduate culture and 2) the resources and capacity to add new graduate programs.

- At the February 2013 HLC Board meeting the Master of Nutritional Diagnostics (MND) was approved. The MND will transition the post baccalaureate 10 month Dietetic Internships to a graduate degree effective fall 2013. There are two entry points into the MND program 1) graduates from an approved nutrition/dietetic bachelor degree program seeking the MND with the clinical competencies required for eligibility of the Register Dietician credential and 2) Registered Dieticians seeks a graduate degree.
- At the April 2013 HLC Board meeting the Master of Occupational Therapy (MOT) was approved. MOT will be an entry level masters degree with three entry points: 1) students seeking their first degree which will include general education course work along with the professional courses in a 5 year plan of study, 2) graduates of associate degree Occupational Therapy Assistant (OTA) programs who meet the required pre-requisite general education course work and who receive appropriate advanced standing credit can complete their MOT in 3 years and 3) students with a bachelor's degree in Occupational Therapy can earn their MOT in 2 years. Pending hiring a MOT Chair to oversee finalizing the curriculum development and marketing plan, the MOT program will begin in spring 2014.
- At the April 2013 HLC Board meeting the Post MSN Certificate was approved. Students in this program will enroll in course work currently offered for their chosen specialty and will begin in fall 2013.

Customer Experience Objectives

- **Implement degree audit (CAMS) and online registration for all students**

Degree audit was completed and online registration was available for spring 2013 registration with the exception of General Education students. The Degree audit identified some issues that had not been anticipated related to linking pre-requisite courses to courses available for registration.

- To address the issues a pilot was developed: faculty teaching summer courses will review the pre-requisites for their assigned courses. Any changes needed will be routed to the Dean, who will then forward the changes to the Vice President for Student Services to update the Master Catalog in CAMS.
- Developing process and procedures for ensuring accuracy of all courses to be developed based on the outcomes of the pilot.
- Through this process and the increased number of courses offered every semester, it became apparent that the college would need to create a full time position for a Registrar to manage the master calendar. The Registrar position was posted in May 2013 with the goal of having this position filled by July 2013 to prepare for full implementation of online registration for October 2013 for the spring 2014 semester.

- **Implement a new Cox College website integrating the Education Center**

A team of faculty and staff worked with an outside vendor to design and build the new college website. The new website (www.coxcollege.edu) provides more interactive components such as the ability to apply and pay application fees online. Cox College Education Center is fully integrated into the new website and provides improved communication and registration options for internal (CoxHealth) and external customers. Another benefit of the new website is the ability to track webpage “traffic” which will help identify the audience and marketing range.

- **Implement and evaluate two new partnerships: Cox College/Drury University Dual Degree Program in Cabool and Collaboration with Southeast Missouri College of Health Science to provide RN to MSN education.**

The first students were admitted to the Cox College/Drury University Dual Degree program in August 2012. The first cohort has 22 students who are currently completing their second semester. Applications are being accepted for the second cohort to start in August 2013. The first nursing/medical assisting courses will begin in January 2014.

- In September 2012, the Higher Learning Commission approved the additional campuses to allow for expanding Cox College programs to Cabool and Monett in 2014. A site visit will need to be scheduled within 6 months of the first Cox College courses being offered in Cabool to insure that the resources are adequate to support the programs.

- At this time the Cox College/Drury oversight team continues to see grant funding and/or a donor to renovate the open space for a Simulation Center. The team has worked with Drury's Architecture Department to design the Simulation Center. The goal is to begin construction last summer of 2013 assuming funding is secured.
- A Planning Grant was funded by the Missouri Foundation for Health (MFH) to do an environmental assessment to provide data for strategic decision making to expand the Dual Degree Program to Monett in fall 2014. With the grant dollars two students from Drury University were hired to interview employers, local workforce centers and the high schools to determine 1) the future employment needs and 2) potential student interest. This data will be used to identify 1) the Cox College health science program that will be offered in Monett in addition to the Bachelor of Science in Nursing and 2) the size of the dual degree cohorts to meet the needs of employers.

Workforce Experience Objectives

- **Employee retention from August 1, 2012 – July 31, 2013 will exceed 90%.**

Based on known resignations as of May 1, 2013, the employee retention rate is 92.4% from August 1, 2012 – June 30, 2013. Three of the individuals who left the college accepted positions elsewhere in the CoxHealth enterprise.

	Workforce Retention rate
2012 – 2013*	89.9%
2011 – 2012	89%
2010 – 2012	93%
2009 – 2010	86.8%
2008 – 2009	82.3%

* Education Center included for the first time.

- **Results of the We Want to Know Survey will reflect the 2012 Action Plans.**

Based on the results of the 2012 We Want to Know Survey an action plan was developed by a team of faculty and staff to address the communication within the college. The action plan included:

- Clearly articulating the college objectives designed to guide the work for each academic year.
- Senior Leadership will make informal rounds on a regular basis to maintain open communication.
- The Cox College Intranet was developed and launched to provide a vehicle for information sharing.

- Each employee identified a personal goal stating what action they would take to enhance communication.

The 2013 We Want to Know Survey is scheduled for the Cox College workforce May 13 – 31, 2013.

Systematic Assessment Objective

- Design and implement an Institutional Effectiveness plan to address Baldrige Category 4: *Measurement, Analysis and Knowledge Management*.

The Process Management Team decided to put this goal on hold pending the Strategic Planning Process that will occur in fall 2013. The Institutional Effectiveness Committee (IEC) is working on strategies to clearly measure general education outcomes to comply with an HLC requirement of three assessment data points by 2015.

- The Updated Balanced Scorecard is presented as Appendix G. The 2011-2013 Strategic Plan will be revisited in fall 2014 to create the 2014-2016 Strategic Plan for the college

The following items are noteworthy initiatives and/or accomplishments outside the 2012 – 2013 Academic Year goals and objectives.

Enrollment

Enrollment at the college continues to grow, not only in the number of students but also in the number of credit hours.

	Students	Credit Hours		Students	Credit Hours
Fall 2012	849	8,833	Spring 2013	843	9,195
Fall 2011	812	8,390	Spring 2012	839	8,777
Fall 2010	626	7,090	Spring 2011	688	7,646
Fall 2009	508	5,669	Spring 2010	574	6,163
Fall 2008	441	5,034	Spring 2009	450	5,063

Student Satisfaction Inventory

The Student Satisfaction Inventory (SSI) is completed each year during the spring semester and the college has been able to trend data over time. 221 students completed the SSI in 2013 compared with 263 students in 2012 and 222 students in 2011. The GAP score measures the differences between the student’s perception of the “importance:” of the

item and their “satisfaction” with their experience related to the item. A score of 1 means that satisfaction meets expectation/importance for an item and a GAP score of less than 1.0 means satisfaction exceeds expectations. The six year trended data for the Category GAP Score is presented below. After two consecutive years of improvement in each category the 2013 results are somewhat concerning and in need of further investigation. The only category that demonstrated improvement (lower GAP score) for 2013 is Recruitment and Financial Aid.

While the GAP scores have increased, Cox College GAP score is below (ideal) or at the national average for:

- Campus Life (Cox College (CC) 0.76: National Average (NA) 0.81),
- Campus Support Services (CC 0.60: NA 0.60),
- Registration Effectiveness (CC 0.97: NA 1.02)
- Safety and Security (CC 0.81: NA 1.20).

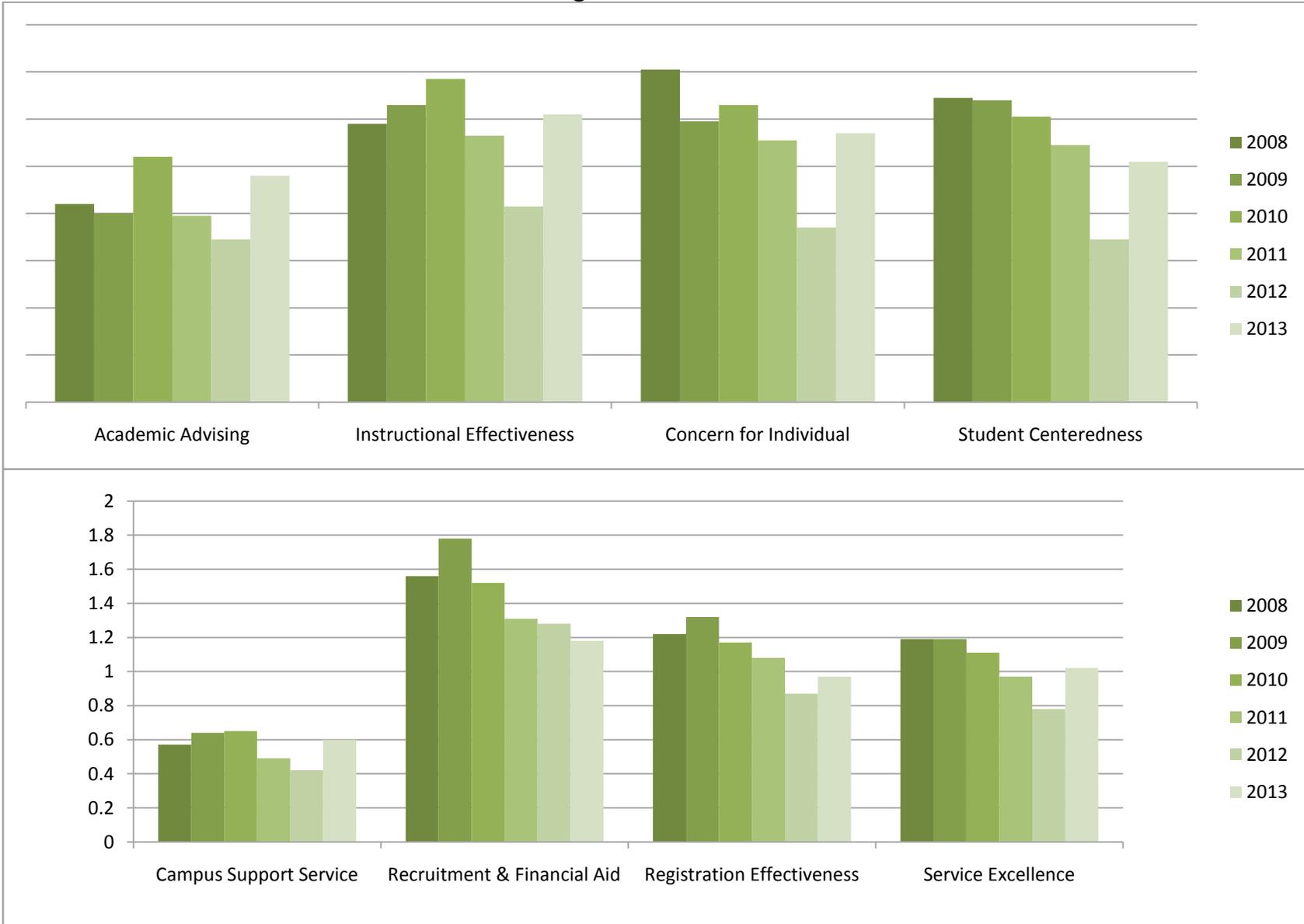
Another interesting observation is that the data suggests Cox College students’ perception of importance is higher than the national average in a number of category:

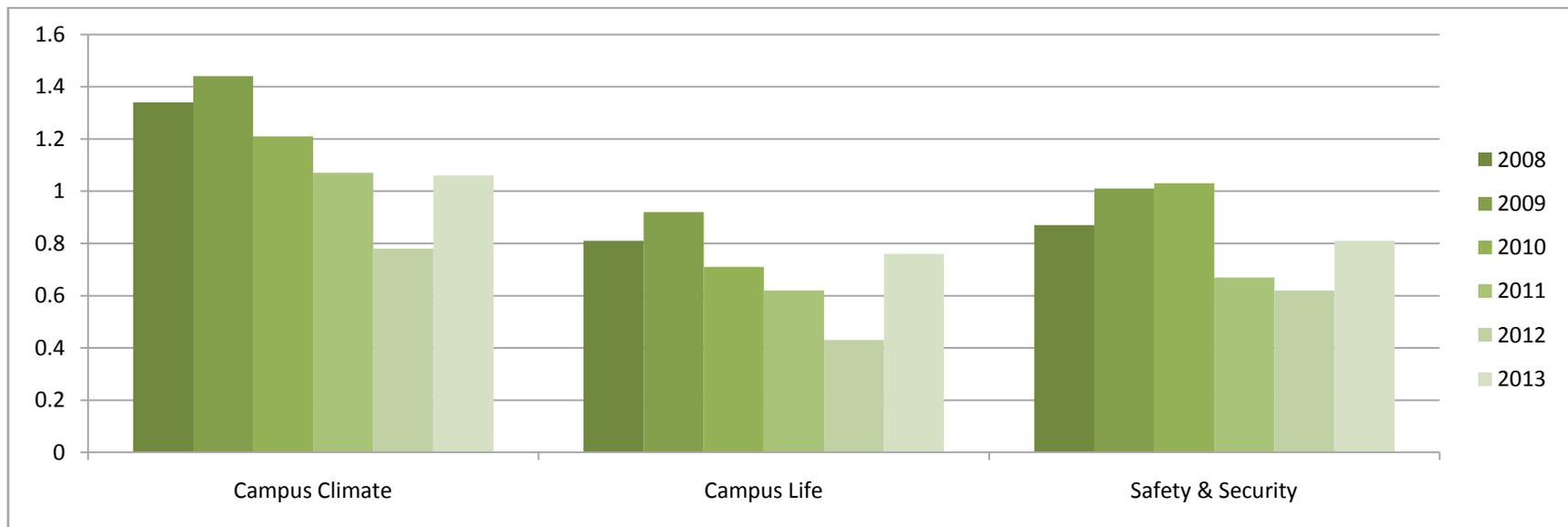
- Student Centeredness (CC 6.34: NA 6.24),
- Instructional Effectiveness (CC 6.60: NA 6.38),
- Recruitment and Financial Aid (CC 6.47: NA 6.22),
- Campus Support Services (CC 6.25: NA 6.06),
- Academic Advising (CC 6.54: NA 6.34),
- Registration Effectiveness (CC 6.43: NA 6.20),
- Safety and Security (CC 6.44: NA 6.20),
- Concern for Individuals (CC 6.44: NA 6.20),
- Service Excellence (CC 6.30: NA 6.06)
- Campus Climate (CC 6.34: NA 6.21).

A number of categories suggested that Cox College students’ satisfaction was also higher than the national average:

- Recruitment and Financial Aid (CC 5.29: NA 5.12)
- Campus Support Services (CC 5.65: NA 5.46)
- Academic Advising (CC 5.57: NA 5.52)
- Registration Effectiveness (CC 5.46: NA 5.18)
- Safety and Security (CC 5.63: NA 5.00)
- Service Excellence (CC 5.28: NA 5.22)

SSI Trended GAP Score Data for the Eleven Categories

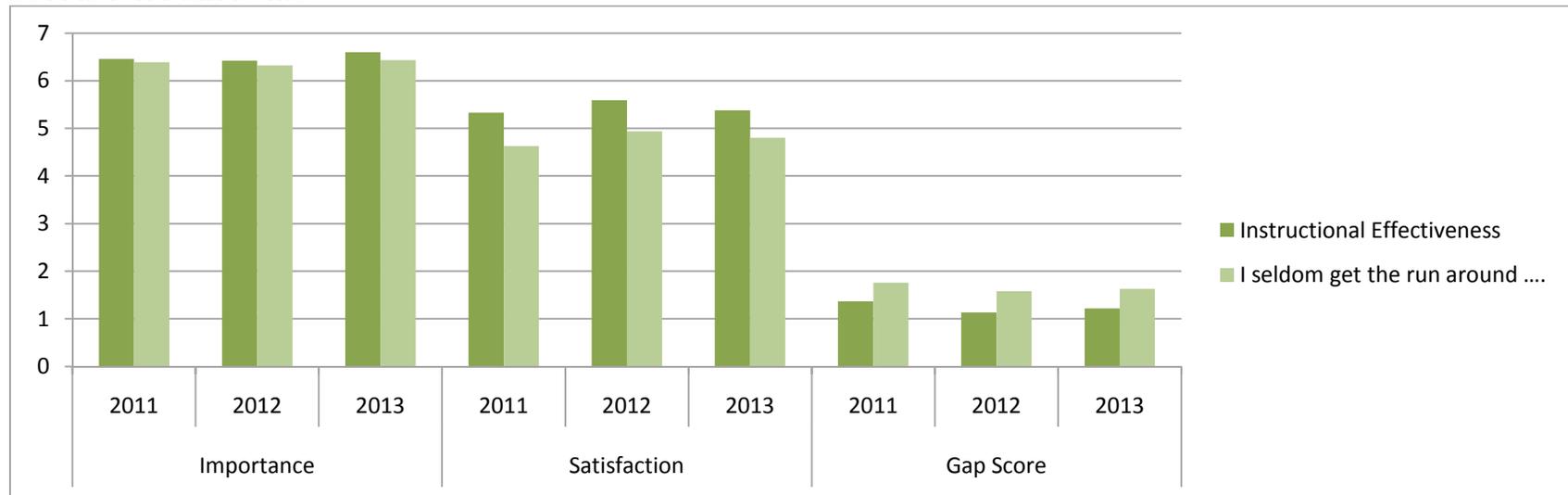




The two SSI items that have been the focus of action plans include: “I seldom get the run around” and “Instructional Effectiveness.” The 2013 GAP scores for these items are consistent with the 2012 results indicating that perceptions have not changed. There are initiatives in process such as full implementation of the LEAN project streamlining the admission process and the Continuous Quality Improvement project designed to decrease students’ perception of “getting the run around.”

	Importance			Satisfaction			Gap Score		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Instructional Effectiveness	6.46	6.42	6.6	5.33	5.59	5.38	1.37	1.13	1.22
I seldom get the run around	6.39	6.32	6.43	4.63	4.94	4.8	1.76	1.58	1.63

SSI Action Plan Items



Continuous Quality Improvement Projects

As part of the college Baldrige Journey, the college workforce has been developing tools for continuous quality improvement. In 2012 a full scale LEAN project was implemented to look at the admission process from the student's perspective. In 2013 Todd Rutledge and Jim Freeman participated in the continuous quality improvement (CQI) training and implemented a project looking at the process used for students need to re-take the HESI (nursing standardized exams) tests in the Academic Resource Center (ARC).

- The **LEAN process** was introduced to Cox College at the fall 2012 convocation. The LEAN process was being used by CoxHealth to evaluate processes within the health system. The purpose was to help everyone understand the process, see the process through the eyes of the customer and employee and see how the process could be improved. The college administers an annual Noel-Levitz Student Satisfaction Inventory each spring. The inventory measures the "importance/satisfaction" of general areas relating to college students and the difference between the two is a "gap" score. One of the questions on the inventory is "I seldom get the "run-around" when seeking information on this campus." The College Leadership Council (CLC) decided to apply the LEAN process to the results of this question. A team was chartered to explore this process. The team consisted of faculty and staff and drew upon student input as needed. This team looked at the process a student has to complete to become a student at Cox College and up to the time they are ready to register for classes. The process looked at

every area that touches a prospective student; admissions, financial aid, information technology, transcript evaluation and advising. The team identified “gaps” during and between each process. The LEAN process proved to be a very valuable tool to the college. We learned to “think outside the box” and see the process through the students, faculty and employees eyes. The college learned “where” and “why” the gaps occurred and were able to greatly improve the overall process. The LEAN process helped everyone better understand the overall process.

Some of the changes included:

- Changing the wording on the college application for better understanding
 - Quicker access for the prospective/applicant and admitted student to the student portal
 - Changed the format of the new student orientation
 - Published dates regarding financial aid deadlines
 - Developed a set of FAQs for the financial aid area
 - Better recording and tracking of data
- The **CQI project** implemented in spring 2013 looked at the process of proctoring the HESI exams when students needed to re-take it. The practice had been that each student would contact the Academic Resource Center (ARC) and schedule a time to have the exam proctored. The lack of a structured process resulted in students have incomplete grades at the end of the semester, the ARC staff’s time consumed proctoring HESI retake exams precluding them from other duties, and general frustration on the part of students, faculty and staff. The CQI team comprised of ARC staff, faculty, and a student used the CQI tools to review the process, listen to stakeholders and develop a systematic process being piloted in May 2013.

Leadership Development Opportunity

New this year at the college was the **Lead, Educate, Align, Develop (LEAD) Program**. The LEAD program was developed to provide an opportunity for members of the workforce to develop a skill set that could be utilize in both informal and formal leadership roles. Applications for the program included an essay and commitment to the full year program. The inaugural class included: Beth Keith (Education Center), Briana Simmons (Admissions), Joelene Powell (Faculty), Marcia Wilmes (Faculty), Mindy Wiese (Faculty), Michelle Buchman (Faculty), Michelle Jacobs (Education Center) and Rebekah Fischer (Admissions). The LEAD group met monthly for a full day of learning and sharing. In addition to the monthly discussion groups, LEAD participants selected and completed a community service project. The LEAD program was designed by Sonya Hayter and Jim Freeman. Applications are now being taken for the 2nd LEAD group for the 2013 – 2014 Academic Year.

2012 – 2013 Cox College LEAD Program

Month	Topic	Speaker
September	Leadership Development	Dr. Ron Bogart
October	Difference between Leadership & Management	Mr. Ron Ponds
November	Communication	Ms. Nancy Bogart
February	Developing Effective Teams	Ms. Jennifer Freeman
March	Five Practices of Exemplary Leadership	Dr. Doug Hayter
April	Women in Leadership	Dr. Shirley Lawler
May	Leadership Ranch	Group Project

Workforce Education Days

The 2012 – 2013 Academic Calendar included two mandatory workforce education days. The goal of the workforce education days is to provide the required training that cannot be accomplished without designated time. The training on October 10th was presented by Derek Teeter from Husch Blackwell in Kansas City focusing on FERPA, Title IX and Social Media. The March 15th education day included a presentation on TeamSTEPPS by Tracy Mitchell as an effort to provide communication skills and team building opportunities.

Education Center Fully Integrated Into the College

The Education Center came under the college umbrella in January 2011. The first year was spent decentralizing the services and workforce that comprised the old Educational Services model. During the 2012-2013 Academic Year the Education Center became fully integrated into the college.

- The Education Center physically moved to the College in September 2012. The Education Center office and most classrooms are located on K400, the Basic Life Support classroom is located in classroom 3 in the basement of the college proper and the staff offices are in the college proper on 4th floor adjacent to the graduate faculty offices. Having designated classrooms allows the staff to leave their equipment and supplies set up, eliminating the set up and take down time. This not only has improved efficiency but also the workforce satisfaction. Feedback from customers enrolling in these courses has been very positive.
- The Education Center has been integrated in the college website. The Education Center class schedules are available through the website and participants can enroll in classes and/or conferences as well as pay online. Again the increase efficiency is appreciated by staff and customers.
- There is Education Center representation on college committee and activities building collegial working relationships. Two of the Education Center staff participated in the LEAD project. The Education Center Dean is a member of the college Senior Leadership Team.

Education Center partnership with MSU to offer a Master of Health Administration (MHA) for CoxHealth workforce

One of the recurring items that emerged from the We Want to Know Survey across CoxHealth has been the desire for professional development. The Education Center conducted a survey in 2012 to determine what the workforce might be interested in terms of an additional non-clinical degree. An MHA was the overwhelming response and this was verified through meetings with the Cox Young Professionals. The Education Center worked with Missouri State University (MSU) to develop a partnership to offer a hybrid, cohort model of the MHA program for the CoxHealth workforce. The first cohort has 30 students from across the CoxHealth enterprise and will begin in July 2013. Courses will be taught by MSU faculty and the degree will be from MSU.

Lunch Buddies

Cox College partnered with the Boys and Girls Club to participate in the Lunch Buddy program. The 5 Cox College participants were assigned to a Northside early elementary school student and they met weekly for lunch at the respective schools. All five of the Cox College participants reported that “school lunches were what they remembered” and each one had great stories to tell about their lunch buddy. One Cox College participant said “I think I was the first consistent person in his life, I didn’t dare miss a week because he looked forward it. This was an easy way to make a huge difference in the life of a child.”

Student First Award Winners for 2012 – 2013

October 2012 – Michelle Buchman (Faculty)

November 2012 – Tina Tarter-Hamlet (Faculty) and Kristen Torgerson (Adjunct)

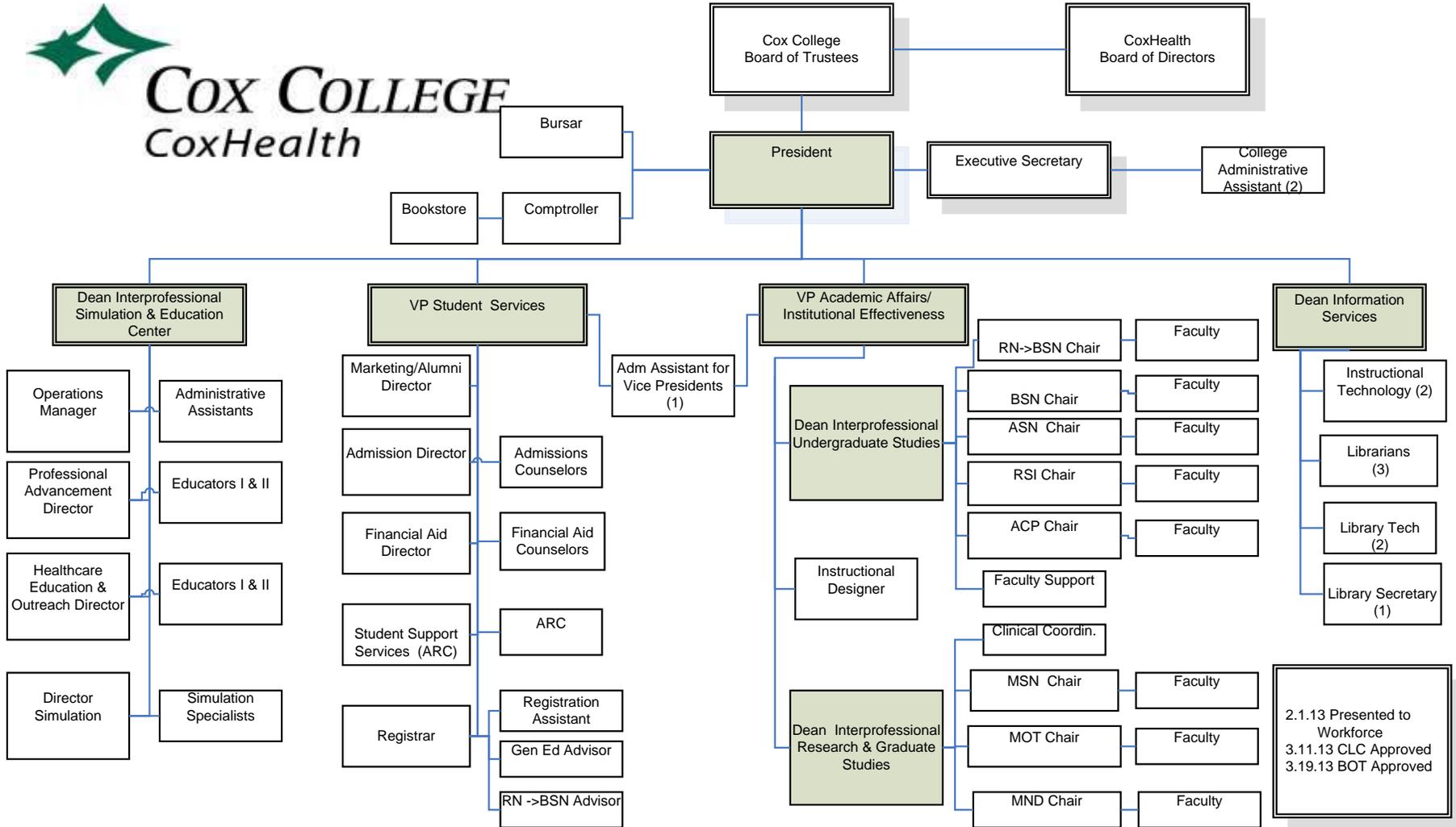
February 2013 – Jimmy Sode (Administrative Assistant)

Board of Trustees

- September 2012: First Cox College Board of Trustees new member orientation program.
- September 2012: New Board Members included Jan Harris, Dr. Mike McCorkle and Mark Haseltine
- December 2012: Hayley Hansen, Partner at Husch Blackwell in Kansas City provided Board development addressing the role of Board members in Higher Education and HLC Minimum Expectations Ensuring Board Autonomy
- June 2013: Dr. Hal Lurie (1999 – 2013) and Dr. Robin Vogt (2003-2013) will complete their Board terms

The following Appendices B – G address specific departments within the College and faculty/staff scholarly work accomplished during the academic year.

Appendix A: Organizational Chart



Appendix B: Student Services

Financial Aid

- Cox College was awarded a Missouri Department of Higher Education Loan Default Grant for the third year. The \$5,500 grant assisted in funding a 0.5 FTE Loan Default Counselor and a number of student learning activities to increase students' financial literacy and accountability for loan re-payment.
- The Cox College Financial Aid Staff was one of many local college and universities that participated in the FAFSA (Free Application for Federal Student Aid) Frenzy event held at OTC this February that assisted students and families in completing their financial aid applications. FAFSA Frenzy was offered through a partnership which includes the Missouri Department of Higher Education, Missouri Association of Student Financial Aid Personnel, Missouri Higher Education Loan Authority, Lumina Foundation for Education, and USA Funds.
- The Cox College Financial Aid Staff participated in the **Missouri Association of Student Financial Aid Personnel – MASFAP state** conferences, USA Funds workshops, and a variety of webinars to stay up to date on the federal regulations from the U.S. Department of Education.

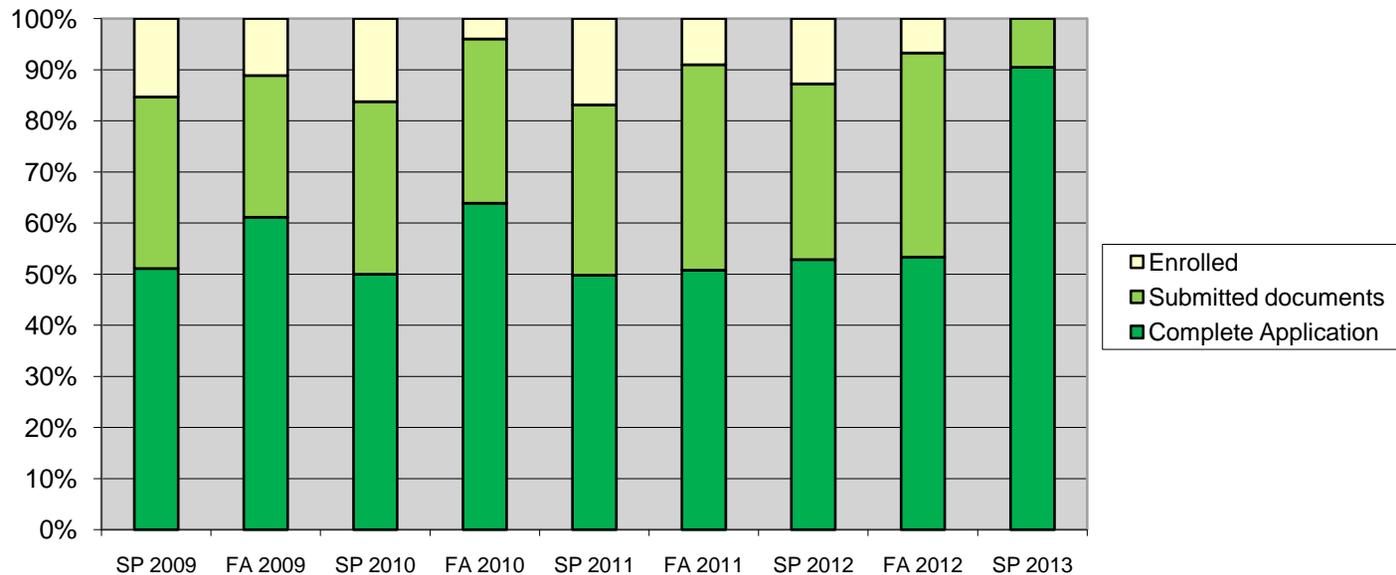
Marketing/Alumni

- Last fall the parking lot of Cox College was spruced up with colorful new banners not only promoting Cox College, but also our core values of Student First, Highest Quality, Communication, Nothing is Impossible and Lifelong Learning. Matching panels will be installed this spring in the Fountain Plaza courtyard.
- New directional signage has been implemented on the third floor of the College to identify college access to the new inter-professional Simulation Center, and to help students and visitors within the Simulation Center navigate the Virtual Hospital, Simulation Lab, Skills Lab and Education Center.
- September is always an exciting month with Alumni Weekend and this last one was no different! Cox College took a group of alumni for a day trip to Crystal Bridges Museum of American Art in Bentonville, Arkansas. We returned that evening to a great dinner and wonderful time of fellowship with both Burge and Cox College alumni, faculty and staff. More than 100 was in attendance at last fall's alumni events.
- On January 21, 2013, Cox College launched our new website. This website is much more user friendly and allows prospective students to apply and pay online, alumni to request and pay for transcripts, or make a donation to support Cox College. It also provides an online venue for the Education Center. Their customers can now view a full schedule of classes and conferences and register and pay online. If you haven't already, please visit us online at www.coxcollege.edu.

Admissions

Open House: The Spring 2013 Open House once again welcomed potential students and their families to Cox College. Faculty, staff and students were on hand to welcome in over 250 visitors that consisted of approximately 100 potential students. This event continues to be a great opportunity for potential students to visit with faculty, staff and current students at one location while taking in the culture and atmosphere of Cox College. Those that attended were able to watch a live simulation in the Simulation Lab, learn how the radiography students utilize equipment in the OR, see demonstrations in Medical Billing/Coding and learn what is required with online classes plus visit the bookstore, library and the Academic Resource Center. The success of the Open House has grown over the years increasing awareness of Cox College offerings. Attendees can complete an application during the Open House and the application fee is waived. Figure below depicts the percentage of Open House applicants who complete the application process by submitting documents and the percentage of those that follow through with enrollment. Fall 2012 and Spring 2013 percentages will increase over the next year as students enroll.

Cox College Open House Application Tracking



Appendix C: Academic Affairs

As evidenced in Appendix A, the new organizational chart significantly alters the structure of Academic Affairs. Many positive, student-centered changes are expected with this new structure, including collaborative research projects and curriculum initiatives. Along these lines, the new structure will allow greater faculty and student teamwork across the various fields of study, providing a “team sport” model for instruction and learning, similar to the practice of health care. It becomes apparent when reading the following highlights across Nursing and Health Sciences that there is a natural creation of the Division of Interprofessional Undergraduate Studies, and the Division of Interprofessional Graduate Studies, respectively.

Department of Nursing

- All 44 of the Fall 2012 Associate of Science in Nursing graduates successfully completed the National Council Licensure Examination (NCLEX) for Registered Nurses; bravo to these new RNs on the 100% pass rate.
- Congratulations to Cheryl Mefferd, Accelerated Bachelor of Science in Nursing student, on earning a \$500 scholarship and being recognized as a Student of the Year finalist with the Springfield News-Leader’s Salute to Nurses award.
- Congratulations to Assistant Professor Cozi Bagley, winner of the Springfield News-Leader’s Salute to Nurses honor as Educator of the Year.
- Assistant Professors Deborah Groves and Leisa Lower will accompany 19 students to Haiti later this month (May) for a working field experience in NRSI 390, one of the Nursing elective courses.
- Assistant Professor Tina Tarter-Hamlet will be chaperoning 10 students to Camp Barnabas, a Christian camp for youth with life-threatening illnesses and disabilities.
- Continued growth is occurring in the Master of Science in Nursing program, as a record total of 22 students will be graduating this month (May).
- The proposed post-Master’s certificate in Nursing received approval from the Higher Learning Commission in April 2013, thereby giving students the potential option for streamlined entry into an additional graduate certificate track.

Department of Health Sciences

- Various curriculum changes to the Associate of Science in Radiography, and the Bachelor of Science in Diagnostic Imaging, have further aligned those programs for purposes of course transfer, area(s) of specialization, and date of graduation.

- As another example of Cox College meeting the needs of the health care community, the Medical Billing, Coding, and Transcription faculty are preparing to update the training of existing coders at CoxHealth by means of instructing the new International Statistical Classification of Diseases and Health-Related Problems (ICD-10) codes.
- Strategic revisions to the course of study for the Associate's in Medical Assisting have decreased overlap in the curriculum and improved the breadth of student education. Enrollment for the program continues to climb.
- The recently-implemented Bachelor of Science in Diagnostic Imaging is seeing tremendous interest from prospective students. The program offers a number of specialty tracks and is primarily online.
- At its February meeting, the Higher Learning Commission granted approval for the Dietetic Internship to become the College's second graduate program, a Master of Science in Nutritional Diagnostics. The first cohort of students has already been admitted.
- The proposed Master of Science in Occupational Therapy received approval from the Higher Learning Commission in April 2013. This program is exciting for many employers, as occupational therapists are in strong demand throughout the region.

Appendix D: Simulation Center

The Simulation Center serves as a teaching and learning environment designed to assist Cox College students in applying the knowledge they have acquired in the classroom with the skills they will need to perform as a professional health care providers in a variety of health care settings. Simulation experiences can have a beneficial impact by improving confidence, critical thinking, student satisfaction, and cognitive development. Under the guidance and supervision of the Director of Simulation, Simulation Specialists and faculty members, the on-going pursuits of the Simulation Center are (1) to enhance the learning activities of the students utilizing the labs, (2) to provide the most current materials and equipment relevant to support the various programs, and (3) to promote excellence in clinical skills through activities designed to create a dynamic, innovative, and cutting-edge learning environment for all students enrolled in at Cox College.

The Simulation Center consists of: Virtual Hospital, Simulation Lab, and Skills Lab. The Virtual Hospital and Simulation Lab are equipped with patient care rooms, mannequins, models, equipment and supplies. The Simulation Center offers many levels of modalities for students to learn and practice the skills and concepts needed to be successful in the clinical setting. The Simulation Center has several high-modality mannequins available for simulation activities, including: Laerdal 3G, Laerdal SimMan, Laerdal SimJunior, Laerdal SimBaby, Gaumard Noelle, and Gaumard Hal. Other low-modality manikins include Nursing Anne and Kelly static manikins. Additional trainers are available in the Simulation Center such as: obstetrical delivery pelvis, ostomy model, audible blood pressure training arms, torso models for injection, urinary models for catheterization, IV pumps, Chester chest model for central lines, multiple EKG machines, pediatric ventilator, hemodialysis unit, and a MedSim ultrasound trainer. The Simulation Center welcomed the addition of Laerdal's SimJunior, a 5-year old high modality manikin, and a de-energized radiology table.

The Virtual Hospital is a 28-bed hospital unit where students have the opportunity to learn and practice in a real hospital setting. The L300 unit is comprised of a medication room, nurse's station, linen room, and 14 patient rooms equipped with hospital beds, call light system, and built in gasses and suction. This unit has all the parts of a normal hospital unit which serves to add to the realism and increase student preparation prior to and during their clinical experiences. The following learning objectives are emphasized using this type of activity in the Virtual Hospital: prioritization, delegation, and interprofessional communication.

The 19,000 square foot Simulation Lab houses five separated rooms with sliding doors and a six bed area that is separated with ceiling anchored curtains to maintain privacy. An additional three enclosed rooms are used for the Ultrasound students to practice required imaging skills. This unit has been restored to its original look and it holds all the

amenities that any critical care unit has with all the functionality of the gasses, alarms, call bell system, suction, monitors and more.

Simulation scenarios are designed so that students have the opportunity to bridge theory and knowledge to clinical practice in a safe environment. Scenarios are developed and implemented based on student learning needs, program and course objectives, and clinical expectations. Three debriefing rooms are available so that students have the opportunity to self-reflect, view performances, ask questions, and receive feedback on their performance.

Cox College's Simulation Center also provides services that allow CoxHealth to train and re-credential new and existing employees. Labor and Delivery utilizes the Simulation Center to hold their annual Summer Splash. The Neonatal Intensive Care Unit schedules several training sessions for their transport team. The Simulation Center also provides a great environment for learning for the RN ReEntry program as well as the CNA program.

Every semester the Simulation Center hosts a mock disaster scenario. Together with the Area Health Education Center (AHEC) 30-40 victims are moulaged, triaged, and treated after a mass casualty incident occurs in the Springfield area. The mock disaster scenario provides a wonderful opportunity for Cox College students to participate in an interprofessional learning environment. Other participants include: CoxHealth chaplain and security, CoxHealth volunteers, medical residents from Family Medical Care Center (FMCC), and Cox College alumni members.

The Simulation Committee was created to promote the Interprofessional model through the use of simulation at Cox College. The Simulation Committee collaborates in developing learning opportunities that allow students of Cox College's various programs to work together. The Simulation Committee also provides an opportunity for faculty development specific to Simulation. Learning consists of the various aspects of simulation such as: pre-briefing, scenario development, debriefing techniques, pre-work assignments, and integrating simulation into the curriculum. The Simulation Committee also is responsible for producing and distributing processes and procedures related to the Simulation Center.

2012-2013 Simulation Center Activities

Activity Type	Program	Sessions	Participant Total	Participant Medical Assistant	Participant Radiography	Participant Ultrasound	Participant RN	Participant Other*
Scenarios	Nursing	129	1166				1166	
	RN ReEntry	4	14				14	
	ASR	2	43		43			
	Ultrasound	1	1			1		
	MACC 314	2	5	5				
Competency		37	1180				1180	
Skill Instruction/ Practice	ASR	2	44		44			
	ASR (room)	85	680		680			
	CNA	20	100					100
	MACC 314	16	96	96				
	Nursing	155	4598				4598	
	RN ReEntry	2	8	8				
Ultrasound	100	1100			1100			
Virtual IV	Nursing	Open	170				170	
Skills Lab Practice		Open	290+				290+	
MicroSim	Nursing	14	231				231	
Workforce	NICU Transport	5	48				24	24
	Summer Splash	3	100				100	

Appendix E: Department of Information Services

IT

The demand for **wireless connectivity** in classrooms and throughout the college has grown significantly in recent years. The availability of wireless laptops, iPads, and smart phones, combined with the availability of e-learning tools escalated the upgrade to the college wireless network over the 2012 Christmas break. This upgrade included:

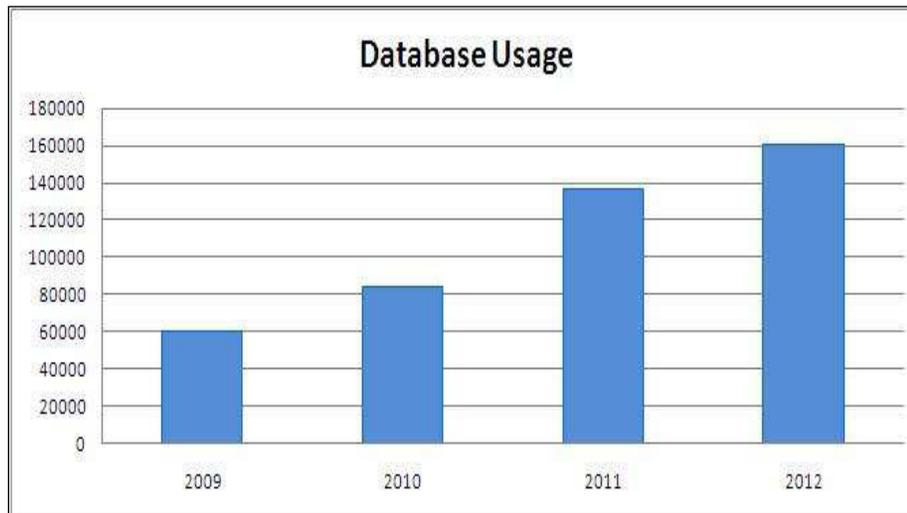
- New access points (20% better coverage across the college)
- Higher speeds and thus better delivery of content & usability of wireless network
- Security measures to stay in compliance with US Higher Education Opportunity Act
- Better management of the college wireless infrastructure, and
- Providing a wireless infrastructure that is up to date and expandable.

CC has contracted with **Biometric Signature ID (BioSig)** to positively verify student identity remotely. BioSig-ID verifies a students' ID using just a mouse, touchpad or touch screen as long as the device used supports Flash or HTML5. This will allow the college to meet Section 602.17 of the new re-authorized education Act of 2008 requires that an institution have a process to establish that a student who registers in a distance education course is indeed the same student that receives the academic credit. BioSig was piloted in the Spring 2013 semester and will be fully implemented in online classes beginning Summer 2013.

According to the IT internal online tracking **statistics**, 71% of the IT requests received are from the college workforce (faculty and staff) with 23% received from the students. This correlates with the responsibilities of the IT staff to support the academic applications of the college – CAMS (Comprehensive Academic Management System) and eCollege (online platform). The IT staff develop and refine integration between the two applications and provides reports as requested for the faculty and staff.

Library

Usage of online literature databases with linkage to full-text journals has continued to grow. Integration of embedded passwords to these resources from the eCollege platform, allows the students to have immediate access (without remembering passwords) directly from their online course. In addition, eBook usage has had a steady increase of customers “viewing” these books since we began tracking in 2010 4,996 views to 5,597 views in 2012.



As the college continues to add new programs, the Librarians collaborate with instructors to ensure that we provide appropriate supporting resources for the students. For the past three years, student use has been identified as the 2nd or 3rd primary purpose why our customers use the library services. We continue to strive to maintain and enhance our informational resources both in print and online for our customers.

Appendix F: Education Center

The Education Center completed their transition from Cox South to their new home on K400 at Cox College in October 2013. New signage and permanent space has been a huge customer and workforce satisfier. The following provides an overview of the services provided by the Education Center during the year.

- CoxHealth's **AHA Training Center Served 9771 participants** across our 22 county service area. In addition to CoxHealth, customers included local daycare centers, dental practices, manufacturers, first responders, scouts, churches, senior citizen groups, civic groups, students and other organizations in the health care community.

Life Support Courses	CoxHealth Attendees
Advanced Life Support (ACLS)	610
Basic Life Support (BLS)	1869
Neonatal Resuscitation Provider (NRP)	227
Pediatric Advanced Life Support (PALS)	306

- Annual Continuing Education Hours granted through the Education Center
 - **Physician Continuing Education (CME): 457.75 CME Hours**
 - Examples of CME offerings
 - ½ Day Trauma Conference
 - ½ Day Cardiovascular Services Conference
 - Community Based Research Conference: The Time is Now
 - Coughing, Sneezing, and Wheezing Conference

- Decisions in Trauma Conference
 - 26th Annual Geriatrics Conference
 - Mission Possible: Successful Treatment for Autism Spectrum Disorders Conference
 - Sports Medicine Conference
- Examples of Enduring Materials for Physician Education
 - Anticoagulant Update for Medical Professionals
 - Impaired Medical Professionals
 - Physician Leadership Development
 - Universal Protocol at the Bedside
 - Stop CAUTI for Medical Professionals
- **Nursing Education through the Missouri Board of Nursing (MONA): 446.5 MONA Contact Hours**
 - Examples of MONA offerings
 - 13th Annual Pediatric Conference
 - Cancer Chemotherapy
 - Cardiac Dysrhythmia Interpretation
 - Coughing, Sneezing, and Wheezing Conference
 - Evidence-Based Practice
 - Neurophysiology: A Logical Approach
 - Pediatric Emergency Assessment
 - Stepdown in Trauma
 - Updates in Critical Care Conference
- Numerous **conferences** were provided to the interdisciplinary medical community. Types of credit awarded for these conferences include: Physicians; Physician Assistants; Nurse Practitioners; Nurses; Respiratory Therapists; Physical and Occupational Therapists; Speech Therapists; Athletic Trainers; Nursing Home Administrators; Social Workers; Trauma Hours; Stroke Hours; Chaplains; and Pre-hospital. The table below delineates the CoxHealth workforce served by the continuing education offerings and the community members.

Conference	Total Attendance	CoxHealth Attendees	General Public Attendees
½ Day Cardiovascular	111	111	N/A
½ Day Trauma(Spring)	129	129	N/A
½ Day Trauma (Fall)	57	57	N/A
Air Care	189	166	23
Austere Medical	101	22	79
Breastfeeding	28	10	18
Coughing, Sneezing, and Wheezing	105	26	79
Critical Care	102	80	22
Decisions in Trauma	143	109	34
Grant Writing	30	17	13
Evidence Based Practice	30	30	0
Geriatrics	103	60	43
Pediatric Autism	112	3	109
Pediatrics	105	59	46
Research	57	12	45
Sleep Disorders	30	25	5
Sports Medicine	70	22	48
TOTAL ATTENDANCE	1502	938	564

Appendix G: Updated Balanced Score Card

Cox College Balanced Scorecard

Business Practices	Target	Stretch Goal	Baseline* Data	2011		2012		2013	
	Goal			Spring	Fall	Spring	Fall	Spring	Fall
Increase enrollment	800	900	504	688	812	839	849	843	
Increase student retention	85%	90%	82.40%	80%	83%	84%	80%	84%	
Increase grant funding	3%	7%	\$262,589	\$76,379	\$165,978	\$14,200***	\$23,975 ****	\$33,800*****	
Revenues exceed expenses	5%	10.0%	-1%	\$1,101,836 (16 %)		\$1,023,962 (14%)		IP	
Educational Programs	Target	Stretch Goal	Baseline* Data	2011		2012		2013	
	Goal			Spring	Fall	Spring	Fall	Spring	Fall
Increase number of faculty meeting criteria for promotion	4	8	1.3	2	N/A	2	N/A	2	
Program curriculum formally reviewed on a 5 yr. cycle	60%	75%	N/A	0%	0%	0%	0%	0%	
Decrease SSI Gap score: "Students satisfied with instruction"	1.1	1	1.58	1.36	N/A	1.04	N/A	1.52	
Customer Satisfaction	Target	Stretch Goal	Baseline* Data	2011		2012		2013	
	Goal			Spring	Fall	Spring	Fall	Spring	Fall
Decrease SSI Gap score: "I seldom get "run around" ..."	2.2	2	2.52	1.76		1.58		1.63	
Graduates reporting professional placement at graduation	85%	95%	N/A	** below	## below	80%	96%	73.40%	
Pass rates on licensing/registry/certification exams	95%	100%	92.75%	96% NCLEX	93% NCLEX	97% NCLEX	96% NCLEX	100% NCLEX	
				83% other	N/A	N/A	100.00%	N/A	
Workforce Satisfaction	Target	Stretch Goal	Baseline* Data	2011		2012		2013	
	Goal			Spring	Fall	Spring	Fall	Spring	Fall
Increase employee retention	90%	95%	84.70%	8/10-7/11	87.00%	8/11-7/12	86.00%	8/12-7/13	89.90%
New employee orientation completed in 1st month	100%	100%	N/A	100%	100.0%	100%	100.0%	100%	
Increase WWKT: Communication scores	5	5.1	4.6	N/A	4.54		IP		
Systematic Assessment	Target	Stretch Goal	Baseline* Data	2011		2012		2013	
	Goal			Spring	Fall	Spring	Fall	Spring	Fall
College wide assessment under umbrella of IAEC for				HLC report	HLC approved	MQA	MQA	Revised	
Continuous Quality Improvement	TBD	TBD	N/A	completed	MQA	application	site visit	Org Chart	
* Baseline: average of last 3 years (2008-2010)			** Graduation cards: N=94 (50/53% Job; 21/22% No Job; 23/25% No Response						
N/A baseline suggests new process: baseline to be determined.			## New Process being implemented for spring 2012		IP in Process		Updated: June 2013		
			Grants: Smith-Glynn & Sauders scholarships * Grants: MFH Planning Grant, Spiva Foundation and MDHE Loan						
			***** Grants: Muscrave, &Smith-Glynn scholarships + Bank of America and Missouri Foundation for Health (MOCAP)						

Appendix H: 2013 – 2014 Scholarly Work

Shannon Ackermann

Additional Degree Earned

- Master of Science in Nursing from Cox College (May 2013)

Research

- **Ackermann, S.**, Dashtipour, D, & May T. *Videotaping as a Teaching Strategy to Improve Clinical Skills* in process.

Cozi Bagley

Research

- Continuation of research project: *Improving Student Self-efficacy in Obstetrics through use of Simulation.*

Award

- Nurse Educator of the Year at the Springfield NewsLeader's Salute to Nursing Luncheon (May 2013)

Lisa Beals

Presentation

- Poster presentation *Undergraduate Nursing Student Feedback Using Screenshot Technology* presented at Midwest Regional Nursing Educator's conference in Columbia, MO (November 9, 2012)

Amy Bishard

Presentation

- *Ins and Outs of Mid Level Provider Billing* presented at the AAPC Regional Conference (October 2012)

Publication

- Bishard, A. *BC Advantages* Evaluation and Management Services and Electronic Medical Record (August/September 2012)

Patti Brammer

Additional Degree Earned

- Bachelor of Science in Human Services from Drury University (May 2013)

Dr. Jo Ellen Branstetter

Presentation

- *Nurse Educators' Perceptions of Caring Attributes in Current and Ideal Work Environments* at the NLN Education Summit in Anaheim, CA (September 22, 2012)

Publications

- Brett, A. L., **Branstetter, J. E.**, and Wagner P. *Nurse Educators' Perceptions of Caring Attributes in Current and Ideal Work Environments* manuscript in review process for *Nursing Education Perspectives*.
- **Branstetter, J. E.** and Brett, A. L. *Factor Analysis of Nyberg's Caring Assessment* manuscript being prepared for submission to *Nursing Research*.

Grants

- Internal evaluator for the Cox College Missouri Foundation Health Outreach Program for Expanding Nursing (OPEN) grant.
- Evaluation consultant and participant in Alzheimer grant writing team for Burrell Behavioral Health
- Posey, J.A., Jacobs, M., Goad, A., Brett, A., **Branstetter, J.** Collaborative Practice Program, HRSA Nurse Education, Practice, Quality, and Retention (NEPQR) Collaborative Agreement/Grant on Interprofessional Collaborative Practice (submitted February 2013 funding decision expected in July, 2013).

Kyle Brashear

Presentations

- **Brashear, K.** and Williams, K. "Considering a low carbohydrate, whole foods approach as alternative hypothesis for dietary treatment of the Western diseases" for Regional Dietetic Organization. (November 2012)
- Williams, K. and **Brashear, K.** "Advanced Thinking in Diagnosing Protein Calorie Malnutrition" for Regional Dietetic Organization (May 2013)
- Williams, K. and **Brashear, K.** Journal Clubs presented for the CoxHealth Register Dieticians earning CEUs from the national dietetic association:
 - Evaluating the literature on sodium as it relates to cardiovascular disease, Springfield, MO (March 7, 2013)
 - Critical thinking approach to the evaluation of peer reviewed literature, Springfield, MO (February 21, 2013)

Dr. Anne Brett

Presentations

- Breakout sessions at the Iowa Health Educators Association Conference in Des Moines, IA: *Successful Leadership: 10 Tips for Directors, Deans, and Chairs* and *Health Educator's Perceptions of Caring Attributes in Current and Ideal Work Environments* (July, 22, 2013).

Publications

- **Brett, A. L.**, Branstetter, J. E, and Wagner P. Nurse Educators' Perceptions of Caring Attributes in Current and Ideal Work Environments manuscript in review process for Nursing Education Perspectives.
- Branstetter, J. E and **Brett, A. L.** Factor Analysis of Nyberg's Caring Assessment manuscript being prepared for submission to Nursing Research

Award

- Selected one of Springfield's 20 Most Influential Women by the *Business Journal* (September 2012)

Kacie Craig

Presentation

- Fluoroscopic Procedures for the Missouri State University Physician's Assistant Program (March 22, 2013)

De Dashtipour

Additional Degree Earned

- Master of Science in Nursing from Cox College (May 2013)

Research

- Ackermann, S., **Dashtipour, D.**, & May T. *Videotaping as a Teaching Strategy to Improve Clinical Skills* in process.

Paula Garner

Grant

- Wilmes, M. and Garner, P. Nursing Faculty Loan Program grant application. (submitted in February 2013 funding decision expected in July 2013).

Rachel Hodge

Presentations

- Computerized Clinical Documentation for College of the Ozarks (January 2013).
- Community Emergency Preparedness at Hood United Methodist Church (June, 2012) and Ozark North District United Methodist Women (April 2013).

Michelle Jacobs

Presentation

- Lunch and learn discussion during the annual state-wide Missouri Nursing Association (MONA) Approved Provider Training.

Grants

- Posey, J.A., **Jacobs, M.**, Goad, A., Brett, A., Branstetter, J. Collaborative Practice Program, HRSA Nurse Education, Practice, Quality, and Retention (NEPQR) Collaborative Agreement/Grant on Interprofessional Collaborative Practice (submitted February 2013 funding decision expected in July, 2013).
- Grants to support continuing education activities submitted: Merck for \$1,012.50 (unfunded); Pfizer for \$1,500.00 (funded) and Teva for \$3,714.00 (unfunded).

Deborah Jochems

Additional Degree Earned

- Bachelor of Business Administration from Evangel University (May 2013)

Grant

- **Jochems, D.** and Williams, K. Missouri Foundation for Health Planning Grant: Workforce Education in Rural Communities (funded November 2012)

Shirley Marion

Additional Degree Earned

- Post-Master's as an Advanced Practice Nurse in nurse-midwifery from the University of Kansas (May 2013)

Kathy Martin

Grant

- Participating in a grant funded program called Show Me Healthy Women. The program provides free exams and health screening to increase access to care as a strategy to reduce adolescent pregnancy.

Tammy May

Additional Degree Earned

- Master of Science in Nursing from Cox College (May 2013)

Research

- Ackermann, S., Dashtipour, D, & **May T.** *Videotaping as a Teaching Strategy to Improve Clinical Skills* in process.

Nicole Montgomery

Publication

- Montgomery, N. (2011). Japanese for Healthcare Professionals: an introduction to medical Japanese., *Medical Reference Services Quarterly* 2012; Vol. 31(3), pp. 352-353

Tad Morris

Presentations

- Missouri Society of Radiologic Technologists (MSRT) Annual Conference Guest Lecturer: “Moving Up: Examining the Education and Achievement of Diagnostic Imaging Professionals” (April 17, 2013)
- Missouri Society of Radiologic Technologists (MSRT) Annual Conference Guest Lecturer: “Nanotechnology in Diagnostic Imaging” (April 18, 2013)

Dr. Jennifer Posey

Presentation

- Strategic Planning for the Education Function presented at the National Institute of Healthcare Leadership; Fort Worth, TX. (May 2013)

Grant

- **Posey, J.A.**, Jacobs, M., Goad, A., Brett, A., Branstetter, J. Collaborative Practice Program, HRSA Nurse Education, Practice, Quality, and Retention (NEPQR) Collaborative Agreement/Grant on Interprofessional Collaborative Practice (submitted February 2013 funding decision expected in July, 2013).

Joelene Powell

Additional Degree Earned

- Master of Organizational Leadership from Evangel University (May 2013)

Dr. Lance Ratcliff

Publication

- **Ratcliff, L.** and Armstrong, C. *Sport nutrition and nutritional ergogenic aids*. In: Jose Moncada-Jimenez, ed. Meta-analytical Research in Sport Science, Exercise, and Health: The main effects of exercise and training on human development, performance, and health. (published in Spanish) Editorial Press, University of Costa Rica; accepted, 2012; in print, 2013.

Kris Slagle

Innovation

- Served as faculty travelling with the first group of nursing students for a clinical experience in Calcutta, India (October – November 2012).

Betty Stogsdill

Additional Degree Earned

- Master of Science in Nursing from Cox College (August 2012)

Kris Williams

Presentations

- Brashear, K. and **Williams, K.** “Considering a low carbohydrate, whole foods approach as alternative hypothesis for dietary treatment of the Western diseases” for Regional Dietetic Organization. (November 2012)
- **Williams, K.** and Brashear, K. “Advanced Thinking in Diagnosing Protein Calorie Malnutrition” for Regional Dietetic Organization (May 2013)
- **Williams, K.** and Brashear, K. Journal Clubs presented for the CoxHealth Register Dieticians earning CEUs from the national dietetic association:
 - Evaluating the literature on sodium as it relates to cardiovascular disease, Springfield, MO (March 7, 2013)
 - Critical thinking approach to the evaluation of peer reviewed literature, Springfield, MO (February 21, 2013)

Grant

- Jochems, D. and **Williams, K.** Missouri Foundation for Health Planning Grant: Workforce Education in Rural Communities (funded November 2012)

Dr. Marcia Wilmes

Grant

- **Wilmes, M.** and Garner, P. Nursing Faculty Loan Program grant application. (submitted in February 2013 funding decision expected in July 2013).

Jason Young

Presentation

- *From the Bowls of the Department, Hospital Leaders Emerge* presented at the Missouri Society of Radiologic Technologists state (April 19, 2013) and district conferences (December 1, 2012)

Award

- 2012 MSRT Award of Excellence recognizing outstanding service, dedication and contribution to the MSRT

Karen Young

Additional Degree Earned

- Master of Science in Nursing (Family Nurse Practitioner) from Missouri State University (May 2013)



Cox College is committed to excellence by meeting the educational needs of students and the health care community.

