

Annual Report

CY 2015



Cox College

Cox College's Annual Report to the Board of Trustees Calendar Year 2015

Welcome to the Cox College Annual Report for 2015; thank you for taking time to review many exciting highlights that have occurred during the past 12 months. Every year seems more fast-paced than the previous one, but it may be difficult to imagine 2016 being any busier than 2015 – multiple programmatic accreditation visits, separate incorporation, a great alumni gathering, and record enrollment, to name just a few of the big news items. Much time the past couple years has been dedicated to the College's reaccreditation; Higher Learning Commission (HLC) peer reviewers were on site last March, and Cox College earned continued accreditation for 10 years!

Similar to our 2014 Report, the following pages contain updates that stem directly from institutional goals and the Strategic Plan. Additionally, updates from the Simulation and Education Center are featured, as are many pictures, graphs, and tables that demonstrate feedback, community involvement, and overall scholarship. It is a testament to our tremendous workforce and student body that Cox College can share so much success each year; thanks again for reviewing and celebrating these accomplishments.

Progress on Goals & Initiatives, 2015

Business Objectives

Continue appropriate budgetary preparations for separate incorporation. In addition to reaccreditation, the issue of separate incorporation has been a major focus across the College, and the issue remains significant. Previous estimates for separate incorporation expenses were between \$1.5 million and \$2.0 million; those were accurate estimates - the cost for Fiscal Year 2016 (FY16) is \$1.54 million. This figure includes employee benefits, facility lease, various insurance charges, and services purchased through CoxHealth. FY15 was the final year prior to separate incorporation; the table to the right, provided by Jayne Bullard, Vice President of Business & Finance, reflects the College's strong bottom line. The FY16 margin is projected to be quite a bit less due to the aforementioned costs.

FISCAL YEAR 2015 BUDGET

TUITION	\$ 6,967,869
FEES	1,438,187
OTHER OPERATING REVENUE	112,992
DEDUCTIONS FROM REVENUE	<u>(110,004)</u>
NET REVENUE	8,409,044
SALARIES & BENEFITS	5,930,556
PURCHASED SERVICES & FEES	1,040,659
OTHER EXPENSES & FINANCIAL AID MATCH	260,673
MATERIAL & GENERAL SUPPLIES	241,684
DEPRECIATION	<u>107,517</u>
TOTAL EXPENSES	7,581,089
NET INCOME	<u>\$ 827,955</u>

Obtain national state reciprocity, and expand enrollment opportunities associated with state reciprocity. Thanks to collaborative work across the institution, Cox College earned membership in National Council for State Authorization Reciprocity Agreement (NC-SARA). This distinction allows for marketing and recruitment of students in other reciprocity states, primarily for online courses, programs, and degrees, such as the Bachelor of Science in Diagnostic Imaging (BSDI), Bachelor of Science in Nursing completion (RN-BSN), and Master of Science in Nursing (MSN). Plans are underway to include the Medical Billing & Coding certificate as a similar online format during the upcoming summer. Currently, there are 36 total reciprocity states, and Cox College is one of only two institutions in Springfield with membership in NC-SARA.

Address infrastructure and/or equipment needs. Many facility and equipment-related projects were completed during 2015; some were interim solutions, while others will help poise the College for success over a longer period. Study areas for students were refreshed with various pieces of new furniture and whiteboards, while the Academic Resource Center was expanded to include a writing lab. Over 20 new faculty or staff office computers were replaced, as were 24 laptop machines. The largest project was the renovation of the L-400 reception area / nurse station. Pictured below, this is now the location of a mock apartment (dubbed “Cox Cottage”) in which students will learn how to work in a potential patient’s home environment. (Progress photos below courtesy of Todd Rutledge)



Educational Programs Objectives

Implement Master of Science in Occupational Therapy (MSOT). In August 2015, Cox College's highly anticipated Master of Science in Occupational Therapy program officially began. The strong group of 22 students (pictured below) from across the nation became the institution's third graduate program, joining Master of Science in Nursing, and Master of Science in Nutrition Diagnostics cohorts, respectively. Led by Department Chair, Dr. Beth Torcivia, and Academic Fieldwork Coordinator, Dr. April Swanson, the program was the first approved for candidacy status in Southwest Missouri and will help meet a significant regional need for entry-level occupational therapists. (Photo below courtesy of Dr. Beth Torcivia)

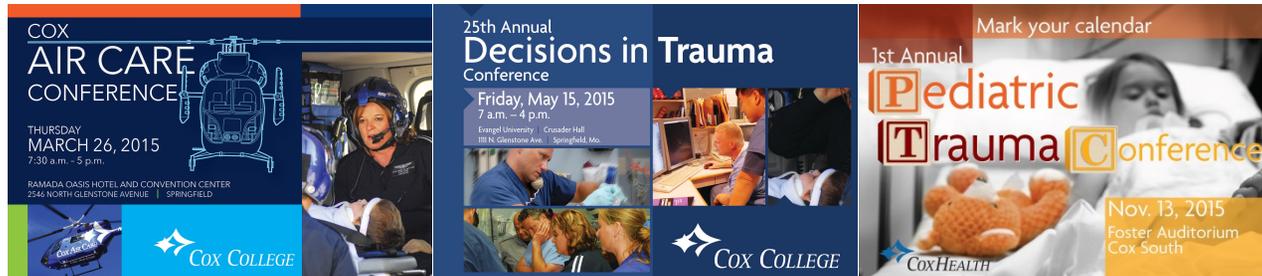


Facilitate continued implementation and expansion of interprofessional education. An academic focus of Cox College continues to be expanding interprofessional courses and learning experiences for our students, the next generation of health care professionals. During 2015, Cox College students experienced interprofessional simulations in nursing, radiology, and occupational therapy. The College also created a new interprofessional learning space, “Cox Cottage,” as noted previously under Business Objectives. This simulated apartment is designed with interprofessional learning in mind, emulating a typical living space for students across academic departments to practice home-based skills for treating patients.

Enhance the use of simulation. Cox College enhanced student simulation by introducing new components, such as those from the greater Springfield community and clinical practice arenas. Occupational Therapy (OT) students rode Springfield Public Transit Services to gain a better understanding of what their future patients may encounter, then presented findings to the Greene County Health Department, The Arc of the Ozarks, and Public Transit officials. As in previous years, the Simulation Center coordinated many community partners to participate in periodic mock disaster settings, which included volunteers across CoxHealth and area junior high schools. Further, clinical courses in undergraduate nursing began requiring simulation experiences. Some scenarios, such as “Hearing Voices” in Assistant Professor Donna Rye’s Mental Health course, had involvement from many other faculty and staff. (Photos below: left - OT students Linsey Barnhart and Elizabeth White present findings from the public transportation study; center - Undergraduate Nursing student Heath Jennings practices assessment techniques with Simulation Specialist Ashley Dedmon; right - Undergraduate Nursing students Rachel Keen and Jeff Caudle discuss topics with Assistant Professor Teresa Bowers)



Diversify/Grow professional advancement offerings. The Professional Advancement arm of the Education Center increased the number and size of Certified Nurse Assistant (CNA) courses due to the continued vacancy of CNA positions across CoxHealth. In fact, Professional Advancement did such a good job of training more CNA students that a classroom at Cox North was remodeled to accommodate more students! Additionally in 2015, Professional Advancement offered 11 more conferences to 450 more attendees for continuing education hours; this is a significant benefit to nurses, physicians, radiographers, and other health care colleagues.



Customer Experience Objectives

Identify student retention initiatives. Retention of students has been a discussion across multiple venues the past few years, and these conversations led to a number of College-wide efforts in 2015. The Academic Resource Center (ARC) is better utilizing NetTutor and the aforementioned new peer tutoring schedule, as well as offering workshops with various faculty members covering study skills and writing. Moreover, the ARC began working with academic departments to create an early alert system for students who do not begin the semester successfully.

Thanks to Assistant Professor Debbi Groves, expanded hours and dedicated personnel are now available in the skills labs; this addresses a significant need and a request from students. Additionally, most academic departments have implemented faculty-led student interviews that occur prior to full admission into a specific program of study; this process increases the likelihood that students are aware of expectations, thereby leading to increased student retention. Last but not least, the respective Faculty and Staff Senates coordinated the Student Pantry and Adopt-a-Family programs (further details in Workforce Experience Objectives).

Enhance / Expand student support services. The ARC was enhanced during the past year to better accommodate students. Many changes were made to the layout and services; for example, a new writing center was established, more peer tutors were hired, tutoring hours were increased, and dedicated space was set aside on the third floor for testing services. Additionally, the tutoring schedule is online and students can have appointments specific to subject and content areas.

Seek opportunities for student voice. Cox College continues to use an annual student satisfaction survey to poll students across numerous Academic and College Services categories (survey details in Student Feedback section). Implemented in August, students now have seats on all Councils, Leadership Cabinet, and the College Board of Trustees. These changes ensure students have multiple opportunities to participate in shared governance. Student Government Association (SGA) furthered its impact and voice by collaborating with Faculty and Staff Senates, respectively, on a number of projects, such as the Pantry and Adopt-a-Family (both described below in greater detail). (Photos below courtesy of Heather Stockford: left - 2014/15 SGA President Misty Waters; center - 2015/16 SGA Vice President Stephen Verheyen; right - 2015/16 SGA President Jennifer Morgenstern)



Workforce Experience Objectives

Act upon ways to improve internal collaboration. As mentioned in Customer Experience Objectives, and in collaboration with the Student Government Association, the respective Faculty and Staff Senates began a pantry for all Cox College students. The Senates coordinate donations and stocking of the pantry, including shelves of non-perishable foods and hygiene items. Another successful project for the Senates was the Adopt-a-Family program for Christmas; gift requests from student families in need were gathered and coordinated, then filled by generous colleagues across the entire workforce.

Furthermore, Cox College again exemplified community support and internal collaboration with two service projects. On July 31, many colleagues across the workforce volunteered to spruce up the facilities and grounds before the start of fall classes. Then, during the month of August, more than 40 College volunteers completed tasks at the Boys & Girls Club of Springfield, Council of Churches of the Ozarks, Sunshine Elementary School, and The Salvation Army, all as part of the United Way Day of Caring.



Review / Enhance opportunities for workforce development and training. In both January and August, the College holds its semester kickoff convocation. This day serves as a forum to review various projects and seek input. In 2015, highlights included the introduction

of new colleagues, a revised council and committee structure, budget synopsis, Title IX training on discrimination, Family Educational Rights & Privacy Act (FERPA) overview, team building exercises, federal financial aid updates, and the College's latest learning management system, Canvas.

Cox College makes many efforts to support professional development. Each annual budget has funds set aside for various conferences and seminars, and the College pays for registration, travel, and lodging. Both Cox College and CoxHealth have tuition reimbursement programs to assist colleagues with the advancement of their education. In 2015, seven College personnel took advantage of these programs and continued their respective educational pursuits.

Systematic Assessment Objectives

Establish regular cycle for departmental, program, and course assessment. As part of quality improvement, a new internal review process began in September. This initiative is overseen by the Institutional Effectiveness and Research Council, pertains to all academic and non-academic departments, and is designed to provide transparency, accountability, and an avenue for Council recommendations. Each department is scheduled for review every three years, with a goal of potentially aligning an academic department with accreditation self-studies or visits.

Evaluate committee structure and effectiveness. The College's committee structure was revised based on internal analysis and accreditation visit feedback. The changes were designed to boost input across the workforce and augment transparency, along with implementing greater coordination with Faculty and Staff Senates, respectively. Equally important, it improves communication to and from students because multiple student seats are held across the revised structure, all the way up to and including the College's Leadership Cabinet and Board of Trustees.

Interprofessional Simulation & Education Center

As mentioned previously, Professional Advancement staff facilitated significant increases in educational opportunities across Cox College, CoxHealth, and Southwest Missouri. These opportunities included CNA courses and dozens of conferences and workshops. In addition, nurse re-entry programs were added, marketing for which will expand to better meet the area's need for nurses. Moreover, Professional Advancement continued its enormous task of scheduling job shadow and clinical experiences for all students across the nation who utilize CoxHealth as an education site. This responsibility grows more complex each year, so potential software products were researched and implemented as a way to improve efficiency, as well as allow staff to better locate students in the event of an emergency. Last but not least, Professional Advancement led the training of CoxHealth billers and coders in the revised medical classification system known as ICD-10 (10th revision of the International Statistical Classification of Diseases and Related Health Problems). The transition had been part of political debate for years, and Professional Advancement staff worked diligently to ensure

CoxHealth colleagues had necessary education once Congress settled the issue. Obviously 2015 was a very busy year for Professional Advancement; in total, more than 3,000 regional health care personnel were served, a substantial increase from 2014.

Healthcare Education & Outreach also finished 2015 with impressive statistics: 641 classes taught to nearly 150 different groups, while overseeing more than 100 locations to verify American Heart Association (AHA) instructors met various requirements. Incredibly, some of these numbers will rise significantly in 2016 as new AHA guidelines take effect. Within CoxHealth, Healthcare Education & Outreach provided training at no charge to 5,414 colleagues, saving those employees \$658,922.00. Another 2,389 community members were served, equating to nearly \$120,000.00 in revenue, for a total of almost 8,000 trainees in 2015. Some organizations delivered these services includes 3M, Assemblies of God, Branson Healthcare Careers Club, Burrell Behavioral Health, Cedar County Memorial Hospital, Citizens Memorial Hospital, College of the Ozarks, Dairy Farmers of America, Federal Medical Prison, Greater Ozarks Center for Advanced Professional Studies (GO CAPS), Houston Public Schools, John Q Hammons Hotels, Missouri Army National Guard, Missouri State University, Missouri Veterans Home, Monett Fire Department, Mt. Vernon Public Schools, Pregnancy Life Line, Southwest Baptist University, Springfield/Branson National Airport, The Salvation Army, and Wright County Health Department.

A number of new Simulation Center scenarios, users, and volunteers were part of the mock setting in 2015. These excellent opportunities are unique learning experiences that bridge the gap between classroom knowledge and direct patient care. Each semester, a mock disaster of some kind puts students in the middle of a simulated emergency, but just as important, the regular use of the Simulation Center helps reinforce techniques and processes that can save lives in real-world situations. Pictures below, courtesy of Simulation Director Molly Bryan, show scenes from the summer semester mock disaster; “victim” volunteers of the disaster were 33 junior high students who were part of local health and science camps.



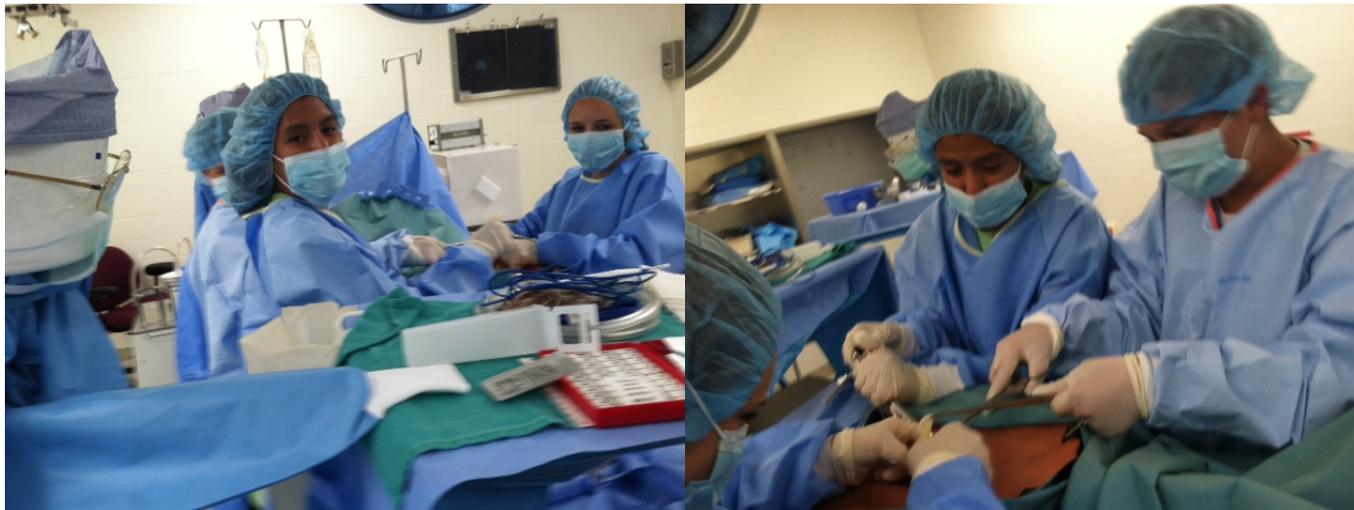
As noted above, frequent use of the Simulation Center can be an incredible resource for students. More than 220 simulation scenarios were run in 2015 across three academic departments: Nutrition Diagnostics, Radiologic Sciences and Imaging, and Undergraduate Nursing, the latter of which included simulation with all clinical courses. The high-modality manikins are exceptionally life-like and allow students to practice without fear of patient injury, and it is even more valuable when live standardized patients can be used. Standardized patients are not available every day or for every scenario, but these volunteers, when available, create the most realistic clinical experience for students while remaining in a safe and controlled environment. (Table/Photos below courtesy of Molly Bryan)

Semester	Department	Sessions	Participants (duplicated)
Spring 2015	Nutrition Diagnostics	3	25
Spring 2015	Radiologic Sciences and Imaging	1	8
Spring 2015	Undergraduate Nursing	104	822
Fall 2015	Nutrition Diagnostics	1	10
Fall 2015	Radiologic Sciences and Imaging	1	18
Fall 2015	Undergraduate Nursing	124	1555



Greatly improved in 2015 was instruction in skills labs and student practice areas. For example, Ultrasound students had 56 practice sessions and a duplicated student count of 367. Utilization for Undergraduate Nursing students was so high, in fact, that Eventbrite scheduling software was implemented, and Assistant Professor Debbi Groves began devoting full-time responsibilities to the skills labs.

The Simulation Center also welcomed approximately 20 students enrolled in Summerscape, a program offered by Drury University for academically gifted junior high students. While on the Cox College campus, they participated in many activities, such as hand hygiene, listening to heart and lung sounds on a manikin, and taking part in a mock appendectomy. (Photos below courtesy of Molly Bryan)



It is easy to imagine how busy most days are in the Simulation Center, but there are plenty of times, especially when Cox College is not in session, that are available for CoxHealth departments to refine various skills. In 2015, some colleagues took advantage of these opportunities (table below), and Cox College welcomes them to do so. (Table below courtesy of Molly Bryan)

Department	Sessions	Participants (duplicated)				Topic/Activity
		RN	EMT	RT	MD/PA/NP	
Pediatric	3	39				Re-Orientation including Mock Code
NICU Transport	5	15	3	16		Transport Review Sessions
NICU Transport	2	3	0	3		New Training Sessions
Psych	1	5				Pilot "Hearing Voices" simulation
Graduate Interns	2	6				Medical-Surgical simulation scenarios
Healthcare Education & Outreach	15	54	6	19	22	Neonatal Resuscitation Program
Professional Advancement	3	9				Nurse Re-Entry

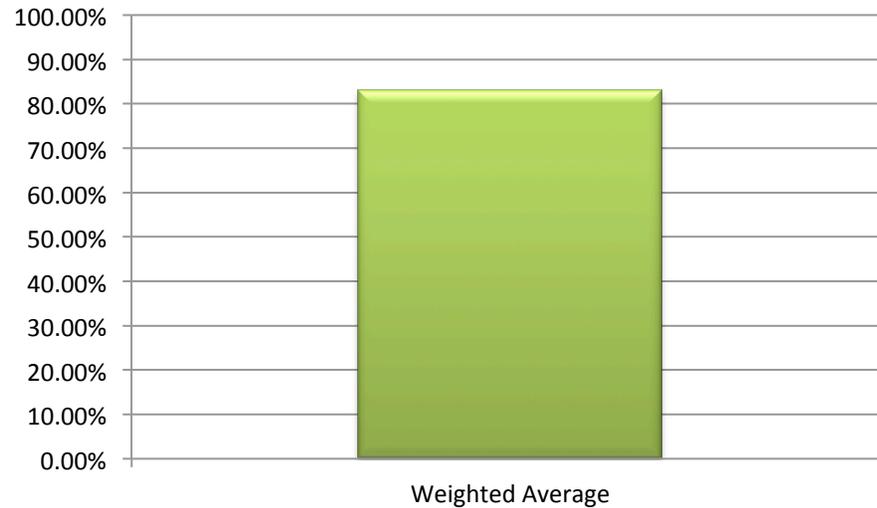
Student Feedback

A revised student survey was implemented in 2015 as a way to more accurately gauge the student experience. Previous surveys had been useful but were designed by nationwide companies that often would not or could not appropriately customize the survey to Cox College. The 2015 instrument was designed in-house, and the resulting data are much more applicable to Cox College, especially for assessment and improvement purposes. The new survey has corresponding aspects with course evaluations that students complete each semester; it also dives into great detail for billing/business operations, the Store, administration, building and maintenance, advising, academic resources, clinical outreach, simulation, e-learning, and numerous departments across College Services.

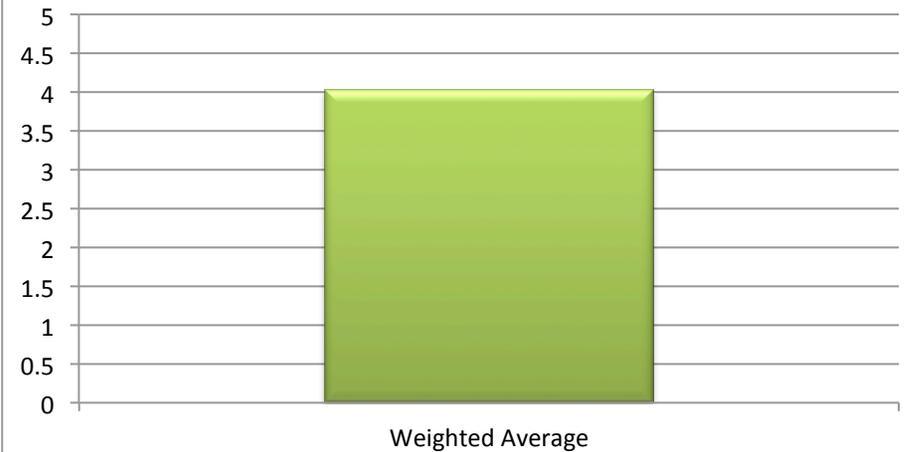
Because 2015 was the first year of this format, there are not direct comparisons that can be made to previous years. However, general similarities and differences can be observed. For example, questions about quality of instruction continue to be rated highly, which correlates to the excellent pass rates on the College Scorecard in the next section. A less positive example is the continued lower ratings on aspects of communication, which Cox College began addressing with more concerted effort in 2015; case in point, the last section of this report shares the new emphasis on social media.

The 2015 survey results form a baseline that will be used for many years, both internal with respective departments, and external with accrediting bodies. In addition, continuous improvement opportunities will be targeted across appropriate areas of the College, and outcomes can be coupled with those of the Strategic Plan. The 2016 survey has been opened to students already, allowing sufficient time for responses and potential implementation of initiatives.

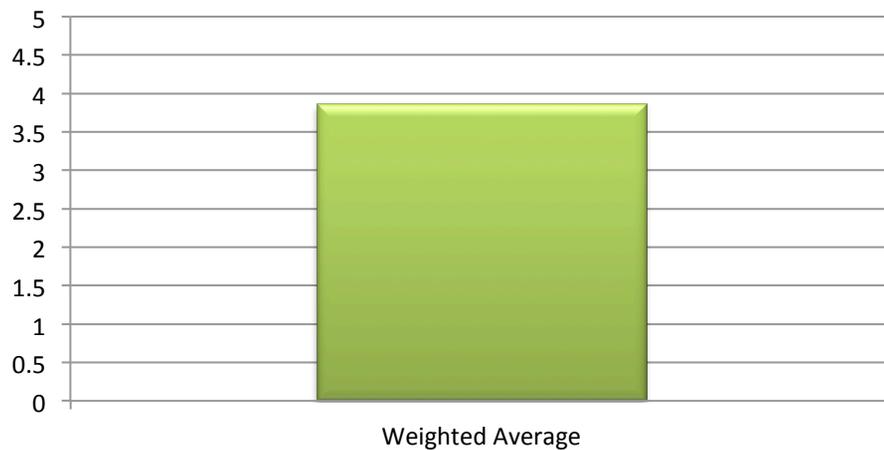
Cox College was my first choice.



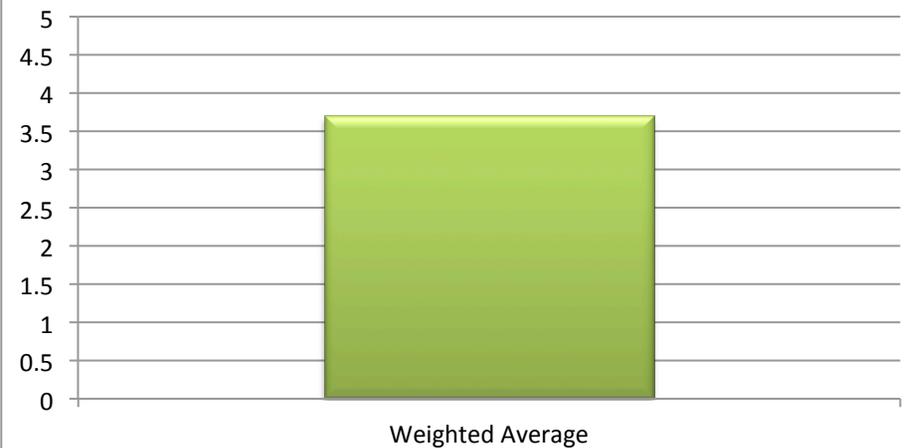
There is a commitment to academic excellence at Cox College.



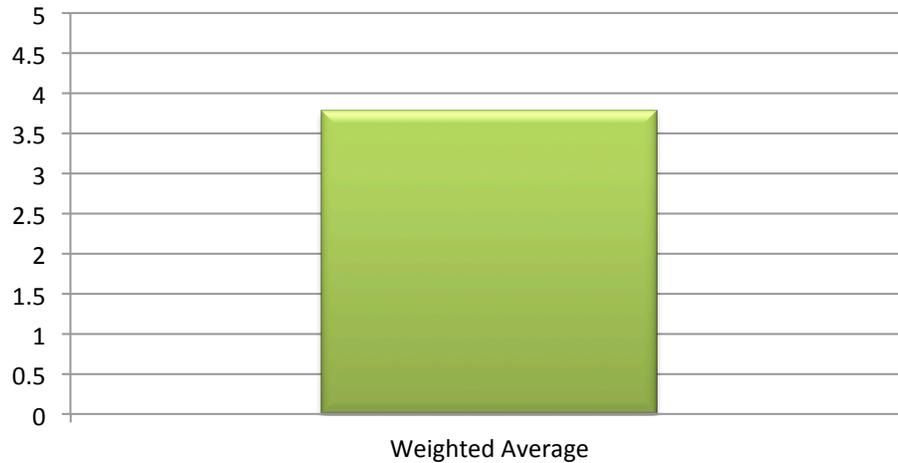
I feel a sense of belonging at Cox College.



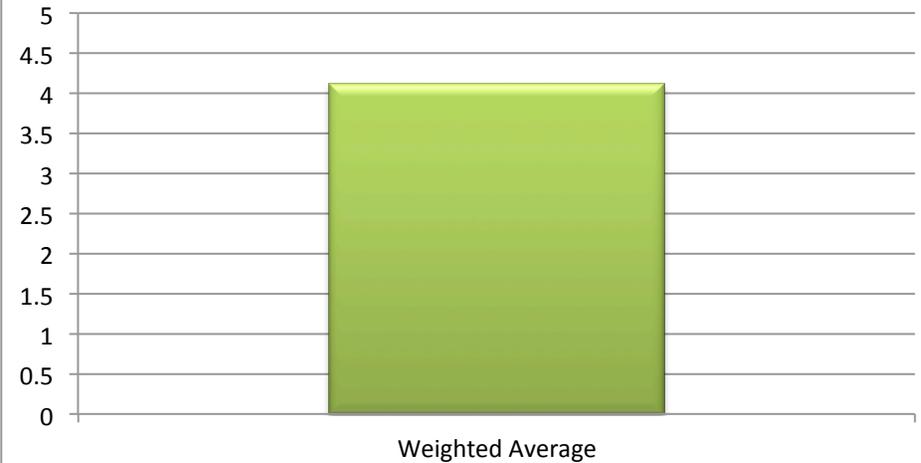
It is an enjoyable experience to be a student at Cox College.



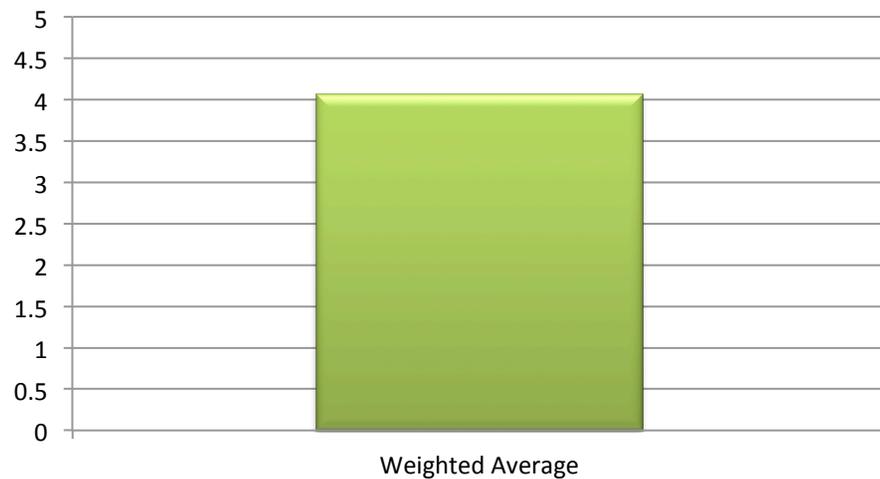
I feel a sense of pride about Cox College.



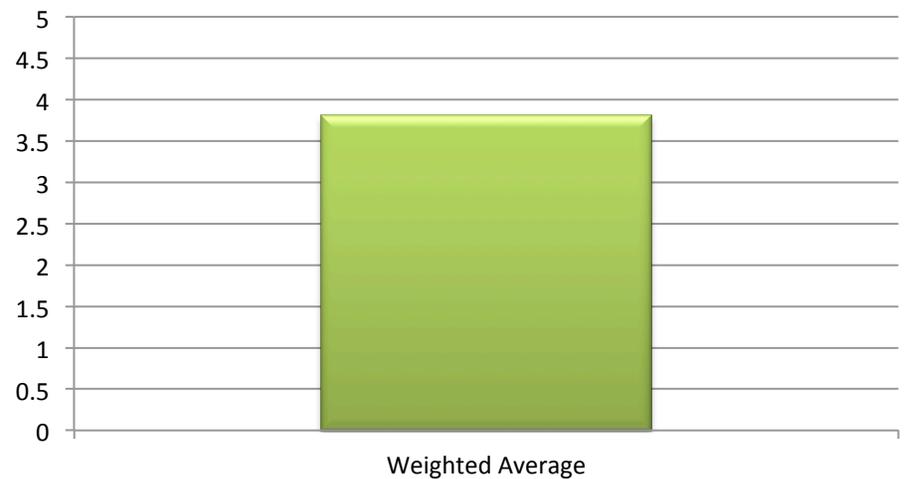
I am able to experience intellectual growth at Cox College.



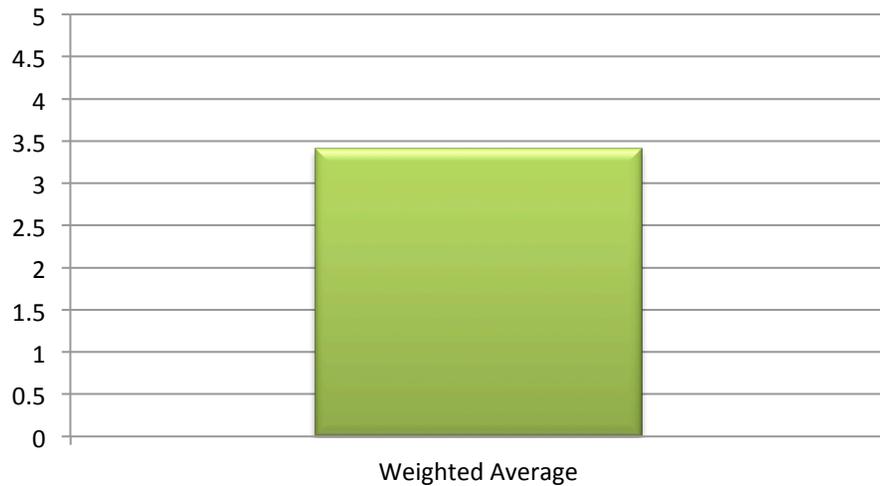
Students are made to feel welcome at Cox College.



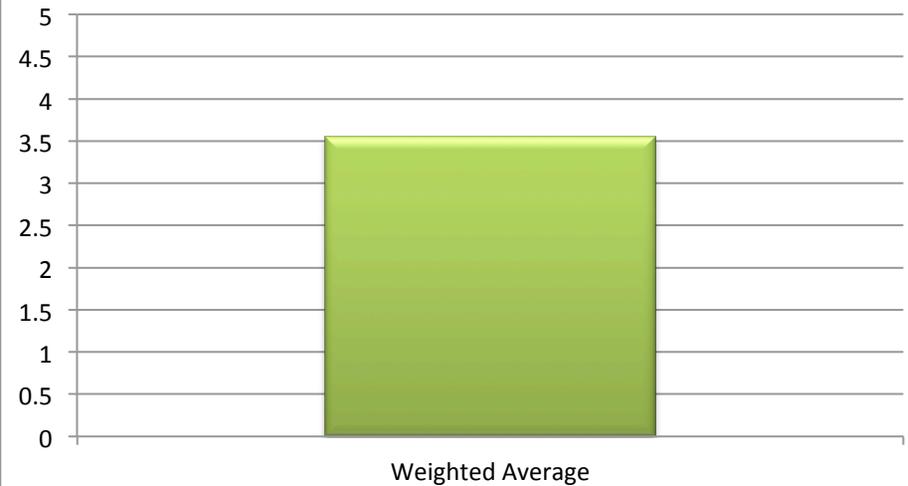
Cox College has a good reputation within the community.



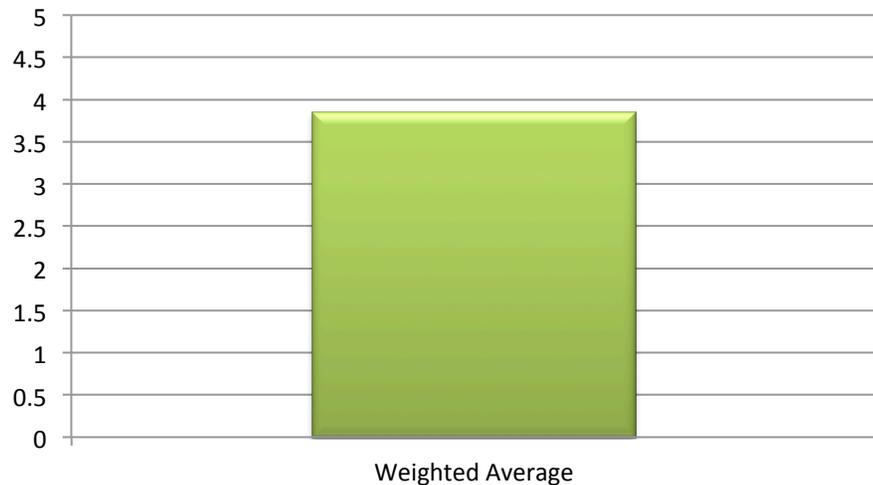
I seldom get the "run-around" when seeking help at Cox College.



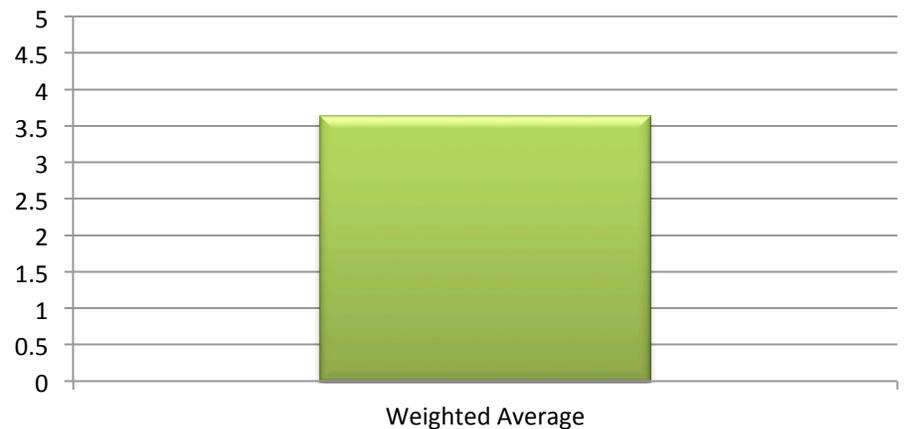
Cox College provides effective communication.



There is a strong commitment to diversity at Cox College.



Channels for expressing student complaints are readily available at Cox College.



Cox College “Fast Facts”

COLLEGE SCORECARD

	2011		2012		2013		2014		2015	
	Spring	Fall								
Student Enrollment	688	812	839	849	840	879	843	870	855	890
Student Retention	80%	83%	84%	80%	84%	91%	93%	94%	97%	98%
Student Job Placement*	n/a	n/a	80%	96%	73%	94%	84%	85%	96%	95%
Student Completion**	80%	78%	77%	78%	83%	83%	93%	83%	96%	100%

First Time Pass Rate on Licensing/Registry/Certification Exams

	2011		2012		2013		2014		2015	
	Cox	National								
ASN NCLEX-RN	97%	87%	100%	89%	100%	81%	97%	79%	98%	82%
BSN-NCLEX-RN	91%	89%	91%	92%	89%	85%	85%	85%	91%	87%
AANP-FNP	-	89%	89%	87%	87%	88%	85%	88%	91%	86%
ANCC ¹	-	-	100%	81%	100%	85%	100%	-	n/a	n/a
ARRT-Radiography	89%	93%	100%	93%	100%	90%	100%	89%	100%	n/a
ARRT-S ¹	100%	73%	100%	46%	100%	71%	100%	83%	100%	n/a
ARDMS-AB ¹	100%	61%	100%	60%	75%	60%	100%	70%	83%	n/a
ARDMS-OB ¹	100%	72%	100%	72%	100%	74%	86%	80%	100%	n/a
ARDMS-VT ¹	75%	57%	75%	58%	67%	59%	75%	63%	100%	n/a
ARDMS-AE ¹	80%	59%	-	59%	100%	60%	-	68%	100%	n/a
Registered Dietitian	100%	87%	89%	85%	100%	86%	-	85%	100%	87%
AMT ²									100%	80%
CCS	100%	48%	60%	48%	71%	65%	100%	65%	100%	n/a
CPC	-	-	-	-	50%	-	100%	-	50%	n/a
CCA	-	57%	-	58%	-	63%	100%	61%	-	n/a

*Graduates reporting job placement at graduation

** Student completion is the number of students who completed degrees calculated at the 150% mark (6 years from beginning of a BS program and 3 years from the beginning of an AS program) from adjusted cohort of students.

¹Annual Overall Rate

²Cummulative 5 Year Rate

Selected Scholarly Highlights

Cox College is proud of the many scholarly accomplishments of its faculty, staff, and students. Below is a sampling of those accomplishments, highlighted by numerous awards.

Student Achievements

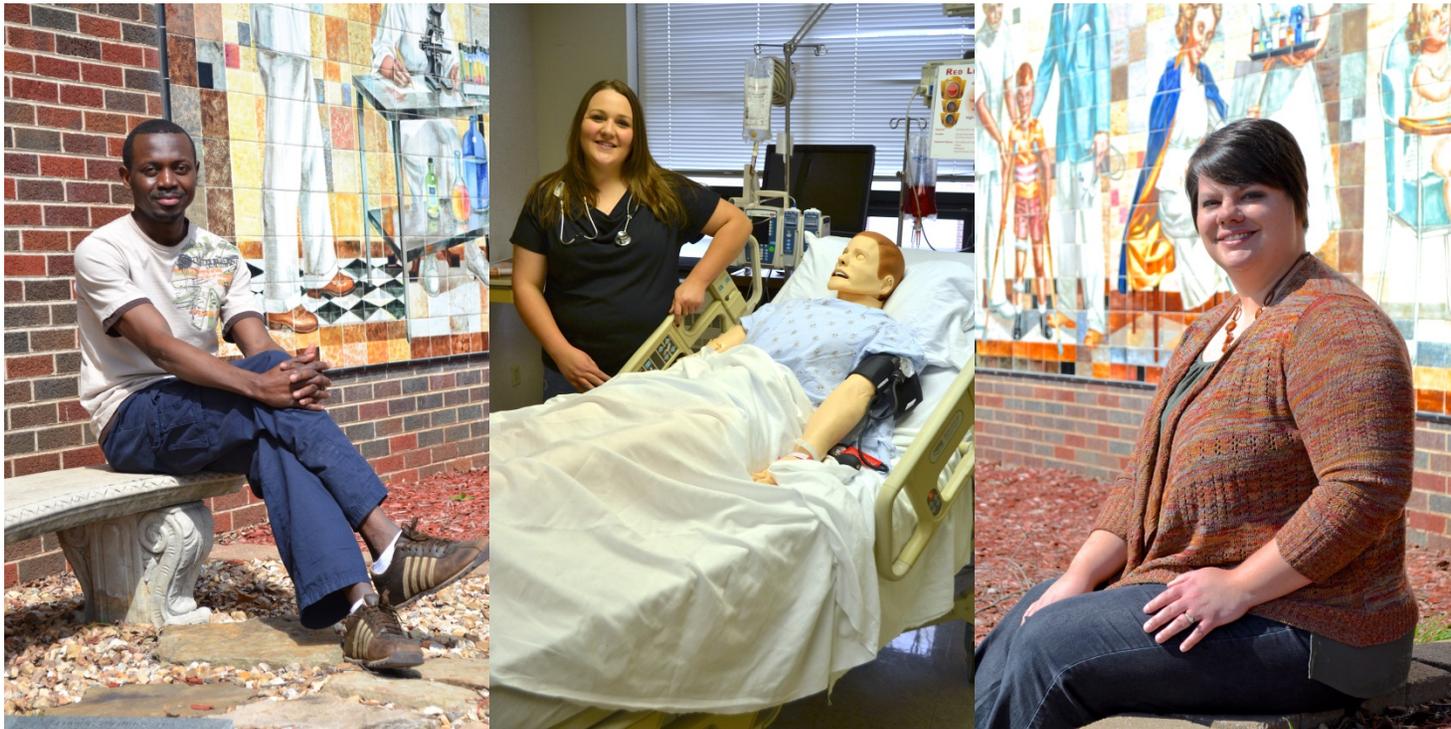
Heath Jennings

Missouri Nursing Students' Association, Treasurer

Nick Robinson

American Society of Radiologic Technologists, Student Leadership Program

Ebrima Colley, Jessica Weddle, Jamie Nunez (pictured below, left to right, courtesy of Heather Stockford)
Springfield News-Leader's Salute to Nurses, Students of the Year



60 Undergraduate Nursing students, 15 faculty
 Springfield Flu Coalition, administered over 500 influenza injections
 Crosslines, Harbor House, Korean Baptist Church, Mobile Flu Clinic, The Salvation Army

Community and Public Health Nursing students
 Health Promotion and Service Learning

Public Schools – Ash Grove, Ava, Buffalo, Seymour, Springfield

Preschool/Daycare – CoxHealth Learning Center, Lebanon Head Start, Little Sunshine's Play House, Omaha (Arkansas) Preschool

Senior Centers – Polk County Senior Center, Southside Senior Center

Other Programs/Businesses – Arc of the Ozarks, Department of Corrections, PetSmart, Walgreen's

(Photos below courtesy of Kathy Martin: left - Betty Linton and Amy Vance; center - Jeff Caudle, Jordan Smallwood, and Emma Rodriguez; right - Kimberly Hackler, Charlene Nadela, and Jenea Vanman)



Faculty & Staff Achievements

Amy Bishard

- *Is Your Physician Ready?* American Academy of Professional Coders National Conference

Amanda Cole (*pictured right*)

- Writing Workshop, APA 101, free to all students, 100+ students in attendance

Ashley Dedmon

- Bachelor of Science in Health Sciences, Drury University

Nicole Montgomery

- Academy of Health Information Professionals
Recognized with Full Membership and Distinction from Medical Library Association

Tad Morris

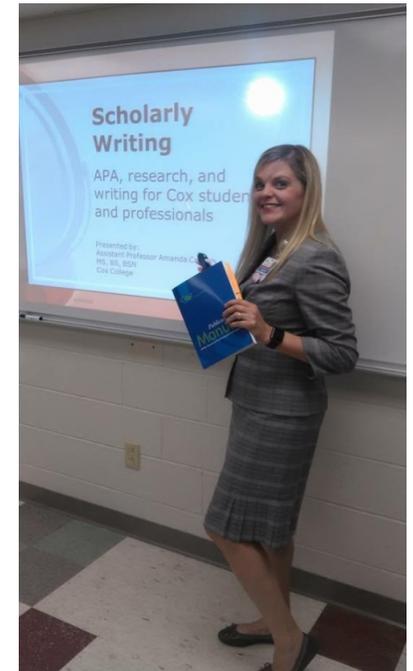
- Master of Science in Physics, Idaho State University
Thesis: *The Role of Technologists in Computed Tomography Patient Dose Optimization*
- *Radiation Biology and Radiation Protection*. Missouri Society of Radiologic Technologists Conference
- *Advanced Practice in Diagnostic Imaging*. CoxHealth Radiology Lecture Series

Brandon Rachal

- *Distance Learning*. Round Table Facilitator, Innovative Best Practice in Nursing Education Conference
- *Embracing Social Learning: Tomorrow's Guide to Today's Adult Learner*. 14th Annual Midwest Leadership Institute for Nurse Educators/Deans & Directors

Marcia Wilmes

- Point of Contact, Health Resources and Services Administration Bureau of Health Workforce – Loan Repayment Programs



Connect with Cox College via Social Media

Facebook

New Facebook group pages have been created, one each for the ARC and the MSOT Department; these will function in partnership with the College's Facebook page. The ARC will use this medium to educate current students about its various services, as well as share success stories and relevant topics of interest. The MSOT group page will be used to communicate with current students and serve as a tool for recruiting future students. To date, students and faculty have posted relevant articles and shared student videos. Other areas of the College have expressed interest in developing Facebook pages, and those will be created in the upcoming months. Each page will have the same look and feel to ensure branding consistency.

Twitter

An official Twitter account has been opened for Cox College, @cox_college4u. The account will be used to relay school closings, campus activities, appropriate updates, and other items of interest.

LinkedIn

Cox College also began its own LinkedIn page, which is used to post relevant information and help promote the institution.

Website

The official Cox College website, CoxCollege.edu, continued to undergo updates throughout 2015. Towards the end of fall semester, the Marketing Committee was formed and started discussions regarding direction for the future of the website; this group plans to implement ways to make the website more interactive and easier to use.



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

